

Putting the  
**prevention**  
of violence against  
**women**

into practice:

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*How to Change the story*

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

Our Watch 2017

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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.

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### *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.

# Appendices

# Appendix 1: Stakeholder mapping matrix

Influence/Power of stakeholders	<b>High Power, Low interest</b>	<b>High Power, High interest</b>
	 <p>Meet their needs Keep satisfied</p>	 <p>Key player Engage closely</p>
	<b>Low Power, Low interest</b>	<b>Low Power, High interest</b>
	 <p>Least important Minimal effort</p>	 <p>Show consideration Keep informed</p>
	<i>Interest of stakeholders</i>	

Use this matrix to identify the key stakeholders who will influence or be impacted by your prevention strategy remembering that every sector, institution, organisation, community and individual has a potential role to play in preventing violence against women. The matrix can also help identify who might be invisible or excluded from a stakeholder mapping process through the inclusion of key questions to assist with making the stakeholder group gender equitable and inclusive.

Consider the level of participation that different stakeholders should have or need to have. Identifying the relationships between you and your stakeholders, and how they will interact with your strategy, will help identify the best methods of communication and consultation with them. Remember to think about how your work will be connected to broader prevention strategies, at a local, state and territory level and national level.

The table below sets out the potential stakeholders for you to think about and key points for you to consider. Refer back to the stakeholder mapping matrix (above) to think about how different stakeholders may influence and impact your strategy. Consider if some stakeholders would be valuable partners in the work or form part of the governance structure of the initiative.

You can then use the stakeholder matrix to map out your key stakeholders and think about the power and interest of different stakeholders. This exercise should encourage reflective prevention practice as you consider the relationships both with and between your stakeholders. Identifying the power and gendered dynamics of the relationships between your various stakeholders and in your own relationships as a practitioner will help identify the strengths, weaknesses, opportunities and threats that will influence the success of your strategy.

Stakeholder	Who are they?	Key considerations or questions to ask
<b>Participants or target audience</b>	<p>Identifying your participants, beneficiaries or target audience is important to make sure the strategy is appropriate and relevant, and to improve uptake of the key messages and activities.</p> <p>This might be individuals or groups of people, an organisation or community, government agencies and industries.</p>	<p>Who does the intervention work directly with, or who is the intervention trying to reach?</p> <p>Will it target specific individuals or groups of people, or do you want to work with everyone in a specific community?</p> <p>Will it work with men and boys or with women and girls or with the whole community?</p> <p>Who is likely to benefit and who may be negatively impacted from this program?</p> <p>Are there groups of women who are more likely to be impacted by the program?</p>
<b>Trainers or facilitators</b>	<p>Identify the trainers, facilitators and other practitioners who will use your strategy and work with your participants or target audience.</p>	<p>Who is going to implement the strategy?</p> <p>Do they have the necessary skills and experience?</p> <p>Are you modelling good practice by having experienced women and men co-facilitate in a respectful and empowering manner?</p>
<b>Community members</b>	<p>Even if your strategy has a defined target audience or community, engaging with the broader community in which the strategy is being implemented is critical. Community members can offer important partnerships and can be influential in the strategy's success.</p> <p>It is also important to consult with the community to minimise resistance and backlash.</p> <p>It is important to define the scope of your 'community', as this may refer to a small population such as a school or suburb, or it may relate to a wider municipality.</p>	<p>Who are the people in the community that will be impacted or who have an interest in the strategy?</p> <p>Who is 'the community' we are intending to work closely with?</p> <p>Are we using appropriate language to engage community members?</p> <p>How will the experiences, knowledge and opinions of different women be included?</p>
<b>Key or influential individuals, gatekeepers, champions of change</b>	<p>There may be key individuals who hold particular influence over decisions and events within the community. Often these individuals will identify themselves to the strategy's organisers, however you should remember that the loudest voices in the group are not always the most important. In culturally diverse communities, you may need to identify key people who can help make sure the strategy is culturally sensitive and relevant for people with different needs.</p> <p>In some settings these may be known as 'champions of change' and can be influential advocates to promote the strategy.</p>	<p>Who is in positions of management or leadership within your target community or organisation? Are they formal or informal leaders?</p> <p>Who else might have decision-making power or can influence people's behaviour and attitudes toward the strategy's activities and key messages?</p> <p>Will the strategy use influential individuals or advocates to champion the messages of the strategy?</p> <p>If only men are identified as champions, how can we bring women champions into the initiative?</p> <p>If the gatekeepers are blocking access to people who traditionally have less power and control in society, how can we work with that community to ensure broader representation?</p>

Stakeholder	Who are they?	Key considerations or questions to ask
<b>Community organisations</b>	<p>Different organisations often have pre-existing relationships and interactions in communities and can be important for partnerships. These partnerships may be across different prevention settings.</p> <p>This may include health, legal and justice services, schools, businesses, faith-based organisations, media and community services.</p>	<p>Which agencies or organisations within the community will be important partners for prevention work in your setting or area?</p> <p>Are there new or marginal organisations which have been excluded?</p>
<b>Response sector</b>	<p>Response and support services for victim/survivors of violence against women are central to the successful and safe implementation of primary prevention strategies.</p> <p>These will include counselling and rape crisis centres, family and domestic violence services, women’s health organisations, medical and reproductive health services, women’s shelters, child support agencies, and legal and justice services.</p>	<p>What are the available response and support services for women and their children who have experienced violence?</p> <p>How can we develop a strong partnership with existing response services, including a referral mechanism for women who disclose violence?</p> <p>If strong response services are not present in the area, is it too great a risk to implement a strategy that could cause harm without the necessary support measures in place?</p>
<b>Government</b>	<p>Governments as partners can be helpful in promoting advocacy efforts and encouraging participation. They also determine the policies, legislations and regulations that make up the prevention infrastructure and therefore have a key stake in how strategies are implemented.</p> <p>It may be important to coordinate with local governments or other government representatives to organise or facilitate the strategy, or to get permission for specific elements of the strategy. Local government may also be important for encouraging participation or supporting the strategy’s key messages within the community.</p>	<p>Does the strategy require partnership or coordination with any local, state or federal government agencies?</p> <p>Which government agencies have a stake in the strategy’s implementation?</p>

# Appendix 2: Implementation plan template

Implementation plans should include:

- objectives
- key actions to meet the objectives
- tasks or activities required for each action
- timelines
- who will be leading this action
- task status, such as: completed, on schedule, behind schedule, cancelled
- deliverables
- priority
- a section for notes and comments can be useful to note any additional considerations.

An implementation plan should reflect the discussions, consultations and planning that has taken place. An implementation plan allows you to think and plan for critical components before beginning. By detailing all critical steps before starting the project, you can identify the resources required and who is available to assist with this. An implementation plan also allows you to monitor progress and share this with stakeholders.

This is an example of an implementation plan that can be modified to suit the project or strategy that you are working on.

<b>Name: Name of the strategy or initiative</b>						
<b>Objectives: The goals of the prevention work</b>						
Key Action	Activities/tasks	Who	When	Deliverable	Comments	Status

# Appendix 3: Project planning template

The Project Planning template can assist you to develop your project and ensure you have considered all of the key elements that are needed to plan prevention projects.

<b>1. Name of project</b>					
<b>2. Description of project</b>					
<b>3. What is the overall objective/s of the project?</b>					
<b>4. Which setting(s) will your project operate in?</b>					
<b>5. Reminder – ensure you have conducted a gender analysis in the setting/s you have selected (Section 7)</b>					
Education and care for children and young people	Universities, TAFEs and other tertiary institutions	Workplaces, corporations and employee organisations	Sports, recreation, social and leisure spaces	Arts	Health, family and community services
Faith-based contexts	Media	Popular culture, advertising and entertainment	Public spaces, transport, infrastructure and facilities	Legal, justice and correction contexts	
<b>6. Who is your target audience and why? (reminder to undertake a stakeholder analysis – see Appendix 1 and Section 7)</b>					
<b>7. Who are your key stakeholders in the project? (see the stakeholder mapping matrix in Appendix 1)</b>					
<ul style="list-style-type: none"> <li>• How do you plan to engage with these stakeholders?</li> <li>• Detail the roles and key actions these stakeholders will have in your project</li> </ul>					
<b>8. What level/s of the ecological model does your project address?</b>					
<ul style="list-style-type: none"> <li>• Individual and relationship level</li> <li>• Community and organisational level</li> <li>• System and institutional level</li> <li>• Societal level</li> </ul>					

<b>9. How are the gendered drivers (1-4 below) and reinforcing factors (5-9 below) of violence against women present in the setting/s you're working in? Be as specific as possible.</b>	
1. Condoning of violence against women	
2. Men's control of decision-making and limits to women's independence in public and private life	
3. Rigid gender roles and stereotyped constructions of masculinity and femininity	
4. Male peer relations that emphasise aggression and disrespect towards women	
5. Condoning of violence in general	
6. Experience of and exposure to violence	
7. Weakening of pro-social behaviour, especially harmful use of alcohol	
8. Socio-economic inequality and discrimination	
9. Backlash factors (increases in violence when male dominance, power or status is challenged)	
<b>10. How will your project address the essential actions (1-5 below) and supporting actions (6-10 below) required to prevent violence against women? Be as specific as possible.</b>	
<b>Reminder – you don't have to address all of the essential actions</b>	
1. Challenge condoning of violence against women	
2. Promote women's independence and decision-making in public and private life	
3. Foster positive personal identities and challenge gender stereotypes and roles	
4. Strengthen positive, equal and respectful relations between and among women and men, girls and boys	

5. Promote and normalise gender equality in public and private life	
6. Challenge the normalisation of violence as an expression of masculinity or male dominance	
7. Prevent exposure to violence and support those affected to reduce its consequences	
8. Address the intersections between social norms relating to alcohol and gender	
9. Reduce backlash by engaging men and boys in gender equality, building relationship skills and social connections	
10. Promote broader social equality and address structural discrimination and disadvantage	
<p><b>11. How will you undertake the essential actions in a way that considers how multiple systems and structures of oppression and discrimination affect different people? Specifically, have you thought about how to be inclusive and responsive to diversity by undertaking the following, where appropriate:</b></p> <ul style="list-style-type: none"> <li>• tailoring initiatives to your audience</li> <li>• ensuring initiatives are inclusive</li> <li>• working across the life course</li> </ul> <p><b>How will you apply the following additional good practice approaches in your work?</b></p> <ul style="list-style-type: none"> <li>• work in partnership on common goals</li> <li>• challenge masculinity and engage men and boys while empowering women and girls</li> <li>• develop and maintain a reflective practice.</li> </ul>	
<p><b>12. How will your project use the proven and promising techniques identified in Section 6? Reminder –you do not have to use all of the techniques.</b></p>	
Direct participation programs	
Community mobilisation and strengthening	
Organisational development	
Communications and social marketing	
Civil society advocacy	

**13. Ensure you have undertaken all of the ten key steps for evaluation (see Section 9)**

1. Identify the purpose and users of your evaluation
2. Develop or review your logic model
3. Develop your overall program design
4. Engage the right people to conduct your evaluation
5. Establish your indicators
6. Select your data collection methods and develop instruments
7. Implement your data collection
8. Analyse and interpret your data
9. Communicate and disseminate your findings to facilitate shared learning
10. Feedback findings to improve your prevention strategy

# Appendix 4: Communications plan template

	Example
<b>Target audience</b> – who are we talking to?	Sector stakeholders
<b>Key message</b> – what do we want to say?	<p>We have a new gender equity training program aimed at human resource (HR) managers.</p> <p>Workplaces have great influence over people’s lives and communities, and have an opportunity to help drive the cultural change needed to prevent violence against women and their children.</p> <p>HR managers in particular have an important role to play in preventing violence against women.</p>
<b>Method</b> – how are we going to say it?	<p>E-newsletter</p> <p>Sponsored Twitter and LinkedIn posts</p> <p>In-person information session</p>
<b>Person/team responsible</b> – who will implement this?	Project lead
<b>Date due</b> – when does it need to be ready?	<p>Key information developed by d/m/y</p> <p>Campaign begins d/m/y</p>
<b>Budget</b> – what will this cost? Include time and money	<p>\$100 to purchase imagery. Five hours to draft, design and send the e-newsletter.</p> <p>\$500 to sponsor social media posts. One hour to write the posts and 10 minutes twice a day to check the comments and reply.</p> <p>\$1100 to hire a venue and provide refreshments. One day per week over a month to plan the event.</p>