

Violence prevention: Standards / criteria for best / effective / good practice

Note: This document collects key standards for best, effective, or good practice in violence prevention. Many of these standards are from items available in full text, at the listed URLs.

Compiled by Michael Flood, June 2020.

The standards are from the following documents:

Our Watch. (2017). <i>Putting the prevention of violence against women into practice: How to Change The Story</i> . Melbourne: Our Watch.....	2
Kerr-Wilson, A.; Gibbs, A.; McAslan Fraser E.; Ramsoomar, L.; Parke, A.; Khuwaja, HMA.; and Rachel Jewkes. (2020). <i>A rigorous global evidence review of interventions to prevent violence against women and girls</i> . Pretoria, South Africa: What Works to prevent violence among women and girls global Programme.	3
Nation, M., Crusto, C., Wandersman, A., Kumpfer, K. L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). What Works in Prevention: Principles of Effective Prevention Programs. <i>American Psychologist</i> , 58(6-7), 449-456 (p. 452).....	4
Virginia Sexual & Domestic Violence Action Alliance (VSDVAA). (2009). <i>Guidelines for the Primary Prevention of Sexual Violence & Intimate Partner Violence</i> . Richmond, VA: Virginia Sexual & Domestic Violence Action Alliance (p. 9).....	5
Casey, E.A., and T.P. Lindhorst. (2009). Toward a multi-level, ecological approach to the primary prevention of sexual assault. <i>Trauma, Violence, & Abuse</i> 10: 91-114 (p. 97).....	6
Gleeson, Cara, Sarah Kearney, Loksee Leung, and Joanna Brislane. (2015). <i>Respectful Relationships Education in schools: evidence paper</i> . Melbourne: Our Watch.....	7
Wells, L., Flood, M., Boutilier, S., Goulet, S., & Dozois, E. (2020). <i>Supporting Best Practices: Guidelines For Funding Programs that Engage and Mobilize Men and Boys in Violence Prevention</i> . Alberta, Canada: Shift: The Project to End Domestic Violence and Alberta Council of Women’s Shelter.	8
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Our Watch. (2017). *Putting the prevention of violence against women into practice: How to Change The Story*. Melbourne: Our Watch.

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URL: <https://www.ourwatch.org.au/What-We-Do/Our-Watch-Handbook>

Kerr-Wilson, A.; Gibbs, A.; McAslan Fraser E.; Ramsoomar, L.; Parke, A.; Khuwaja, HMA.; and Rachel Jewkes. (2020). *A rigorous global evidence review of interventions to prevent violence against women and girls*. Pretoria, South Africa: What Works to prevent violence among women and girls global Programme.

Box 1: Ten elements of the design and implementation of more effective *What Works* interventions to prevent VAWG

1. Rigorously planned with a robust theory of change, rooted in knowledge of local context.
2. Tackle multiple drivers of VAWG, such as gender inequity, poverty, poor communication and marital conflict.
3. Especially in highly patriarchal contexts, work with women and men, and where relevant families.
4. Based on theories of gender and social empowerment that view behaviour change as a collective rather than solely individual process, and foster positive interpersonal relations and gender equity.
5. Use group-based participatory learning methods for adults and children, that emphasise empowerment, critical reflection, communication and conflict resolution skills-building.
6. Age-appropriate design for children with a longer time for learning and an engaging pedagogy such as sport and play.
7. Carefully designed user-friendly manuals and materials supporting all intervention components to accomplish their goals.
8. Integrate support for survivors of violence.
9. Optimal intensity: duration and frequency of sessions and overall programme length enables time for reflection and experiential learning.
10. Staff and volunteers are selected for their gender equitable attitudes and non-violence behaviour, and are thoroughly trained, supervised and supported.

Nation, M., Crusto, C., Wandersman, A., Kumpfer, K. L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). What Works in Prevention: Principles of Effective Prevention Programs. *American Psychologist*, 58(6-7), 449-456 (p. 452).

Table 3
Definitions of the Principles of Effective Programs

Principle	Definition
Comprehensive	Multicomponent interventions that address critical domains (e.g., family, peers, community) that influence the development and perpetuation of the behaviors to be prevented
Varied teaching methods	Programs involve diverse teaching methods that focus on increasing awareness and understanding of the problem behaviors and on acquiring or enhancing skills
Sufficient dosage	Programs provide enough intervention to produce the desired effects and provide follow-up as necessary to maintain effects
Theory driven	Programs have a theoretical justification, are based on accurate information, and are supported by empirical research
Positive relationships	Programs provide exposure to adults and peers in a way that promotes strong relationships and supports positive outcomes
Appropriately timed	Programs are initiated early enough to have an impact on the development of the problem behavior and are sensitive to the developmental needs of participants
Socioculturally relevant	Programs are tailored to the community and cultural norms of the participants and make efforts to include the target group in program planning and implementation
Outcome evaluation	Programs have clear goals and objectives and make an effort to systematically document their results relative to the goals
Well-trained staff	Program staff support the program and are provided with training regarding the implementation of the intervention

Virginia Sexual & Domestic Violence Action Alliance (VSDVAA). (2009). *Guidelines for the Primary Prevention of Sexual Violence & Intimate Partner Violence*. Richmond, VA: Virginia Sexual & Domestic Violence Action Alliance (p. 9).

III. Guidelines for Implementing Sexual Violence & Intimate Partner Violence Primary Prevention Strategies

1. Develop prevention strategies that promote protective factors. ■ 10
2. Develop prevention strategies that strive to be comprehensive. ■ 12
3. Develop prevention strategies that are concentrated, and can be sustained and expanded over time. ■ 13
4. Develop prevention strategies that use varied teaching methods to address multiple learning processes. ■ 15
5. Develop prevention programs based on purposeful, logical rationale. ■ 16
6. Develop prevention strategies that are developmentally appropriate. ■ 18
7. Develop prevention strategies in collaboration with a representative cross-section of community members to incorporate diverse cultural beliefs, practices, and community norms. ■ 22
8. Develop prevention strategies that include a systematic method to determine program effectiveness and promote continuous quality improvement. ■ 24
9. Develop prevention strategies as an integral part of the agency mission to end sexual violence / intimate partner violence. ■ 25



URL: <https://preventipv.org/materials/guidelines-primary-prevention-sexual-violence-and-intimate-partner-violence>

Casey, E.A., and T.P. Lindhorst. (2009). Toward a multi-level, ecological approach to the primary prevention of sexual assault. *Trauma, Violence, & Abuse* 10: 91-114 (p. 97)

TABLE 1: Six Components of Multilevel Prevention

Components of ecological prevention

Comprehensiveness: Utilizing multiple strategies designed to initiate change at multiple levels of analysis (i.e., individual, peer and community), and for multiple outcomes (i.e., attitudes and behavior).

Community engagement: Partnering with community members in the process of identifying targets for change and designing accompanying change strategies.

Contextualized programming: Designing interventive strategies that are consistent with the broader social, economic and political context of communities.

Theory-based: Grounding intervention design in sound theoretical rationales

Health and strengths promotion: Simultaneously working to enhance community resources and strengths while addressing risk factors.

Addressing structural factors: Targeting structural and underlying causes of social problems for change rather than individual behavior or "symptoms" of larger problems.

Gleeson, Cara, Sarah Kearney, Loksee Leung, and Joanna Brislane. (2015). *Respectful Relationships Education in schools: evidence paper*. Melbourne: Our Watch.

Core elements of Respectful Relationships Education	15
1. Address drivers of gender-based violence	16
2. Have a long term vision, approach and funding	18
3. Take a whole school approach	19
4. Establishing mechanisms for collaboration and a coordinated effort	21
5. Ensure integrated evaluation and continual improvement	23
6. Provide resources and support for teachers	25
7. Use age-appropriate, interactive and participatory curriculum	27

URL: <https://www.ourwatch.org.au/resource/evidence-paper-respectful-relationships-education-in-schools/>

Wells, L., Flood, M., Boutilier, S., Goulet, S., & Dozois, E. (2020). *Supporting Best Practices: Guidelines For Funding Programs that Engage and Mobilize Men and Boys in Violence Prevention*. Alberta, Canada: Shift: The Project to End Domestic Violence and Alberta Council of Women's Shelter.

These principles are:

- 1 { Ensure gender equality is built into all parts of the program so that the work strengthens and upholds the rights of women and people from diverse genders;
- 2 { Embed a gender transformative approach that actively strives to examine, question and change rigid gender norms and imbalances of power;
- 3 { Apply an intersectional lens throughout the design and implementation of programs;
- 4 { Work in partnership with, and be accountable to, feminist principles, women's rights and gender justice organizations;
- 5 { Design an evaluation plan from the outset that includes specific measures identifying changes in violence perpetration and/or victimization;
- 6 { Incorporate principles of compassionate accountability to support men to identify complicity and/or participation in violence and gender inequality, and to make reparations for the damage and move forward in non-violent ways; and
- 7 { Prioritize the personal and professional development of staff leading this work.

URL: <https://preventdomesticviolence.ca/supporting-best-practices-guidelines-for-funding-programs-that-engage-and-mobilize-men-boys-in-violence-prevention/>

Flood, M. (2018). *Engaging Men and Boys in Violence Prevention*, Palgrave Macmillan.

“there also are consistent themes in reviews of other fields of violence prevention practice. Although there is not sufficient evidence to say with certainty what dimensions of violence prevention practice are necessary (or indeed sufficient) to generate a significant and positive impact, the following four features receive consistent emphasis in the literature: violence prevention should be (1) informed; (2) comprehensive; (3) engaging; and (4) relevant.

- *Informed*: Violence prevention interventions must be based on a sound understanding of both the problem – the workings and causes of violence – and of how it can be changed. In other words, they must incorporate both an appropriate theoretical framework for understanding violence and a theory of change. I return to this below.
- *Comprehensive*: Effective interventions are likely to be comprehensive: they use multiple strategies, in multiple settings, and at multiple levels (Casey & Lindhorst, 2009; Nation et al., 2003). For example, they incorporate strategies addressing individuals, peer groups, and communities and have multiple strategies addressing the same outcome. This feature of effective practice is the focus of Chapter Nine.
- *Engaging*: Violence prevention programs should involve effective forms of delivery which engage participants. More effective interventions will have appropriate content (in their educational curricula, their social marketing materials, and so on), be implemented in well-designed and organised ways, and involve skilled personnel (whether educators, advocates, or others). These issues are the focus of Chapter Six.
- *Relevant*: Good practice programs are relevant to the communities and contexts in which they are delivered. They are informed by knowledge of their target group or population and their local contexts (Nation et al., 2003). This feature of effective practice is the focus of Chapter Eleven.”

Source: Flood, M. (2018). *Engaging Men and Boys in Violence Prevention*, Palgrave Macmillan (pp. 75-76).

URL (Free in PDF): <https://xyonline.net/content/new-book-engaging-men-and-boys-violence-prevention>

Flood, M., L. Fergus, and M. Heenan. (2009). *Respectful Relationships Education: Violence prevention and respectful relationships education in Victorian secondary schools*. Melbourne: Department of Education and Early Childhood Development, State of Victoria.

Five criteria for good practice in respectful relationships and violence prevention education in schools

A whole-school approach	27
A program framework and logic	33
Effective curriculum delivery	35
Relevant, inclusive and culturally sensitive practice	55
Impact evaluation	57

URL: <http://xyonline.net/content/respectful-relationships-education-violence-prevention-and-respectful-relationships>