

Putting the
prevention
of violence against
women

into practice:

How to Change the story



Our
WATCH
End violence against
Women **And** Their **Children**

Our Watch 2017

Published by Our Watch

GPO Box 24229, Melbourne VIC 3001

www.ourwatch.org.au

Acknowledgement of Country: Our Watch acknowledges the traditional owners of the land across Australia on which we work and live. We pay our respects to Aboriginal and Torres Strait Islander people past and present, and we value Aboriginal and Torres Strait Islander histories, cultures, and knowledges.

Acknowledgements

The Handbook was written by Monique Keel (Our Watch), Jane Torney (Our Watch), Emma Fulu (The Equality Institute), Sarah McCook (The Equality Institute), Scott Holmes (Our Watch), Michelle Hunt (Our Watch), Yvonne Lay (Our Watch) and Cathy Warczak (Our Watch).

Our Watch would like to acknowledge the support of VicHealth in the funding and development of this Handbook, specifically the following: Liz Murphy (VicHealth), Renee Imbesi (VicHealth) and Dr Wei Leng Kwok (VicHealth).



Our Watch would also like to thank the following individuals who contributed to the development of this Handbook:

- Dr Mayet Costello (Australia's National Research Organisation for Women's Safety)
- Bonney Corbin (True Relationships and Reproductive Health)
- Jennifer Mullen (White Ribbon Australia)
- Craig Rigney (Kornar Winmil Yunti Aboriginal Corporation)
- Claire Tatyzo (YWCA Adelaide)
- Ellen Poyner (NAPCAN)
- Ani Lamont (The Equality Institute)
- Sarah Gosper (The Equality Institute)
- Kate Chapman (The Equality Institute)
- Nishigandha Boppana (The Equality Institute)

We would also like to thank the following Our Watch staff for their contribution:

Dr Lara Fergus, Dr Emma Partridge, Loksee Leung, Sarah Kearney, Loren Days, Joanna Brislane and Patty Kinnersly. For design and illustration we thank Harmer Creative.



Building on a history of Australian women's leadership in primary prevention

Good prevention strategies already exist across Australia and signs of progress are emerging. This Handbook builds on the valuable work by individuals and organisations in many sectors. Our Watch would like to acknowledge the numerous women and women's organisations across Australia that pioneered the work in the prevention of violence against women, in particular our colleagues in the women's health, gender equality, family violence and sexual assault sectors. We would also like to acknowledge the important leadership and work of women in Aboriginal and Torres Strait Islander and culturally and linguistically diverse communities in working to end violence against women across Australia. Their collective leadership, commitment, efforts and advocacy – which are underpinned by a feminist, social justice and human rights approach – have put the primary prevention of violence against women at the forefront of the national agenda in ending violence against women. This has provided an important basis upon which this work can continue.

5

Section 5: The key principle and good practice approaches to prevention work

In this section you will find:

- the key principle behind the prevention of violence against women, which is to transform gender norms, structures and practices for a more equal society
- how to better understand and apply the above key principle in a framework that considers how multiple systems and structures of oppression and discrimination affect different people
- approaches that support practitioners to apply this principle in practice:
 - » be inclusive and responsive to diversity
 - » work in partnership
 - » challenge masculinity and engage men and boys while empowering women and girls
 - » develop and maintain a reflective practice.

In order to end violence against women and create a gender equal society, prevention work should aim to transform the norms, structures and practices in our society that produce gender inequality and underpin the drivers of violence against women. This means making gender inequality the focus of all prevention work while simultaneously understanding and challenging negative norms and stereotypes of all kinds, as well as seeking to change social, political and historical discriminatory structures and practices.

Best practice prevention work must be inclusive of those who experience significant disadvantage and discrimination, and therefore be responsive to differing needs and contexts. This section looks at 'gender transformative practice' and 'intersectionality' separately and then explains how they can be brought together in practice in a way that is inclusive and responsive to diversity. Inclusivity is specifically named in [Change the story](#)⁴⁶ as a necessary approach to prevention work and is expanded upon in this Handbook.

It is important to reiterate that the prevention of violence against women is an emerging area of work. Reflections, learnings and lessons from prevention practice across Australia will continue to build upon and strengthen the evidence base on what works in prevention. While we know that identifying, understanding and addressing the multiple complexities in which norms, cultures and practices all interact to condone violence against women is critical, our ideas and understanding of how best to apply intersectionality to different kinds of prevention practice is still emerging and developing. Similarly engaging men and boys in prevention is a relatively new focus in prevention and there is much to be learnt from prevention programs that have focused on intersectionality and engaging men and boys.



Aim to transform norms, structures and practices for a more equal society

As discussed throughout this Handbook, the prevention of violence against women is fundamentally about addressing the gendered drivers of violence through actions which:

- challenge the condoning of violence against women
- promote women's independence and decision-making in public life and relationships
- foster positive personal identities, and challenge gender stereotypes and roles
- strengthen positive, equal and respectful relations between and among women and men, girls and boys
- promote and normalise gender equality in public and private life.

By their nature, these actions challenge gender norms, practices and structures. This work is referred to as 'gender transformative' as it aims to transform society, i.e. its norms, practices and structures, with a focus on gender. This term is quite technical and not one that we need to use as practitioners, but the concept is valuable for understanding how we do prevention work. The key idea is that we are aiming to transform society by normalising and promoting gender equality and seek to change the reasons women and girls experience violence in the first place, not just to raise awareness about violence itself.

The following table outlines different approaches to addressing violence against women. They work along a continuum from unhelpful approaches that might even be harmful, to approaches that can create positive social change. Not all positive actions to prevention of violence against women will be gender transformative, but they must at least be gender-specific. Initiatives that will likely cause harm as they are in the 'gender exploitative' or 'gender blind' categories run counter to efforts to prevent violence against women and those that are merely 'gender sensitive' might avoid harm, but will not contribute to prevention of violence against women on their own.

Many individuals and communities are engaged in necessary, gender-specific work that reduces the prevalence of violence but is not transformative, such as improving sporting facilities for women. It is still possible when doing this work to incorporate some elements that are transformative, such as making structural changes to the gender makeup of committees that goes alongside work to challenge attitudes around men's and women's leadership capabilities.

Again, it is good to remember that this work is collective. One program or initiative will not be able to do everything. We are relying on the prevention work to be collectively transformative, with each initiative aiming to be as transformative as possible.

	Initiatives in these categories should be avoided as they cause harm and may have a negative impact on efforts to prevent violence against women		Initiatives in this category may not cause harm, but they are unlikely to have any impact on violence against women	Initiatives in these categories should be the focus of prevention work, as they alone can create the changes necessary to reduce violence against women		
	Gender unequal or exploitative	Gender blind	Gender sensitive	Gender specific	Gender transformative	
Gender inequality resulting in a higher probability of violence against women	These approaches perpetuate gender inequalities and may inadvertently maintain or support gender inequality by reinforcing gender stereotypes.	These approaches ignore gender norms and inequalities, can minimise efforts to address gender inequality, and risk contributing to the gendered drivers of violence through implicit support of existing norms.	These approaches acknowledge but do not address gender inequalities. They are not harmful, but they don't make sustainable changes to society that lead to long-term and significant reductions in violence.	These approaches acknowledge gender inequalities and consider women's specific needs, but do not transform norms and practices.	These approaches address the causes of gender-based inequalities and work to transform harmful gender roles, norms and relations. They challenge both normative and structural inequality.	Gender equality resulting in a lower probability of violence against women.
Examples	Messages and actions that blame victims for the violence or place responsibility for managing perpetrator behaviour on women.	Prevention initiatives that focus exclusively on reinforcing factors like alcohol abuse (which can imply that alcohol is a 'cause' of violence, and implicitly excuse or justify perpetrator behaviour – or blame victims – who are under its influence).	Safety strategies for women such as self-defence classes.	Supporting women's leadership with mentoring, training and quotas but failing to challenge and change the workplace and wider social structures that result in fewer women being in leadership roles in the first place.	Promoting flexible employment conditions to working fathers while challenging the idea that caring for children is a woman's job.	
	Social marketing campaigns that reinforce hyper-masculine stereotypes such as the 'real men don't hit women' campaigns.	Family violence campaigns that show men and women in equal numbers as victims and as perpetrators, when the reality is that women are far more likely to be victims, and men perpetrators of violence.	Campaigns that acknowledge and raise awareness that women are four times more likely than men to experience sexual assault during their lifetime, but do not suggest ways in which we can change society to reduce sexual assault.	The improvement of lighting in outdoor sporting areas. This work aims to increase women's perception of safety, which means that more women may use the facility. In the long term it may help increase gender equality in sports through increased participation by women and girls, but improving lighting is not in itself transformative.	Whole school respectful relationships education that challenges violence-supportive attitudes amongst the students and amongst the teachers, parents and the wider community, and changes in school policies and structures to support gender equality.	
					Work within a sporting club to change attitudes to women's participation in sport so that it is respectful and does not condone violence on or off the field.	

Table 2: a continuum of approaches to prevent violence against women



Resources on gender transformative approaches

Australian Women's Health Network, [Doing better: Gender-transformative public health messages](http://awhn.org.au/doing-better-gender-transformative-public-health-messages/), <http://awhn.org.au/doing-better-gender-transformative-public-health-messages/>

British Columbia Centre of Excellence for Women's Health, [Gender Equity through Health Promotion](http://promotinghealthinwomen.ca/) provides online resources and training materials on gender transformative health promotion, <http://promotinghealthinwomen.ca/>

Lorraine Greaves, Ann Pederson and Nancy Poole, [Making it better: Gender transformative health promotion](http://womenspress.canadianscholars.ca/books/making-it-better/), womenspress.canadianscholars.ca/books/making-it-better,

Women's Health Victoria, [Gender transformative policy and practice](http://whv.org.au/publications-resources/publications-resources-by-topic/post/gender-transformative-policy-and-practice/), <http://whv.org.au/publications-resources/publications-resources-by-topic/post/gender-transformative-policy-and-practice/>



Best practice prevention work must be inclusive of those who experience significant disadvantage and discrimination, and therefore be responsive to differing needs and contexts.

Addressing other forms of social inequality and discrimination to create gender equality for all: an intersectional approach

Another key part of good practice is to recognise that gender inequality is not experienced the same way by all women, nor expressed the same way in all contexts. An Anglo-Australian, able-bodied woman will, for example, have a vastly different experience of sexism in Australia than a recently arrived refugee woman or a woman with a disability from any cultural background. The consideration of how people experience multiple, intersecting forms of discrimination and disadvantage is known as intersectionality.

A 'gender-transformative intersectional approach' is an approach that aims to transform norms, structures and practices while considering how multiple systems and structures of oppression and discrimination affect different people. However there's no need to use such a jargon-laden phrase in practice! The important thing is to understand what it entails: the recognition that while gender inequality is always influential as a driver of violence against women, it cannot be considered in isolation.

While it is important to put gender at the centre of prevention work, we also need to recognise that gender is not the same thing for all women (or men) and if we don't simultaneously work to transform norms, structures and practices around other forms of inequality and discrimination, then we can never create gender equality for all.

As part of your prevention work you should seek to identify other forms of discrimination experienced by women within the setting or the community where your work is occurring or across society as a whole if you are working with the whole population, for example through communications campaigns. This exercise should also involve engaging and partnering with other sectors or organisations, such as disability or immigration support services (especially those with a focus on women), which have the specialist knowledge needed to do such work effectively.

Kimberlé Crenshaw, in her landmark article establishing the principle of 'intersectionality', [*Mapping the margins: Intersectionality, identity politics, and violence against women of color*](#),⁴⁷ describes it as:



Consider an analogy to traffic in an intersection, coming and going in all four directions. Discrimination, like traffic through an intersection, may flow in one direction, and it may flow in another. If an accident happens in an intersection, it can be caused by cars travelling from any number of directions, and sometimes, from all of them. Similarly, if a Black woman is harmed because she is in an intersection, her injury could result from sex discrimination or race discrimination...But it is not always easy to reconstruct an accident. Sometimes the tyre marks and the injuries simply indicate that they occurred simultaneously, frustrating efforts to determine which driver caused the harm.

An intersectional understanding of violence against women

An intersectional understanding of violence against women acknowledges that while gender inequality is a necessary condition for violence against women, it is not the only or necessarily the most prominent factor in every context. An intersectional understanding also acknowledges that violence against women is often experienced in combination with other forms of structural inequality and discrimination. For example, for Aboriginal and Torres Strait Islander women, racism and the legacy of colonisation intersects with sexist beliefs, behaviours and structures resulting in violence that is different for them in comparison to non-Aboriginal and Torres Strait Islander women. Examining how other forms of structural inequality and discrimination intersect with gender inequalities to exacerbate violence supports practitioners to effectively address the root causes of violence against all women, across the diversity of the Australian population.

Preventing violence (as distinct from responding to it) requires focusing on who is perpetrating the violence, the social context in which it occurs and what is driving it. While it is crucial to understand the various ways that women experience violence (including discrimination), the focus of prevention work must be on the structures, norms and practices that drive and condone violence and discrimination.

Using violence against immigrant women as an example, it is not women's ethnicity that puts them at risk of violence. Rather it is a complex interaction between norms, structures and practices relating to gender, culture, racism and violence. For example, the excuses made for men's use of violence against women from culturally and linguistically diverse backgrounds can be driven by racism as much as sexism. Think of an Anglo-Australian man tearing off a Muslim woman's headscarf while making sexual comments or threats. There is no way to distinguish whether sexism, racism or Islamophobia is what drives this violence – it is all of these things intersecting as well as the perpetrator's abuse of his various forms of power and privilege.

Thus an intersectional understanding of violence against women should not focus on the characteristics of the group itself, but on social structures and social and cultural norms that discriminate and disadvantage that group. At the same time, it is important to remember that no group is homogenous or defined by a single identity or characteristic.

Applying intersectionality in prevention also means looking at where extra work needs to be done on addressing particular norms, practices and structural forms of discrimination. Examples might include strategies to address the lack of leadership opportunities for immigrant women through mentoring programs or the provision of financial literacy programs with the aim of promoting immigrant women's independence.

Approach 1, 'Be inclusive and responsive to diversity' is a key element of applying intersectionality to our work.



Resources on intersectionality

Kimberlé Crenshaw, *Mapping the margins: Intersectionality, identity politics, and violence against women of color*, http://socialdifference.columbia.edu/files/socialdiff/projects/Article_Mapping_the_Margins_by_Kimblere_Crenshaw.pdf

Our Watch, *Reflections from the 2016 Prevalent and Preventable Conference*, <https://www.ourwatch.org.au/getmedia/94d8b4ba-c661-448d-96d2-1d5e00c93256/PPVAW-Conference-reflections.pdf.aspx>

Examples of intersectional prevention approaches

Putting intersectionality into practice in ways that are respectful, non-stigmatising, non-tokenistic and empowering for women and communities who are affected by multiple forms of discrimination and disadvantage requires understanding, careful planning and consideration.

This Handbook is just one tool we can use to improve our practice in preventing violence against women in an intersectional way. Discussions with your colleagues, learning from organisations working with different communities and groups of people, as well as reflective practice are crucial to the continued improvement of our intersectional prevention work.

The following examples of intersectional prevention work highlight three of the key approaches detailed above, including:

- being inclusive and responsive to diversity
- working in partnership to achieve common goals
- challenging masculinity and engaging men and boys while empowering women and girls.

It is important to note that the three population groups featured in these examples – Aboriginal and Torres Strait Islander women, women from culturally and linguistically diverse communities, and women with disabilities – represent only a sample of our diverse society. We acknowledge that many other population groups are subjected to multiple forms of discrimination and disadvantage, including older women, women who identify as lesbian, bisexual or queer, girls and young women, women in sex work, women from rural and remote locations, and people who are transgender, intersex or identify with non-binary expressions of sex/gender.

Preventing violence against Aboriginal and Torres Strait Islander women

Aboriginal and Torres Strait Islander women are simultaneously affected by multiple forms of discrimination, marginalisation and disadvantage, which have a significant, complex and cumulative impact. For example, Aboriginal and Torres Strait Islander women experience very high rates of violence perpetrated by both Indigenous and non-Indigenous men.

Prevention work undertaken in Aboriginal and Torres Strait Islander communities should incorporate established principles for working in these contexts. It is particularly important that this work adopts a participatory and community-driven approach that is healing-informed and culturally sensitive. It should actively and carefully engage both Indigenous women and Indigenous men.



Understanding violence against Aboriginal and Torres Strait Islander women in context

Violence against Aboriginal and Torres Strait Islander women and their children must be considered in the context of broader colonial violence. This includes racial discrimination, the intergenerational impacts of dispossession, the forced removal of children, the interruption of cultural practices that mitigate against interpersonal violence and the ongoing and cumulative economic exclusion experienced by Indigenous communities across Australia. Gender inequality intersects in complex ways with the ongoing legacy of colonisation, racism and intergenerational trauma – a legacy that affects both Indigenous women and men.

Go to the *Resources on preventing violence against Aboriginal and Torres Strait Islander women, and working with Aboriginal and Torres Strait Islander communities'* toolbox for more information.

However, preventing violence against Aboriginal and Torres Strait Islander women should not only be limited to work in specific communities, as this violence is also perpetrated by non-Indigenous men. This work needs to be part of a comprehensive, whole-of-population approach to prevention across Australia.

This work must also address the power relations, social norms, practices and structures that continue to discriminate against and disadvantage Aboriginal and Torres Strait Islander people, both women and men. This means addressing the ongoing legacies of colonisation, racism and intergenerational trauma that contribute not only to high rates of gendered violence but also to other forms of violence, both among and against Aboriginal and Torres Strait Islander people.



Case study: Our Men Our Healing, The Healing Foundation, Northern Territory

Our Men Our Healing supported projects in the remote Northern Territory communities of Maningrida, Ngukurr and Wurrumiyanga. As a holistic men's support program, it had several objectives designed to address interrelated issues including family violence, alcohol and drug use, self-harm, incarceration, and social and emotional wellbeing. The program strengthened and empowered Aboriginal men through cultural, therapeutic and educational activities, which were broad in their focus and approach and included family support and advocacy, group programs and community events.

In the program evaluation, co-design was seen as the factor most important to success. Co-design in the delivery of Our Men Our Healing meant community ownership and a commitment to local cultures and needs.

The program highlights the success that partnerships between government, non-government and community sectors can deliver. Our Men Our Healing was a collaboration between the Northern Territory Government, the Healing Foundation, and local communities. Over 400 men participated in the program, reflecting the success of the program's community-driven approach.

Within each community there was a decrease in incidents of family and domestic violence. The communities also reported less violence in general. Suicide and self-harm rates also decreased. In Wurrumiyanga there was a 50 percent reduction in the number of men registered with the Northern Territory Department of Correctional Services as well as a significant reduction in rates of recurring anti-social behaviours. Women reported feeling safer and more supported by men and the health and emotional wellbeing among men in the communities improved.

For more information on the Our Men Our Healing program, go to [The Healing Foundation, http://healingfoundation.org.au/community-healing/mens-healing/](http://healingfoundation.org.au/community-healing/mens-healing/)

Commit to specific and intensive effort with communities affected by multiple forms of disadvantage and discrimination

As outlined in *Change the Story*, equality and safety for all women can only be achieved with specific and intensive effort for those currently experiencing multiple forms of discrimination and inequality. Because some groups experience multiple forms of discrimination and disadvantage, the cumulative impact of this can lead to higher level of violence for women in such groups. This, in turn, calls for greater intensity of effort and resources for work with such groups in order to address such complex and intersecting factors.

As stated above, strategies to prevent violence against women need to target the particular structures, norms and practices that drive discrimination and disadvantage for those individuals or communities. Partnerships between those working on the prevention of violence against women and those working in other areas of social policy can help concentrate shared effort and resources in these high priority areas and contexts. For example, forming partnerships and coalitions that build collective challenges to gender inequality, racism, ableism, ageism, classism, homophobia and transphobia and/or to address the legacies of colonisation for Aboriginal and Torres Strait Islander people to promote broader social equality.



Resources on preventing violence against Aboriginal and Torres Strait Islander women, and working with Aboriginal and Torres Strait Islander communities

Aboriginal Family Violence Prevention & Legal Service Victoria, *Prevention and education*, <http://www.fvpls.org/Prevention-and-Education.php>

Australia's National Research Organisation for Women's Safety (ANROWS), *Existing knowledge, practice and responses to violence against women in Australian Indigenous communities: State of knowledge paper*, <http://anrows.org.au/publications/landscapes/existing-knowledge-practice-and-responses-violence-against-women-in>

[National Aboriginal and Torres Strait Islander Women's Alliance](http://natsiwa.org.au/), <http://natsiwa.org.au/>

[National Family Violence Prevention Legal Services](http://www.nationalfvpls.org/index.php), including links to state and territory member organisations, <http://www.nationalfvpls.org/index.php>

Secretariat of National Aboriginal and Islander Child Care (SNAICC), *Safe for our kids: A guide to family violence response and prevention for Aboriginal and Torres Strait Islander children and families*, <http://www.snaicc.org.au/product/safe-for-our-kids/>

The Healing Foundation, *Our healing our solutions: Sharing our evidence*, <http://cmhdaresearchnetwork.com.au/wp-content/uploads/2016/11/ForumATSIHealingMoffatMullinsAug2014.pdf> and *Glossary of healing terms*, <http://www.barwonlc-s.schools.nsw.edu.au/documents/195940/196221/Glossary-of-Healing-Terms.pdf>

Forthcoming resource: Our Watch, together with Aboriginal and Torres Strait Islander stakeholders, is developing a dedicated resource to guide the prevention of violence against Aboriginal and Torres Strait Islander women and their children, to be released as a companion document to *Change the story* in 2017.

Preventing violence against women in our culturally and linguistically diverse community

All prevention work should recognise that the Australian community as a whole is culturally and linguistically diverse. It's also important to recognise that women from some particular cultural or linguistic backgrounds and communities, and women who are refugees or asylum seekers, are impacted not only by sexism and gender discrimination but also by other significant social, cultural and structural factors.

When working in the culturally and linguistically diverse community, you should:

- Take an approach that not only includes women, but also supports them to be champions and leaders in their own communities. Women should be engaged as active participants throughout planning, implementation and evaluation of your strategy. Men's engagement should be undertaken in a way that supports women's leadership and empowerment within the community or setting. White Ribbon Australia has produced a [paper on working with men from culturally and linguistically diverse communities in prevention work](#),⁴⁸ which is useful for people working in these communities.
- Ensure work is done in partnership with relevant community-based organisations, including women's health services and migrant services. These organisations have existing relationships with different community groups, and can help ensure your prevention strategy is relevant for your community. Section 7 has more information on the importance of partnerships and engaging key stakeholders.
- Ensure that prevention strategies are accessible and culturally appropriate for men and women from diverse backgrounds. For example, you may require bilingual facilitators and resources in different languages to ensure the key messages can be understood by your intended audiences.
- Read up on how to answer the tricky questions about culture and violence that might get asked. These can be found in Women's Health West's [Speaking publicly about preventing men's violence against women: Curly questions and language considerations](#).⁴⁹
- A [VicHealth](#)⁵⁰ Community of Practice forum on working with culturally and linguistically diverse communities on prevention provides some tips and suggestions.





Women must be included in work engaging men and boys to ensure women and girls are not further excluded or silenced.



While all women in our culturally and linguistically diverse country experience sexism and gender inequality in different ways, some women, such as those who are newly arrived migrants or refugees, are marginalised by additional structural factors based on their social, cultural and economic position in society.

Partnering with multicultural women's organisations or migrant and refugee settlement services is important to make sure your prevention work reaches groups or individual women who may otherwise be excluded.

When working with migrant or refugee communities, you should be aware of further sources of disadvantage, such as:

- social isolation, including a lack of established family networks, support systems and community structures
- language and cultural barriers that can prevent women from accessing support and response services when they have experienced violence
- dealing with the distress of refugee displacement and prior experiences of torture and trauma from conflict-affected backgrounds
- language and cultural barriers, and social isolation that can limit awareness of rights and available services in Australia and the local area
- uncertainty or fear around visa or immigration status
- discrimination and racism from the wider community on the basis of their cultural, ethnic or linguistic backgrounds, or religious identity.

Work with culturally and linguistically diverse communities also needs to consider engaging men and boys in the community. Women must be included in work engaging men and boys to ensure women and girls are not further excluded or silenced.



Case study: Hamdel Project, Whittlesea Community Connections with The Salvation Army Crossroads and Women's Health in the North, Victoria

The Hamdel Project was a pilot prevention program that explored different prevention techniques in the local Iranian community. The program was designed and implemented through a close partnership between an established Iranian women's group and local health and family organisations. One of the main objectives was to build the capacity of the women's group and they had primary responsibility for developing the program's activities. The women's group also identified other potentially influential leaders and men to work with and determined how this should happen.

One of the strengths of the program was the close working relationship between community development staff and the Iranian women's group. This improved both the community awareness of the drivers of violence against women and the prevention of violence against women, as well as building the organisational capacity of the women's group to deliver prevention strategies.

The delivery of program activities by female and male facilitators, both Iranian and non-Iranian, also created the opportunity to challenge myths on cultural gender roles. This emphasis on cross-cultural communication also promoted better understanding between diverse sections of the community.

For more information, go to the [Evaluation of the Preventing Violence Against Women and their Children in Culturally and Linguistically Diverse Communities Project](https://www.ourwatch.org.au/getmedia/8706760f-1245-4acd-b704-d8a2add12469/OurWatch-CALD-Evaluation-AA.pdf.aspx), <https://www.ourwatch.org.au/getmedia/8706760f-1245-4acd-b704-d8a2add12469/OurWatch-CALD-Evaluation-AA.pdf.aspx>



Resources on preventing violence in the culturally and linguistically diverse Australian community

AMES, Australian Government (Department of Social Services), [Violence against women in CALD communities: Understandings and actions to prevent violence against women in CALD communities](https://www.ames.net.au/files/file/Research/20832%20AMES%20Actions%20Report%20Web.pdf), [https://www.ames.net.au/files/file/Research/20832 AMES Actions Report Web.pdf](https://www.ames.net.au/files/file/Research/20832%20AMES%20Actions%20Report%20Web.pdf)

Multicultural Centre for Women's Health, [Primary prevention of violence fact sheets](http://www.mcwh.com.au/fact-sheets.php), <http://www.mcwh.com.au/fact-sheets.php>

Multicultural Centre for Women's Health, [On her way: Primary prevention of violence against immigrant & refugee women in Australia](http://www.mcwh.com.au/downloads/publications/On_Her_Way_2011.pdf), http://www.mcwh.com.au/downloads/publications/On_Her_Way_2011.pdf

Our Watch, [Community based prevention of violence against women and their children: a toolkit for practitioners](https://www.ourwatch.org.au/getmedia/0ae20458-abd0-4df6-81a9-4626c98dee25/OurWatch-Community-Toolkit-2-AA.pdf.aspx), <https://www.ourwatch.org.au/getmedia/0ae20458-abd0-4df6-81a9-4626c98dee25/OurWatch-Community-Toolkit-2-AA.pdf.aspx>

Our Watch, [Working with culturally and linguistically diverse communities](http://www.ourwatch.org.au/What-We-Do/Culturally-and-Linguistically-Diverse-Communities), <http://www.ourwatch.org.au/What-We-Do/Culturally-and-Linguistically-Diverse-Communities>

White Ribbon Australia, [Diversity Program](https://www.whiteribbon.org.au/stop-violence-against-women/what-white-ribbon-does/working-diverse-communities/), <https://www.whiteribbon.org.au/stop-violence-against-women/what-white-ribbon-does/working-diverse-communities/> and research paper on [Key issues in working with men from immigrant and refugee communities in preventing violence against women](https://www.whiteribbon.org.au/wp-content/uploads/2016/10/100-WR_Research_Paper_V7.pdf), https://www.whiteribbon.org.au/wp-content/uploads/2016/10/100-WR_Research_Paper_V7.pdf

VicHealth, [Preventing Violence Against women: Community of Practice reflections \(working with CALD communities\)](https://www.vichealth.vic.gov.au/media-and-resources/publications/community-of-practice-reflections), <https://www.vichealth.vic.gov.au/media-and-resources/publications/community-of-practice-reflections>

Preventing violence against women with disabilities

Women with disabilities experience gender inequality and sexism as well as inequality that stems from societal attitudes and practices towards those with disabilities, often in ways that are inextricably linked.

Violence against women with disabilities includes violence within the family and intimate relationships, sexual assault and disability-based violence. Women with disabilities are at risk of unique types of violence associated with social discrimination against disability, such as sterilisation and abuse in disability care settings or where they are socially isolated. Perpetrators of violence may be intimate partners, other family members, home carers, or staff in institutional or service settings. Men with disabilities may also be perpetrators of this violence. Violence can also cause disability through mental and physical injuries inflicted on women.

Women and girls with disabilities also come from a diverse range of backgrounds. This means that disability intersects with other factors in women's lives that can expose them to additional forms of disadvantage and discrimination.

Key considerations for work to prevent violence against women with disabilities include:

- Remember that women with disabilities should be included in all prevention work as practitioners, leaders and champions
- Include women with disabilities throughout the planning cycle, including consultation and participation in decision-making, implementation and evaluation.
- Be aware of the specific forms of violence that women with disabilities experience and the ways in which they are marginalised by wider society.
- Ensure all work, including community consultation, is inclusive and accessible to a range of audiences, and ensure activities do not lead to further harm, disadvantage or discrimination. Remember that members of the target audience may have multiple different forms of disability and consider how to make your work accessible and comprehensive for everyone.
- Include information on the specific forms of violence and inequality that women with disabilities face in their day-to-day lives and on how to address these specific norms, practices and structures.
- Train facilitators to deliver prevention work that is both gender transformative and disability-sensitive. See the Women with Disabilities Victoria case study on the following page.



Remember that women with disabilities should be included in all prevention work as practitioners, leaders and champions.



Case study: Workforce Development Program on Gender and Disability, Women with Disabilities Victoria

Women with Disabilities Victoria's Workforce Development Program on Gender and Disability commenced in 2014. The program's primary objective is to create organisational culture change by delivering workshops and education programs on gender equality and disability, violence against women and gender sensitive practices in delivering appropriate disability services. The program takes a gender transformative approach to organisational development and focuses on raising awareness, understanding and sensitivity to gender and disability issues.

Evaluation of the program found that the pilot had several strengths, including the strong commitment shown by management in the pilot organisations in mobilising resources and championing the training sessions. The central role of women with disabilities in the design and delivery of the workshops also contributed to the uptake of the program's key messages. Women with disabilities were upskilled to co-facilitate program training sessions alongside trainers from women's health and women's legal services.

For more information on the Workforce Development Program, go to [Women with Disabilities Victoria](http://www.wdv.org.au/), <http://www.wdv.org.au/>



Resources on preventing violence against women with disabilities

Australian Human Rights Commission, [Information on disability rights](http://www.humanrights.gov.au/our-work/disability-rights), www.humanrights.gov.au/our-work/disability-rights

National Disability Services, [National Zero Tolerance Framework](https://www.nds.org.au/images/resources/resource-files/Nat_Zero_Tolerance_framework.pdf), https://www.nds.org.au/images/resources/resource-files/Nat_Zero_Tolerance_framework.pdf

People with Disability Australia, [Preventing violence](http://www.pwd.org.au/issues/preventing-violence.html), <http://www.pwd.org.au/issues/preventing-violence.html>

State and territory government departments can also provide information and links to further services. The Victorian Government's Office for Disability is a good example: [Communicate and consult with people with a disability](http://www.dhs.vic.gov.au/for-business-and-community/community-involvement/people-with-a-disability-in-the-community/communicate-and-consult-with-people-with-a-disability), <http://www.dhs.vic.gov.au/for-business-and-community/community-involvement/people-with-a-disability-in-the-community/communicate-and-consult-with-people-with-a-disability>

Women with Disabilities Victoria, [Voices Against Violence Research Project](http://www.wdv.org.au/voicesagainstviolence.html), <http://www.wdv.org.au/voicesagainstviolence.html>

Women with Disabilities Australia, [Preventing violence against women and girls with disabilities: Integrating a human rights perspective](http://wwda.org.au/wp-content/uploads/2015/04/Think-Piece_WWD.pdf), http://wwda.org.au/wp-content/uploads/2015/04/Think-Piece_WWD.pdf

Women with Disabilities Australia Youth Network video, [What is disability?](http://youth.wwda.org.au/what-is-disability/), <http://youth.wwda.org.au/what-is-disability/>

Approach 1: Be inclusive and responsive to diversity

To prevent violence against all women, we need an inclusive and truly universal approach that engages people from all demographics – from all cultural and socio-economic backgrounds, of all ages, genders and sexualities and from urban, regional and remote locations.

Tailoring initiatives to your audience

It is critical to tailor your approach to address the drivers of violence that are of particular relevance to your intended audience, using a participatory approach to involve members of that community in the process. This does not mean every initiative must reach everyone. On the contrary, a 'one-size-fits-all' approach is likely to have limited effectiveness. Instead, every initiative should be carefully tailored to make sure that they 'speak' to their intended audience, whether this is men in a male-dominated outer suburban football club, young people in an Aboriginal community or journalists working in a specific media environment.

Different communities will also have different cultural understandings and interpretations of some of the key concepts important in prevention work such as gender, gender relations, and men's and women's roles and identities. Prevention strategies need to engage carefully with these varying social and cultural norms.

When working with a specific population group such as people in a particular age group, people from a particular culture, people living in a particular location or people employed in a particular workplace, you will need to develop a good understanding of the needs and preferences of that group and the issues relevant to their context.

However, as this section has explored, tailoring your approach is not enough on its own. While a focus on the characteristics and cultural norms and practices relevant to a particular group is critical, applying intersectionality in your prevention work needs to see violence against women in that group as occurring within a broader social context. In the case of immigrant women, racist norms and practices tend to excuse or condone violence against these women. For example, poor responses from police or stereotyped media coverage about violence within those groups. Other practices operate to constrain some women's independence, such as the practice of linking a woman's immigration visas to her husband's. Addressing the interaction between such norms, cultures and practices can be complex and will require careful consideration in each case, particularly to ensure that attention is paid to the multiple relevant factors.

Ensuring initiatives are inclusive

When using images and stories, include people from a range of communities and across the lifespan. This includes people from different cultural backgrounds including Aboriginal and Torres Strait Islanders, people who identify as lesbian, gay, bisexual, transgender or intersex, young and old people, people in non-traditional families and people with disabilities. This can include using campaign or project imagery that deliberately shows men and women with multiple identities.

In doing so, people engaging in your prevention work see themselves, their families and their community represented and this increases their ownership of the prevention work. Make sure that this diverse representation emphasises positive stories of change and gender equality. This ensures that your work does not unintentionally reinforce myths and stereotypes about violence against women and particular groups.

Use stories and images that challenge gender stereotypes, such as having female CEOs of sporting clubs and men in caring roles. This 'normalises' activities and roles that are seen as stepping outside of the norm. Seek out good stories of prevention that have challenged and changed structures and norms. For example, the launch of the [AFL women's league](#)⁵¹ and the number of players who have revealed they are in same-sex relationships, has generated [positive media coverage](#)⁵² and community conversations about gender equality, inclusion and respectful relationships.

Inclusivity also refers to the involvement of a range of different people and groups in the planning and governance of prevention practice.

Working across the life course

There are particular stages in the life course that are important transition points or which present particular opportunities to address the drivers of violence against women. These stages may include childhood and adolescence, the transition from school to work, transition from being single into having an intimate relationship, parenting, separation and older age. They are times when people often reflect on their own values, identities and beliefs, and may make choices about the way they live their lives. Consequently, these life stages offer important opportunities for prevention practice to provide new information and ideas that supports individuals and peer groups to understand and address the drivers of violence.

Childhood and adolescence

Experiences in childhood and youth have a particularly strong influence and can impact development and future life paths. As gender roles and identities are being formed, there are opportunities to help younger children establish positive personal identities and equitable notions of gender that avoid rigid stereotypes. The contemporary context in which young people live includes the rise of new media in which objectifying and sexualised imagery of women is commonplace. Many young people access pornography before their first sexual experience and this may be their only or primary source of information on sexuality and sexual relationships. This may influence behaviours as well as attitudes and norms about violence against women. Prevention work through schools, social media and other settings can help develop young people's ability to critique such influences and build their capacity to create healthy sexual identities, and respectful and egalitarian intimate relationships. See Section 6 for further information and resources for work in these settings.

New parents

Another key stage for prevention work is with expectant and new parents. Traditional notions of parenthood – and particularly the gendered roles and identities associated with care for children – can exert a powerful influence on how new parents approach and negotiate their parenting roles. The decisions that couples make during this key stage of life can have important consequences on the level of equality within their relationship, together with impacts on women's participation in the workforce and future economic independence. See Section 6 for more information on prevention work with first time parents.

Separation and divorce

Separation and divorce are times when the risk of intimate partner violence is especially high, with those men used to exercising power and control over their partners more likely to perpetrate violence as that power and control is lost, in line with the recognised backlash effect. While early intervention and response efforts are particularly important during this period, prevention initiatives can be tailored to ensure they reach and are relevant to those recently separated or divorced.

Older women

Although older women are less likely to experience violence, they are more likely to be in relationships and social environments in which traditional norms about violence and gender relations prevail and may have a relatively high degree of economic dependence on male partners. Again, prevention efforts should be tailored and relevant to older people and reach the settings where they live, work and socialise.

“

There is a role for everyone in preventing violence against women but different organisations, community groups and institutions bring different skills and benefits to prevention activities.



Approach 2: Work in partnership

Change the story is a framework for the shared understanding of the drivers of violence against women and their children in Australia and outlines the collaborative action required to prevent it. Strong partnerships that include diverse organisations and institutions, whole communities as well as individual women and men, girls and boys are required to implement these actions.

There is a role for everyone in preventing violence against women but different organisations, community groups and institutions bring different skills and benefits to prevention activities. Prevention activity that is coordinated and consistent builds and strengthens the work of others, and working in partnership and utilising the strengths and skills of partner's forms the basis for effective prevention activity.

Element 5 of *Change the story* outlines stakeholder roles and responsibilities and that an effective national approach to the prevention of violence against women must coordinate and systematise the efforts of multiple stakeholders.

Refer to *Change the story* for the roles of federal, state and local governments and the importance of partnerships across sectors and between violence prevention/gender equality specialists and 'mainstream' organisations.

When planning for prevention, consider the skills and knowledge required and the spheres of influence of potential partners. Take time to consider who could and should be involved as partners in the work and make an effort to be inclusive. See Section 7 for more information on establishing partnerships in prevention work.

Partnerships are an excellent way to engage individuals and organisations with specialist expertise to make sure your work is informed by the experience of diverse groups. Working in partnerships and taking a participatory approach to the development, implementation and evaluation of prevention initiatives not only ensure that the ideas of different groups are taken into account, but help promote self-advocacy and capacity-building across different areas of specialisation based on understandings of diversity, respect and sensitivity.

Actively encouraging the voices and experiences of women who are often silenced or not considered, such as women with disabilities, Aboriginal and Torres Strait Islander women, and refugee women, as partners in the work including as part of governance or advisory structures is important. Supporting the participation, representation and decision-making power of groups that are marginalised or who experience multiple and compounded forms of discrimination, is a crucial element of applying intersectionality in prevention work.

Finally, partnerships are essential for addressing factors that can reinforce or exacerbate violence against women in the context of its gendered drivers, such as experience of violence as a child or harmful social norms relating to alcohol and gender. Addressing these reinforcing factors entails a new way of working that brings together specialist preventing violence against women expertise with those working across other areas of social policy, advocacy and practice (see box on p.65).

Things to consider

A role for everyone and ensuring relevant stakeholders have a 'place at the table'

Every sector, institution, organisation, community and individual has a role to play in preventing violence against women, but all will have different levels of expertise and capacity as well as varying spheres of influence and opportunities to take action. Partnerships for prevention could be a diverse group that includes private industry, women's health organisations, disability advocates, unions and local government.

The reflective practice you have undertaken throughout all stages of your prevention project will help you to determine the groups of women who are affected by multiple forms of discrimination, and consequently help you to identify the experts or stakeholders (services, peak bodies and community leaders) who should have a 'place at the table'. Giving power to representatives of groups affected by multiple forms of discrimination is a key component of an intersectional approach to prevention. Having the right people at the table will also ensure that your work is accessible to those you want to work with or reach, and can also provide an effective way to communicate with the target audience or community.

Another way of ensuring that your work can be accessed by the right people is to establish a project reference group that is representative of the demographic and/or community you are trying to engage. This can go beyond assigning people from a particular identity but ensuring a mix of people who represent various sectors and identities. It is important to recognise that some communities experience consultation fatigue and that there are often gatekeepers within communities who may not provide you with access to people who have the information and ideas you are seeking.

Expertise and experience

Partnerships will benefit from including women's organisations, particularly those working on women's health, domestic and family violence, sexual assault and gender equality more broadly. This will ensure that prevention activities are informed by a well-developed understanding of the complex nature of violence against women, gender and other social inequalities, and draw on existing prevention expertise and networks.

Partnerships with early intervention and response sector stakeholders will ensure that prevention strategies have the expertise needed to set up processes to respond to disclosures as well as consider other possible impacts of the work including the potential triggering nature of the content. Early intervention and response sector experts can ensure the prevention activity is designed to include appropriate local referral pathways to information, resources and support for any women, children or young people they may engage who have previous or current experiences of violence. They can also provide a depth of understanding of the nature of violence against women and its impact.

Respecting capacity and time demands

Consider the time it will take to develop effective partnerships early in program design and embed appropriate steps in the initial planning. Also consider the time commitment you are asking of your partners. Many specialist community organisations are under-resourced and their expertise is in high demand, leaving them stretched to the limits. It is important to consider ways in which you can minimise demand on your partners' time and resources, while ensuring their expertise and participation is central to the work. Early and transparent discussions about such demands – and possible support or compensatory arrangements – should be a part of the program development phase.

New or established partnerships

When planning prevention work, partnerships can be established utilising existing networks or new ones created. Depending on the scale and scope of the work, there may be existing networks that can coordinate the prevention activity or a new partnership group created. Existing partnerships and networks may need to be expanded or an additional working group established to ensure that partners who need to be involved can have space to input into program design, implementation and evaluation in a meaningful way.

Shared understanding

Partnerships are built on a common goal and a shared understanding of how to achieve it. Building capacity and shared understanding of partners is important. While diversity of skills and areas of expertise and knowledge are a strength of partnerships, there will need to be a minimum level of understanding and knowledge about the nature and drivers of violence against women and agreement about the approach being taken to prevent it.

Utilise strengths

Take advantage of the strengths and opportunities that partners can bring to the work. For example, for prevention work in a sports setting, including key influencers and leaders in community sport as partners provides opportunities and entry points into the setting. This partner may not have the content expertise, therefore a violence prevention/gender equality specialist such as a women's health organisation will need to also form part of the partnership. However, the settings or community-specific knowledge, expertise and opportunities that leaders and influencers bring strengthen the work.

Formalised governance and partnership structures

Establishing a governance arrangement for partners and the initiative sets out the basic rules, expectations and roles of the partnership, including provisions for communication and decision-making. Formalising and documenting the roles and responsibilities of partners ensures that there is a clear purpose and structure to the arrangement as well as accountability. See Section 7 for more information on partnerships.

Maximising opportunities through partnerships to address the reinforcing factors of violence

As well as the gendered drivers of violence against women, *Change the story* identifies five reinforcing factors that contribute to or increase violence against women in the context of the drivers. Addressing these reinforcing factors will involve other areas of social policy such as those working on alcohol and other drug use, child protection, mental health and wellbeing, and addressing economic disadvantage, social exclusion, racism and other forms of discrimination. Partnerships and collaboration between those specifically working on preventing violence against women and those working on these other social policy issues provides an opportunity to strengthen both of this work.

These partnerships could work towards shared goals by recognising the relevance of other social policy issues on violence against women as well as the importance of a gendered analysis in order to better address (and avoid reinforcing) the drivers of violence against women in other social policy areas.

This approach of incorporating prevention of violence against women activity into existing social policy work provides the opportunity to maximise resources and to strengthen existing work. For example, a community health centre working with schools and young people on alcohol and drug education could work with specialists and community role models to design the program, and to ensure inclusivity and relevance of the program for young people from various backgrounds.

Additionally, they could work with a prevention/gender equality expert and review the program against the drivers and actions identified in *Change the story*. Undertaking a gendered and intersectional analysis of alcohol and drug education, for example, would include:

- consideration of the increased likelihood for women and girls to be victims of violence and for boys and men to be perpetrators
- consideration of the social context within which young people live and socialise, and the multiple factors which may increase the likelihood of substance use and/or abuse among young people in that particular community
- challenging any attitudes and beliefs about the responsibility of women and girls to protect themselves from sexual assault versus men and boys' responsibility to understand and seek consent.



Resources

VicHealth, [Partnerships analysis tool](https://www.vichealth.vic.gov.au/media-and-resources/publications/the-partnerships-analysis-tool)

<https://www.vichealth.vic.gov.au/media-and-resources/publications/the-partnerships-analysis-tool>

Approach 3: Challenge masculinity and engage men and boys, while empowering women and girls

Because the overwhelming majority of violence against women is perpetrated by men, engaging men and boys in violence prevention strategies is critical. As discussed throughout this Handbook, this must involve more than just ‘saying no to violence’. Because men’s use of violence is not only driven by gender inequality but reinforced by socially constructed and accepted versions of masculinity, challenging problematic and harmful ideas about masculinity is an important component of prevention work.

The active engagement of men and boys is critical to achieving change in society. This sometimes occurs through male-only programs, such as the CHALLENGE Family Violence case study on page 68, which promotes honest and reflective discussion among men and boys. While this approach is appropriate and effective in many different contexts, it is important to note that all prevention work should be developed in partnership with women and should incorporate some oversight by female practitioners to ensure alignment with the principles of a gender transformative and intersectional approach. This is particularly important when the program involves delivery by men to men.



Masculinity means the social and cultural meanings and ideas attached to ‘being a man’ and the kinds of lives and relationships that men experience as a result of these social norms. These norms influence boys’ experiences of growing up, how they learn to think of themselves and of women, the lives men live and experience, and the nature of their relationships and interactions with others – both women and other men.

In challenging these dominant or accepted social norms about manhood and masculinity, it can be useful to refer to ‘masculinities’ in the plural, to emphasise there are a range of ways to express what it means to be a man and that men have choices in how they engage with those ideas and identities.

Prevention programs that directly engage men and boys are incredibly valuable. They can encourage and support men and boys to reflect on their own experiences of ‘being a man’ in Australian society. They can challenge men and boys to explore the privilege they experience and the sense of entitlement that often comes with this. They can also prompt thinking about how aggression and sexism are common and dominant in some expressions of manhood. Shedding light on the impact that gendered norms, expectations and stereotypes have can help men understand that they can choose to reject those social norms about masculinity that are rigid, limiting and harmful. This in turn can encourage the development of more respectful views of and behaviours towards women and relationships with others in general.

Considering intersectionality in engaging men and boys takes into consideration other aspects of men’s identities, such as their ethnicity, cultural background, level of (dis)ability or class, and how this may influence their experience, power and privilege particularly in relation to other men. Some men experience discrimination and inequality from other men and exploring these experiences can help men to reflect on their own privilege in relation to the women and girls in their lives. Other men might have experienced little, if any, discrimination, and can reflect on their experience of power and privilege compared with other men and then expand this thinking to understand their power and privilege in relation to women. This process can assist in building men’s commitment to taking action in their own lives and in the broader community to challenge the social norms, practices and structures that drive violence against women as well as other forms of disadvantage and inequality.

Considerations when working with men and boys in prevention of violence against women in a manner that is empowering of women and girls

While male leadership and participation in prevention work is important, care must be taken not to reproduce the very gender power imbalances and dynamics that this work is seeking to challenge. One of the risks identified with the increasing involvement of men and boys in prevention is that women and girls may be unintentionally marginalised or their leadership and roles in prevention undervalued or overlooked. Since prevention of violence against women requires addressing gender inequality, initiatives that empower women and girls are crucial. While engaging men and boys in prevention is critical, it is vital that this work occurs alongside initiatives that empower women and girls and promote their independence and decision-making.

Key considerations include:

- Work with men and boys as potential allies and partners for violence prevention. Use a strengths-based approach that focuses on men's and boys' capacity for positive change and the benefits that challenging harmful notions of masculinity can bring men as well as women.
- Ensure that addressing male power and privilege is central to all work with men and boys. Encourage and support self-reflection to consider their personal male privilege and power, and to critically explore their own assumptions about gender roles and stereotypes. This can occur through individual reflective practice and through more structured group reflections. For example, men can ask for feedback about whether they are unintentionally using their privilege in ways that are non-equitable for others in the group. This can be as simple as asking whether they talked too much or '[mansplained](#)'⁵³ within a meeting or conversation or could involve a more detailed analysis of a group's gender dynamics.
- Ensure prevention work with men and boys take a gender transformative approach and apply intersectionality by examining norms and expectations related to masculinity and how these intersect with other forms of disadvantage and inequality. Recognise that experiences of masculinities are diverse and affected by factors such as class, ethnicity and cultural background.
- Use moments of change or transition, such as adolescence, relationship change or fatherhood, to challenge rigid ideas and expectations about masculinities and gender roles, and encourage men and boys to reflect on the effects of gender social norms in their own lives and on opportunities for change.
- Men working and engaging in prevention should recognise and acknowledge the leadership and work that women have done over the past decades in preventing violence against women and supporting women victims/survivors. It is particularly important to acknowledge the work that women from culturally and linguistically diverse backgrounds, Aboriginal and Torres Strait Islander women and women with disabilities have done to raise awareness and prevent violence against women in their own communities, as this work is often ignored or made invisible.
- Men working and engaging in prevention should build meaningful partnerships, which are based on common values and principles and mutual respect, with women's services, family violence services and other feminist organisations to enhance accountability to women who have worked and are continuing to work in this area.
- Use non-violent role models and engage men as positive role models for boys, including by encouraging the development of empathy and caring among men and boys.
- Beware of inadvertently replicating gender inequality such as by over-emphasising men's leadership in prevention at the expense of acknowledging work by women or letting men dominate discussion in mixed settings at the expense of women's voices.
- Encourage men to talk to other men about male privilege and gender inequality, and to call out sexism.
- Always hold men accountable for violence.
- Don't divert funds and energy away from women and girls.

This quote from a male gender equality advocate, [Luke Ablett](#),⁵⁴ articulates some of the risks for men engaged in prevention assuming the role of experts:

 *'It is vital, absolutely vital, that when discussing violence prevention or gender inequality, men don't assume the role of saviour or experts. One of the problems with the current model for engaging men is that it assumes that if we only get more men involved, men's violence against women will be eradicated and that gender equality will be achieved.'*

This is far from the truth. Men must be cautious that in becoming engaged in this discussion, we don't perpetuate the current system that places women as inferior to men. We also need to be aware of the challenging and amazing work of the countless (mostly) women who manage and operate women's crisis services, emergency housing, and the various other agencies who support women in violent situations every day of the year.'



Case study: CHALLENGE Family Violence project Casey City Council, City of Greater Dandenong and Cardinia Shire Council, Victoria

The CHALLENGE Family Violence project involved direct participation programs with male community leaders from two local government areas and with male and female faith leaders in a third local government area. Male mentors undertook training and then delivered roundtable discussions with the male community leaders, providing male-only spaces in which to support learning about non-violent social norms and non-discriminatory gender norms. The male and female faith leaders worked together to produce an [interfaith violence prevention toolkit](#).⁵⁵ One of the main strengths of the project was building the knowledge and skills of participants to understand and address violence against women in their community.

External evaluation of the project found that significant learning and transformative change was evident among participants, in particular their awareness and understanding of male privilege. This was followed by other initiatives including promoting women's inclusion on local committees or boards, gaining White Ribbon accreditation and taking bystander action on sexism among male peers.

The evaluation also found that the project avoided inadvertently reproducing an unequal gendered hierarchy by positioning male mentors and community leaders not as heroes or champions, but as allies working alongside a strong local women's movement. Women's active involvement in the project also ensured adherence to the feminist principles of prevention. The CHALLENGE Family Violence project followed a gender transformative approach and engaged men and boys in the community in a way that was complementary to women's prevention work.

For more information, go to the [Final Report on Outcomes and Learnings](#) from the Reducing Violence against Women and their Children Grants Program, <https://www.ourwatch.org.au/getmedia/b4a40a7b-8c7c-46a4-858f-6538c0d7e1ec/focus>.¹⁴



Resources - Working with men and boys in primary prevention

CARE, *Technical resources on engaging men and boys*, <http://www.care.org/our-work/womens-empowerment/what-about-men-boys/technical-resources-engaging-men-and-boys>

Male Champions of Change, Australia's male leaders using their individual and collective leadership to elevate gender equality as an issue of national and international social and economic importance, <http://malechampionsofchange.com/>

No To Violence (NTV): the Male Family Violence Prevention Association, <http://www.ntv.org.au/>

UN Women, *Why work with men and boys to prevent violence against women and girls?*, <http://www.endvawnow.org/en/articles/192-why-work-with-men-and-boys-to-prevent-violence-against-women-and-girls.html>

UN Women Training Centre, *Self-learning booklet on masculinities and violence against women and girls*, <https://trainingcentre.unwomen.org/mod/data/view.php?d=6&rid=4171>

UNFPA, *Engaging men and boys: A brief summary of UNFPA experience and lessons learned*, <http://www.unfpa.org/resources/engaging-men-and-boys-brief-summary-unfpa-experience-and-lessons-learned>

White Ribbon Australia, *Key issues in working with men from immigrant and refugee communities in preventing violence against women*, https://www.whiteribbon.org.au/wp-content/uploads/2016/10/100-WR_Research_Paper_V7.pdf

White Ribbon Australia, *Men as Allies in Preventing Violence against Women: Principles and Practices for Promoting Accountability*, https://www.whiteribbon.org.au/wp-content/uploads/2017/03/WhiteRibbonResearchPaper_LR.pdf

XY Online: Men, Masculinities and Gender Politics, <http://www.xyonline.net/> including Michael Flood's *Involving men in efforts to end violence against women*

Rachel Jewkes, Michael Flood and James Lang, *From work with men and boys to changes of social norms and reduction of inequities in gender relations: A conceptual shift in prevention of violence against women and girls*, <http://ro.uow.edu.au/cgi/viewcontent.cgi?article=3070&context=lhapapers>

MenEngage is a global alliance of organisations working to promote gender equity. Their website has many resources, <http://menengage.org/>

Approach 4: Develop and maintain a reflective practice

Reflective practice is an approach used within many workplaces to affirm the positives in the work being undertaken and to identify areas for development or change (see Section 7 for information on reflecting on your project's processes, successes and challenges).

Reflective practice is a critical component of prevention work that aims to be intersectional and transformative and is the process of consistently reflecting on your own identity and experiences of power and privilege, as well as your approach to the work. It is important to routinely incorporate reflective practice into your work and to encourage continuous self-analysis, learning and improvement among those you work with. Reflective practice involves thinking about yourself, others and the community and setting in which the work is taking place.

Honest, critical reflection can be challenging and uncomfortable, as it involves considering and acknowledging your own power, privilege, experiences of discrimination and/or oppression, and assumptions or prejudices. It takes courage and resilience in undertaking this process as it means challenging rigid and potentially harmful ideas that we ourselves may hold – for example what does it mean to 'be a man' or 'be a woman', and how do we feed into these social constructs in our day to day lives? Similarly, think about what kind of prejudices you have about a particular group in society and consider how this prejudice fits into the broader social context in which this group experiences discrimination and inequality.

Reflecting on your own, or your organisation's position in relation to the community you are working with is also a key component of good prevention work and can lead you to transforming norms, structures and practices for a more equal society – which is the ultimate aim of prevention work!



Reflecting on who you are

This can involve, but is not limited to:

- reflecting on your own experience of power and privilege, and recognising the areas where you benefit from privilege and areas where you may not. A number of tools have been developed which provide a good starting point for practitioners to begin this reflection, including the [white privilege checklist](#)⁵⁶ and the [male privilege checklist](#).⁵⁷ Another interesting tool is a video where Australians take a [privilege walk](#).⁵⁸
- reflecting on your gender identity and what values and practices we hold related to this identity (see Section 2 of this Handbook for information about gender and gender identity).
- reflecting on your values, beliefs and assumptions and how this might impact your work. For example, there is often a perception that violence against immigrant and Aboriginal and Torres Strait Islander women is always perpetrated by men from within those communities while in reality this violence is perpetrated by men from all cultural backgrounds who may be influenced by a combination of racist and misogynist norms and attitudes.
- reflecting on your other identities, such as those based on race or religion, either on their own or in combination with each other. For example, how being a white able-bodied woman or an Aboriginal man might influence the way we approach our work.

Reflecting on the community or organisation you're working with

It is important to think about your relationships with the people you are working with, and how your social position and role might impact on those relationships and dynamics and, therefore on your work. It is vital to understand the community or organisation you're working with, how particular groups have been marginalised and discriminated against historically, and the current context. Without this understanding, it is difficult to reflect on your own position, privilege and/or power in relation to the community or organisation you're working with. Often how you position yourself can affect how you are received by the people and communities you are working with and ultimately affect the success of your program.

If you come into a particular community or organisation as an 'outsider', you will have a different relationship with participants than if you were already part of that community or organisation, for example when non-Aboriginal Australians undertake work in Aboriginal communities. It is important for these practitioners not only to understand Australia's history of colonisation but also their own position of power and privilege in Australia today.



Resources for undertaking reflective practice

Domestic Violence Resource Centre Victoria has links to [reflective practice](#)⁵⁹ for family violence service providers.

Appendix 5: Alternative text for figures

Section 5

Page 47. Table 2. A continuum of approaches to prevent violence against women.

This table has two rows and five columns that depict the range of approaches to violence against women from initiatives that unintentionally perpetuate gender inequality to approaches that promote gender equality.

The first two columns show types of approaches that should be avoided as they cause harm and may have a negative impact on efforts to prevent violence against women. These approaches are more likely to perpetuate gender inequality. The first column describes approaches that are gender unequal or exploitative. These approaches perpetuate gender inequalities and may inadvertently maintain or support gender inequality by reinforcing gender stereotypes. An example of this is messages and actions that blame victims for the violence or place responsibility for managing perpetrator behaviour on women. Another example is social marketing campaigns that reinforce hyper-masculine stereotypes such as the 'real men don't hit women' campaigns.

The second column describes approaches that are gender blind. This approach should also be avoided as they cause harm and may have a negative impact on efforts to prevent violence against women. These approaches ignore gender norms and inequalities, can minimise efforts to address gender inequality, and risk contributing to the gendered drivers of violence through implicit support of existing norms. An example of this is prevention initiatives that focus exclusively on reinforcing factors like alcohol abuse (which can imply that alcohol is a 'cause' of violence, and implicitly excuse or justify perpetrator behaviour – or blame victims – who are under its influence). Another example is family violence campaigns that show men and women in equal numbers as victims and as perpetrators, when the reality is that women are far more likely to be victims, and men perpetrators of violence.

The third column shows initiatives that are gender sensitive. Initiatives in this category may not cause harm, but they are unlikely to have any impact on violence against women. These approaches acknowledge but do not address gender inequalities. They are not harmful, but they don't make sustainable changes to society that lead to long-term and significant reductions in violence. An example of this is safety strategies for women such as self-defence classes. Another example is campaigns that acknowledge and raise awareness that women are four times more likely than men to experience sexual assault during their lifetime, but do not suggest ways in which we can change society to reduce sexual assault.

The final two columns show initiatives that should be the focus of prevention work, as they alone can create the changes necessary to reduce violence against women. The fourth column shows gender specific approaches which acknowledge gender inequalities and consider women's specific needs, but do not transform norms and practices. An example of this is supporting women's leadership with mentoring, training and quotas but failing to challenge and change the workplace and wider social structures that result in fewer women being in leadership roles in the first place. Another example is the improvement of lighting in outdoor sporting areas. This work aims to increase women's perception of safety, which means that more women may use the facility. In the long term it may help increase gender equality in sports through increased participation by women and girls, but improving lighting is not in itself transformative.

The final column shows initiatives that are gender transformative and work to promote gender equality, resulting in a lower probability of violence against women. These approaches address the causes of gender-based inequalities and work to transform harmful gender roles, norms and relations. They challenge both normative and structural inequality. An example of this is promoting flexible employment conditions to working fathers while challenging the idea that caring for children is a woman's job. Another example is whole school respectful relationships education that challenges violence-supportive attitudes amongst the students and amongst the teachers, parents and the wider community, and changes in school policies and structures to support gender equality. Another example is work within a sporting club to change attitudes to women's participation in sport so that it is respectful and does not condone violence on or off the field.

Page 50

This image shows a person with three different coloured ribbons inter-twined around their body. The person is holding a green ribbon which social status: Aboriginality, ethnicity, sex, parent/carer status, gender identity, (dis)ability, religion, migration and refugee status, age, socio-economic status, cultural background. There is a purple ribbon which says social systems and structures: welfare, economic, legal/justice, labour, education, health. There is a grey ribbon which says discrimination and oppression: colonisation, sexism, homophobia, ageism, ableism, classism, racism, religious discrimination.

Endnotes

Endnotes

¹ Our Watch, Australia's National Research Organisation for Women's Safety (ANROWS) and VicHealth. (2015) *Change the story: A shared framework for the primary prevention of violence against women and their children in Australia*. Melbourne: Our Watch, <https://www.ourwatch.org.au/getmedia/0aa0109b-6b03-43f2-85fe-a9f5ec92ae4e/Change-the-story-framework-prevent-violence-women-children-AA-new.pdf.aspx>

² Star Observer, *LGBTI Community services and organisations*, <http://www.starobserver.com.au/lgbti-community-services-and-organisations>

³ The National LGBTI Health Alliance, <http://lgbtihealth.org.au/>

⁴ Deathe, L. and Rich, S. (2015) *Speaking publicly about preventing men's violence against women: Curly questions and language considerations*. Footscray, Victoria: Women's Health West, http://whwest.org.au/wp-content/uploads/2016/01/Speaking-on-PVAW-Resource_KH_WEB.pdf

⁵ Council of Australian Governments (2011) *National Plan to Reduce Violence against Women and their Children 2010-2022*, <https://www.dss.gov.au/women/programs-services/reducing-violence/the-national-plan-to-reduce-violence-against-women-and-their-children-2010-2022>

⁶ Commonwealth of Australia (2016). *Third Action Plan 2016–2019 of the National Plan to Reduce Violence against Women and their Children 2010–2022*, <https://www.dss.gov.au/women/programs-services/reducing-violence/third-action-plan>

⁷ United Nations, *Sustainable Development Goals*, <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

⁸ Australian Capital Territory Government, *ACT Prevention of Violence Against Women and Children Strategy 2011-2017*, http://www.communityservices.act.gov.au/_data/assets/pdf_file/0014/231341/ACT_Prevention_of_Violence_Against_Women_and_Children_Strategy_2011.pdf

⁹ New South Wales Ministry of Health, *NSW Domestic and Family Violence Prevention and Early Intervention Strategy 2017-2021*, http://www.women.nsw.gov.au/violence_prevention/dfv-prevention-intervention-strategy

¹⁰ New South Wales Ministry of Health, *NSW Domestic and Family Violence Blueprint for Reform 2016-2021: Safer Lives for Women, Men and Children*, <http://www.domesticviolence.nsw.gov.au/publications/blueprint>

¹¹ Northern Territory Government, *Domestic and Family Violence Reduction Strategy 2014-17: Safety is Everyone's Right*, <http://www.domesticviolence.nt.gov.au/>

¹² Queensland Government, *Queensland Violence against Women Prevention Plan 2016-22*, <https://www.communities.qld.gov.au/resources/communityservices/women/violence-against-women-prevention-plan.pdf>

¹³ Queensland Government, *Queensland says: not now, not ever. Domestic and Family Violence Prevention Strategy 2016-2026*, <https://www.communities.qld.gov.au/resources/gateway/campaigns/end-violence/dfv-prevention-strategy.pdf>

¹⁴ Queensland Government, *Queensland Women's Strategy 2016-21*, <https://www.communities.qld.gov.au/gateway/womens-strategy>

¹⁵ Government of South Australia (Office for Women), *A Right to Safety: The next phase of South Australia's Women's Safety Strategy 2011-2022*, http://officeforwomen.sa.gov.au/_data/assets/pdf_file/0010/5140/A-Right-to-Safety.pdf

¹⁶ Government of South Australia (Office for Women), *Achieving Women's Equality: South Australia's Women's Policy*, http://www.officeforwomen.sa.gov.au/_data/assets/pdf_file/0007/28087/DCSI-911-OFW-AWE-Policy-A4-Booklet_WEB_FA2.pdf

¹⁷ Tasmanian Government, *Safe Home, Safe Families: Tasmania's Family Violence Action Plan 2015-2020*, http://www.dpac.tas.gov.au/_data/assets/pdf_file/0006/266073/Safe_Homes_Safe_Families_-_Action_plan.pdf

¹⁸ Tasmanian Government, *Taking Action: Tasmania's Primary Prevention Strategy to Reduce Violence Against Women and Children 2012-2022*, http://www.dpac.tas.gov.au/_data/assets/pdf_file/0017/202544/Taking_Action_Tasmanias_Primary_Prevention_Strategy_to_Reduce_Violence_A_.pdf

- ¹⁹ Victorian Government, *Ending Family Violence: Victoria's Plan for Change*, [http://www.vic.gov.au/system/user_files/Documents/fv/160803.10%2010%20Year%20Plan%20Booklet%20\(Online\).pdf](http://www.vic.gov.au/system/user_files/Documents/fv/160803.10%2010%20Year%20Plan%20Booklet%20(Online).pdf)
- ²⁰ Victorian Government, *Safe and Strong: A Victorian Gender Equality Strategy: Preventing Violence Against Women through Gender Equality*, <http://www.vic.gov.au/women/gender-equality/a-victorian-gender-equality-strategy.html>
- ²¹ Government of Western Australia (Department for Child Protection and Family Support), *Western Australia's Family and Domestic Violence Prevention Strategy to 2022: Creating Safer Communities*, <http://www.dcp.wa.gov.au/CrisisAndEmergency/FDV/Documents/WA%20FDV%20Prevention%20Strategy%20to%202022.pdf>
- ²² Government of Western Australia (Department for Child Protection and Family Support), *Freedom from Fear: Working toward the elimination of family and domestic violence in Western Australia Action Plan 2015*, <https://www.dcp.wa.gov.au/CrisisAndEmergency/FDV/Documents/2015/FFFActionPlan2015.pdf>
- ²³ Government of Western Australia (Department for Child Protection and Family Support), *Safer Families, Safer Communities Kimberley Family Violence Regional Plan 2015-2020*, <https://www.dcp.wa.gov.au/CrisisAndEmergency/FDV/Documents/Safer%20Families%20Safer%20Communities%20Kimberley%20Regional%20Plan%20LOW%20RES.PDF>
- ²⁴ Women's Health East, *Together for Equality and Respect: A Strategy to Prevent Violence Against Women in Melbourne's East 2013-2017*, <http://whe.org.au/tfer/>
- ²⁵ Municipal Association of Victoria, *Gender equity*, <http://www.mav.asn.au/policy-services/social-community/gender-equity/Pages/default.aspx>
- ²⁶ Tony Porter. (2016) *A call to men*, TEDWomen, http://www.ted.com/talks/tony_porter_a_call_to_men
- ²⁷ Always, #Likeagirl, <https://www.youtube.com/watch?v=XjJQBJWYDTs>
- ²⁸ World Economic Forum, *The Global Gender Gap Report 2016*, http://www3.weforum.org/docs/GGGR16/WEF_Global_Gender_Gap_Report_2016.pdf
- ²⁹ Workplace Gender Equality Agency, *What is the gender pay gap?*, <https://www.wgea.gov.au/addressing-pay-equity/what-gender-pay-gap>
- ³⁰ Parliament of Australia, *The gender composition of the 45th parliament*, http://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/FlagPost/2016/August/The_gender_composition_of_the_45th_parliament
- ³¹ Workplace Gender Equality Agency. (November 2016), *Australia's gender equality scorecard: Key findings from the Workplace Gender Equality Agency's 2015-16 reporting data*, https://www.wgea.gov.au/sites/default/files/80653_2015-16-gender-equality-scorecard.pdf
- ³² Workplace Gender Equality Agency. (2015). *Women's economic security for women in retirement*, https://www.wgea.gov.au/sites/default/files/PP_womens_economic_security_in_retirement.pdf
- ³³ Australian Bureau of Statistics. (February 2015), *Gender Indicators*, <http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by%20Subject/4125.0~Feb%202015~Main%20Features~Time%20use~410>
- ³⁴ Workplace Gender Equality Agency, *What is the gender pay gap?*, <https://www.wgea.gov.au/addressing-pay-equity/what-gender-pay-gap>
- ³⁵ Cox, P. (2016). *Violence against women: Additional analysis of the Australian Bureau of Statistics' Personal Safety Survey 2012*. Sydney: ANROWS, <http://anrows.org.au/publications/horizons/pss>
- ³⁶ Cox, P. (2016). *Violence against women: Additional analysis of the Australian Bureau of Statistics' Personal Safety Survey 2012*. Sydney: ANROWS, <http://anrows.org.au/publications/horizons/pss>
- ³⁷ Our Watch, *Facts and Figures*, <https://www.ourwatch.org.au/Understanding-Violence/Facts-and-figures>
- ³⁸ Deathe, L. and Rich, S. (2015) *Speaking publicly about preventing men's violence against women: Curly questions and language considerations*. Footscray, Victoria: Women's Health West, http://whwest.org.au/wp-content/uploads/2016/01/Speaking-on-PVAW-Resource_KH_WEB.pdf

- ³⁹ Our Watch, (December 2016), *Alcohol exacerbates violence against women rather than causes it*, <https://www.ourwatch.org.au/News-media/Latest-news/%E2%80%8BAlcohol-exacerbates-violence-against-women-rather>
- ⁴⁰ Council of Australian Governments (2011) *National Plan to Reduce Violence against Women and their Children 2010-2022*, <https://www.dss.gov.au/women/programs-services/reducing-violence/the-national-plan-to-reduce-violence-against-women-and-their-children-2010-2022>
- ⁴¹ Our Watch, Australia's National Research Organisation for Women's Safety (ANROWS) and VicHealth. (2015) *Change the story: A shared framework for the primary prevention of violence against women and their children in Australia*. Melbourne: Our Watch, <https://www.ourwatch.org.au/getmedia/0aa0109b-6b03-43f2-85fe-a9f5ec92ae4e/Change-the-story-framework-prevent-violence-women-children-AA-new.pdf.aspx>
- ⁴² Our Watch, Australia's National Research Organisation for Women's Safety (ANROWS) and VicHealth. (2015) *Change the story: A shared framework for the primary prevention of violence against women and their children in Australia*. Melbourne: Our Watch, <https://www.ourwatch.org.au/getmedia/0aa0109b-6b03-43f2-85fe-a9f5ec92ae4e/Change-the-story-framework-prevent-violence-women-children-AA-new.pdf.aspx>
- ⁴³ VicHealth, *Preventing violence against women: Community of practice reflections (Difficult conversations)*, <https://www.vichealth.vic.gov.au/media-and-resources/publications/community-of-practice-reflections>
- ⁴⁴ Katz, J. (2012). *Violence against women – it's a men's issue*. TEDxFiDiWomen, https://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue
- ⁴⁵ Tony Porter. (2016) *A call to men*, TEDWomen, http://www.ted.com/talks/tony_porter_a_call_to_men
- ⁴⁶ Our Watch, Australia's National Research Organisation for Women's Safety (ANROWS) and VicHealth. (2015) *Change the story: A shared framework for the primary prevention of violence against women and their children in Australia*. Melbourne: Our Watch, <https://www.ourwatch.org.au/getmedia/0aa0109b-6b03-43f2-85fe-a9f5ec92ae4e/Change-the-story-framework-prevent-violence-women-children-AA-new.pdf.aspx>
- ⁴⁷ Crenshaw, K, (1993). Mapping the margins; Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, Vol 43, pp. 1241 – 1299, http://socialdifference.columbia.edu/files/socialdiff/projects/Article_Mapping_the_Margins_by_Kimblere_Crenshaw.pdf
- ⁴⁸ Murdolo, A. & Quiazon, R. (2016). *Key Issues in working with men from immigrant and refugee communities in preventing violence against women*. White Ribbon Research Series. Melbourne: White Ribbon, https://www.whiteribbon.org.au/wp-content/uploads/2016/10/100-WR_Research_Paper_V7.pdf
- ⁴⁹ Women's Health West. (2015). *Speaking publicly about preventing men's violence against women: Curly questions and language considerations*. Melbourne: Women's Health West, <http://whwest.org.au/resource/speaking-publicly-about-preventing-mens-violence-against-women/>
- ⁵⁰ VicHealth. (2014). *Preventing violence against women: Community of practice reflections*. Melbourne: VicHealth, https://www.vichealth.vic.gov.au/~media/ResourceCentre/PublicationsandResources/PVAW/Working%20with%20CALD%20communities_Forum%20discussions.pdf?la=en
- ⁵¹ Our Watch. (2017). *Value of women's sport finally being recognised: Our Watch CEO Mary Barry*, <https://www.ourwatch.org.au/News-media/Latest-news/Value-of-women-s-sport-finally-being-recognised-Ou>
- ⁵² Lane, S. (2017). *First openly gay AFL player couple: "We're proud, and proud of each other"*. The Age, Melbourne, <http://www.theage.com.au/afl/womens-afl/first-openly-gay-afl-player-couple-were-proud-and-proud-of-each-other-20170210-gua8s4.html>
- ⁵³ Wikipedia, *Mansplaining*, <https://en.wikipedia.org/wiki/Mansplaining>
- ⁵⁴ Ablett, L. (2014). *Men's work is not over in just one day*. The Herald Sun, Melbourne, <http://www.heraldsun.com.au/news/opinion/mens-work-is-not-over-in-just-one-day/story-fni0ffsx-1227131713493>
- ⁵⁵ City of Greater Dandenong, City of Casey, Cardinia Shire Council, *Promoting equality and respect: an interfaith collaboration on preventing violence resource*, <https://issuu.com/greaterdandenong/docs/family-violence-challenge-family-vi>

- ⁵⁶ McIntosh, P. (1988) Excerpt from Working Paper 189. *White Privilege and Male Privilege: A Personal Account of Coming To See Correspondences through Work in Women's Studies*. Wellesley College Center for Research on Women, <https://www.deanza.edu/faculty/lewisjulie/White%20Priviledge%20Unpacking%20the%20Invisible%20Knapsack.pdf>
- ⁵⁷ *Male Privilege Checklist*, http://www.sap.mit.edu/content/pdf/male_privilege.pdf
- ⁵⁸ BuzzFeed, *What Is Privilege?*, https://www.buzzfeed.com/nicolaharvey/what-is-privilege?utm_term=.ly6rAqPRO#.thaV6y0Rd
- ⁵⁹ Domestic Violence Resource Centre Victoria, *Learning through reflective practice*, <http://www.dvrcv.org.au/help-advice/service-providers/family-violence-practitioners/reflective-practice>
- ⁶⁰ Our Watch, *#NoExcuse4Violence*, <https://www.ourwatch.org.au/NoExcuse4Violence>
- ⁶¹ Girl Guides Australia, *WAGGGS 16 Days of Activism*, <http://www.girlguides.org.au/news-events/waggs-16-days-of-activism.html>
- ⁶² Aboriginal Family Violence Prevention and Legal Service Victoria, *16 actions you can take to stand firm against family violence*, <http://www.fvpls.org/images/files/FVPLS%2016%20Days%20of%20Activism%20Flyer%202016.pdf>
- ⁶³ Women's Health West, *16 Days Activist Challenge*, <http://whwest.org.au/health-promotion/prevent-violence/preventing-violence-together/16-days-activist/>
- ⁶⁴ Australian Government, *Violence against women – let's stop it at the start*, <https://www.respect.gov.au/>
- ⁶⁵ White Ribbon Australia, <https://www.whiteribbon.org.au/>
- ⁶⁶ Equality Rights Alliance, <https://www.equalityrightsalliance.org.au/>
- ⁶⁷ YWCA Australia, <http://www.ywca.org.au/>
- ⁶⁸ Women on Boards, <https://www.womenonboards.net/en-AU/Home>
- ⁶⁹ Carrington Health, *Baby Makes 3*, <http://www.carringtonhealth.org.au/services/groups/baby-makes-3>
- ⁷⁰ Our Watch, *Let's Change the Story*, <https://www.youtube.com/watch?v=fLUVVZvVZXw>
- ⁷¹ Verizon, *Inspire Her Mind*, <https://www.youtube.com/watch?v=QZ6XQfthvGY>
- ⁷² Always, *Like a girl*, <https://www.youtube.com/watch?v=XjJQBjWYDTs>
- ⁷³ CARE International, *Dear Dad*, https://www.youtube.com/watch?v=gOk_qxBpHY
- ⁷⁴ MullenLowe Group, *Inspiring The Future - Redraw The Balance*, <http://www.inspiringthefuture.org/redraw-the-balance/>
- ⁷⁵ Microsoft, *Girls Do Science*, <https://www.youtube.com/watch?v=5eJYW4ew5eg>
- ⁷⁶ GoldieBlox, *Princess Machine*, <https://www.youtube.com/watch?v=llGyVa5Xftw>
- ⁷⁷ Monash City Council, *Promoting gender equality and challenging gender stereotypes children's picture books*, <https://www.monash.vic.gov.au/files/assets/public/our-services/violence-against-women/children-books-promoting-gender-equality-challenging-gender-stereotypes-booklist.pdf>
- ⁷⁸ A Mighty Girl, <http://www.amightygirl.com/>
- ⁷⁹ Let Toys Be Toys, *Books for Young Children – Let Toys Be Toys Gift Guide*, <http://www.lettoysbetoys.org.uk/books-for-young-children-let-toys-be-toys-gift-guide/>
- ⁸⁰ Amy Poehler's Smart Girls, <https://amysmartgirls.com/>

- ⁸¹ Our Watch, *Victorian Workplace Equality and Respect Project*, <https://www.ourwatch.org.au/What-We-Do/%E2%80%8BVictorian-Workplace-Equality-and-Respect-Project>
- ⁸² VicHealth, *More than ready: Bystander action to prevent violence against women*, <https://www.vichealth.vic.gov.au/media-and-resources/publications/bystander-research-project>
- ⁸³ Our Watch (2016) *Community based prevention of violence against women and their children: a toolkit for practitioners*. Melbourne: Our Watch, <https://www.ourwatch.org.au/getmedia/0ae20458-abd0-4df6-81a9-4626c98dee25/OurWatch-Community-Toolkit-2-AA.pdf.aspx>
- ⁸⁴ Women's Health Association of Victoria, *Action to Prevent Violence Against Women*, <http://www.actionpvaw.org.au>
- ⁸⁵ UN Women. (2015) *How to Design Projects to End Violence Against Women and Girls. A step-by-step guide to taking action*. UN Women Pacific Multi-Country Office. Suva, Fiji, <http://asiapacific.unwomen.org/en/digital-library/publications/2015/07/how-to-design-projects-to-end-violence-against-women-and-girls>
- ⁸⁶ Our Watch, Australia's National Research Organisation for Women's Safety (ANROWS) and VicHealth. (2015) *Change the story: A shared framework for the primary prevention of violence against women and their children in Australia*. Melbourne: Our Watch, <https://www.ourwatch.org.au/getmedia/0aa0109b-6b03-43f2-85fe-a9f5ec92ae4e/Change-the-story-framework-prevent-violence-women-children-AA-new.pdf.aspx>
- ⁸⁷ VicHealth. (2014) *Reducing Violence against Women and their Children grants program: Building a community of practice for prevention: Project report (including evaluation findings)*. Melbourne: VicHealth, http://assets.justice.vic.gov.au/ccp/resources/271f5379-35da-40b6-aeae-d8595000440e/rcawc_cop_evaluation_report_vichealth.pdf
- ⁸⁸ Our Watch, *Reducing Violence against Women and their Children Community of Practice (Victoria)*, <https://www.ourwatch.org.au/What-We-Do/Reducing-Violence-against-Women-and-their-Children>
- ⁸⁹ VicHealth, *Community of practice reflections*, <https://www.vichealth.vic.gov.au/media-and-resources/publications/community-of-practice-reflections>
- ⁹⁰ CanPreventGBV, <http://www.canpreventgbv.ca/>
- ⁹¹ VicHealth, *Evaluating Victorian projects for the primary prevention of violence against women: A concise guide*, <https://www.vichealth.vic.gov.au/media-and-resources/publications/a-concise-guide-to-evaluating-primary-prevention-projects>
- ⁹² World Health Organization (2001), *Putting Women First: Ethical and Safety Recommendations for Research on Domestic Violence Against Women*, www.who.int/gender/violence/womenfirtseng.pdf
- ⁹³ VicHealth, *Evaluating preventing violence against women initiatives: A participatory and learning-oriented approach for primary prevention in Victoria*, <https://www.vichealth.vic.gov.au/media-and-resources/publications/pvaw-evaluation-trends>
- ⁹⁴ VicHealth, *Evaluating Victorian projects for the primary prevention of violence against women: A concise guide*, <https://www.vichealth.vic.gov.au/media-and-resources/publications/a-concise-guide-to-evaluating-primary-prevention-projects>
- ⁹⁵ Muir, K. & Bennett, S. (2014). *The Compass: Your Guide to Social Impact Measurement*. Sydney, Australia: The Centre for Social Impact, <http://www.csi.edu.au/research/project/compass-your-guide-social-impact-measurement/>
- ⁹⁶ VicHealth, *Evaluating Victorian projects for the primary prevention of violence against women: A concise guide*, <https://www.vichealth.vic.gov.au/media-and-resources/publications/a-concise-guide-to-evaluating-primary-prevention-projects>
- ⁹⁷ VicHealth, *Evaluating Victorian projects for the primary prevention of violence against women: A concise guide*, <https://www.vichealth.vic.gov.au/media-and-resources/publications/a-concise-guide-to-evaluating-primary-prevention-projects>