Building non-violent and gender-equitable schools

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Domestic violence

- A pattern of behaviours, linked by power and control
- Physical violence typically is accompanied by other forms of abusive and oppressive behaviour. Such as;
  - Threats of violence, intimidation, sexual assault, coercion, emotional abuse, financial control, insults and mind-games, control and isolation.
  - And minimising or denying the violence, refusing to accept responsibility, and blaming the victim.

How we'll proceed

- A mix of presentation and participation
  - Including interactive work here and in small groups
- There will be time for questions & discussion.

Domestic violence

- 1. Physical
  - Hitting, kicking, slapping, choking
  - Stabbing, shooting, throwing objects, other weapons
  - Threats and intimidation
  - Murder, murder-suicide

- 2. Sexual
  - Rape, sexual assault

- 3. Emotional and Verbal
  - Put-downs and verbal abuse. E.g., telling someone that they are stupid, ugly, crazy, useless. Deliberately undermining their confidence. Humiliating and degrading them.
  - Threats of violence or other punishment
  - Manipulation

- 4. Social and Economic
  - Controlling and isolating the partner
  - 'Smothering' them
  - Stalking and monitoring
  - Abusing them in company
  - Controlling money or denying money

Six things you should know about violence

1. Includes a wide range of behaviours
2. Can be physical or non-physical;
3. Is linked to power and control;
4. Has serious and harmful effects on victims;
5. Has social (rather than biological) causes;
6. Can be prevented.

Coercive Controlling Violence

Sexual violence

- Any sexual act without consent.
- Consent cannot be obtained when someone is:
  - A minor
  - Incapacitated due to alcohol or drugs
  - Has certain disabilities
- Includes:
  - Rape
  - Sexual assault
  - Sexual harassment

A continuum of controlling behaviours

Violence against women isn't only about physical and sexual violence.

| Sexist language/ jokes | Demeaning women | Sexual harassment | Verbal abuse | Physical violence |

Sexual violence

- **Rape** is sexual penetration without consent.
  - Sexual penetration means a penis into the vagina, anus or mouth.
  - Rape also includes the insertion of an object or part of the body into the vagina or anus.
- **Sexual assault** is when someone touches a person sexually without their consent.
- Sexual assault includes:
  - unwanted touching
  - attempting rape
  - rape.

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Sexual violence

- **Sexual harassment** is other unwelcome sexual behaviour which can be:
  - verbal or written: comments, jokes, pressuring for sex
  - visual: pornographic magazines or images on display
  - physical: invading your space continually, perving.

Violence prevention

- Forms of prevention:
  - Before the problem starts: *Primary* prevention
  - Once the problem has begun: *Secondary* prevention
  - Responding afterwards: *Tertiary* prevention
- All contribute to each other.

Upstream – Downstream

There I am standing by the shore of a swiftly flowing river and I hear the cry of a drowning man. So I jump into the river, put my arms around him, pull him to shore and apply artificial respiration. Just when he begins to breathe, there is another cry for help. So I jump into the river, reach him, pull him to shore, apply artificial respiration, and then just as he begins to breathe, another cry for help. So back in the river again, without end, goes the sequence.

You know I am so busy jumping in, pulling them to shore, applying artificial respiration, that I have no time to see who the hell is upstream pushing them all in. (McKinlay 1974)

The rationale for violence prevention among children and young people

- Starting young can have a lasting effect on children's and young people's later relationships.
- Young people already are being exposed to, and influenced by, domestic violence.
- Young people already are being subjected to, and perpetrating, violence themselves.
- Violence-supportive attitudes, norms, and relations already are visible among young people.
- Violence prevention among children and young people has been shown to work.
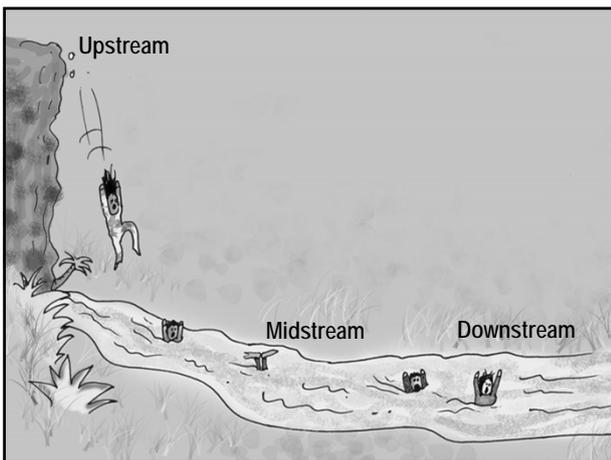
The rationale for violence prevention in schools

- Schools have distinct advantages as sites of violence prevention education.
- Experience and resources in, and knowledge of, schools-based violence prevention is relatively well developed.
- Schools can facilitate partnerships, increasing investment and effectiveness.
- School climates and cultures themselves can be conducive to violence.
- School peers play critical roles in young people's involvements in violence, both negative and positive.
- Schools are sites of violence perpetration and victimisation.
- Schools-based prevention education has been shown to work.
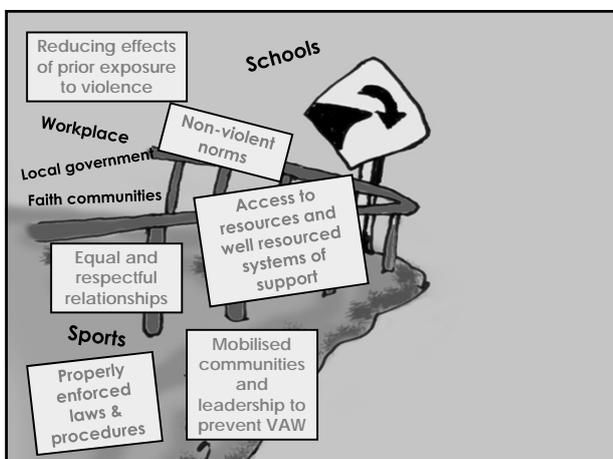
Evaluating prevention

- There has been little evaluation of primary prevention strategies.

- The greatest body of information about effectiveness is in relation to schools-based prevention programs.

- Evaluations of such programs show that, if done well, initiatives can produce lasting change.

The effectiveness of prevention education among young people

- Prevention education among young people can produce lasting change in attitudes and behaviours.
- Few programs have been evaluated, and existing evaluations often are limited.
- Effectiveness is not guaranteed: some programs showing no or negative effects.
- Australian evaluations are rare, and limited, but some do show positive results.

(1) A whole-of-school approach

- Programs should:
  - Be based on a whole-of-school approach, operating across:
    - Curriculum, teaching and learning;
    - School policy and practices;
    - School culture, ethos and environment;
    - The relationships between school, home and the community.

What works?

- There is an emerging consensus on the elements of good practice.
  - From both international and local reviews.
- And there is also debate.
- And we need to know much more.

(1) A whole-of-school approach

- Interventions should engage various stakeholders, including teachers and other staff, students, parents, and local communities.
- The long-term impact of programs depends on the extent to which the issues are embedded within the curriculum and wider school activities.
- Systems and structures are required to support schools in effective implementation.

Five criteria for good practice

1. A whole school approach
2. A program framework and logic
3. Effective curriculum delivery
4. Inclusive, relevant, and culturally sensitive practice
5. Impact evaluation

A whole-of-school approach

- Comprehensive curriculum integration;
- Assessment and reporting;
  - Standards and accountability systems: Collection of data on students' outcomes and competencies and on school climate.
- Specialised training and resources for teaching and support staff;
- Reinforcement of violence prevention programming through school policies, structures, and processes.

(2) A program framework and logic

- Programs should:
  - Incorporate an appropriate theoretical framework for understanding violence, which:
    - Draws on feminist scholarship, in particular in addressing the links between gender, power, and violence, examining violence-supportive constructions of gender and sexuality, and fostering gender-equitable and egalitarian relations.
  - Incorporate a theory of change – an account of the ways in which project content and processes will be used to achieve the project's intended outcomes.

b) Curriculum delivery (teaching methods)

- Programs should:
  - Adopt the general characteristics of effective teaching and learning practice.
  - Involve the use of quality teaching materials.
  - Be interactive and participatory.
  - Address cognitive, affective, and behavioural domains.
  - Be matched to stages of change.
  - Give specific attention to skills development.
  - Respond appropriately to participants' disclosures of victimisation and perpetration.

(3) Effective curriculum delivery

- Dimensions:
  a) Content
  b) Delivery (teaching methods)
  c) Structure
  d) Staff (Teachers and educators)

c) Curriculum structure

- Programs should:
  - Be of sufficient duration and intensity to produce change.
  - Be timed and crafted to suit children's and young people's developmental needs, including their developing identities and social and sexual relations.
  - Have clear rationales for their use of single-sex and/or mixed-sex groups, including an understanding of the merits and drawbacks of each.

a) Curriculum content

- Programs should:
  - Be informed by feminist scholarship on violence against girls and women;
  - Address various forms of violence;
  - Target the antecedents to or determinants of violent behaviour;
  - Address not only attitudes but also behaviours, interpersonal relations, and collective and institutional contexts.
  - Avoid focusing only on strategies for minimising one's own risks of victimisation, instead both addressing systemic constraints on safety and teaching commitments to and skills in non-violence.

d) Staff: teachers and educators

- Programs should:
  - Be delivered by skilled teachers and/or educators;
    - Supported by resources, training, and ongoing support.
  - Have clear rationales for their use of teachers, community educators, and/or peer educators;
  - Have clear rationales for, or a critical understanding of, their use of female and/or male staff.

(4) Relevant, inclusive, and culturally sensitive practice

- Programs should:
  - Be relevant, that is, informed in all cases by knowledge of their target group or population and their local contexts.
  - Be inclusive and culturally sensitive, embodying these principles in all stages of program design, implementation and evaluation.
  - Involve consultation with representatives or leaders from the population group(s) participating in the program where appropriate.

The state of the violence prevention field

- Few programs meet all the standards for good practice.
  - Most educators know that their efforts do not meet emerging standards of best practice.
  - Most educators aspire to these standards.
  - Many educators make sustained efforts to achieve them.
- At the same time, we must do more than 'deliver and hope'.

(5) Impact evaluation

- Programs should:
  - Involve a comprehensive process of evaluation, which at minimum:
    - Reflects the program framework and logic;
    - Includes evaluation of impact or outcomes, through;
      - Pre- and post-intervention assessment.
      - Long-term follow-up.
    - Includes a process for dissemination of program findings in the violence prevention field.

Trends in research and prevention

- Increasing knowledge of violence and abuse as:
  - Diverse
  - Gendered
  - Intersecting with various forms of social difference and inequality
- Prevention:
  - Shifts towards comprehensive, multi-level interventions
  - Scaling up of prevention efforts
  - Increasingly diverse strategies

- And which ideally includes:
  - The use of standard measures or portions of them;
  - Longitudinal evaluation including lengthy follow-up at six-months or longer;
  - Measures of not only attitudes but also behaviours;
  - Examination of processes of change and their mediators;
  - Experimental or quasi-experimental design incorporating control or comparison schools, students, or groups.

I have a dream…

- Exercise:
- You have a budget of $1 million to spend on the primary prevention of violence and abuse among children and young people. You can spend it on anything you want. What will you spend it on?
- Spend 2 minutes on your own writing your plan. Identify priorities.
- Then share with those around you. Then collectively identify key priorities.
- (Oh. Then get the government to commit funding and political will.)

Advancing violence prevention

- In the short term:
  - Support and build capacity for schools-based violence prevention;
  - Implement demonstration or blueprint projects in violence prevention in schools.
- In the medium and long term:
  - Align policy with good practice
  - To integrate violence prevention and respectful relationships curricula into schools
  - With capacity-building.

How to build capacity

- Promote the need for violence prevention and respectful relationships education
- Build partnerships with specialist agencies
- Develop resources and training for schools
- Develop whole-of-school models and curricula
- Link violence prevention curricula to national curriculum standards
- Conduct or oversee evaluation

Conclusion

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Online resources on men's roles in ending violence against women:

http://www.xyonline.net