



# 10 ESSENTIALS FOR PREVENTION OF VIOLENCE AGAINST WOMEN

Evidence shows that effective interventions employ **multiple methods** (e.g. media campaigns combined with group training on gender equality), at **multiple levels** (society, community, family/relationship and individual), in a **complementing manner**

## THE CONTENT



**Raising awareness** about violence against women as a manifestation of discrimination against women; its magnitude; its negative consequences for women and for societies, and the fact that it is preventable

**Awareness-raising is NOT sufficient, it needs to be complemented by:**



**Addressing the root causes of the problem**, this is gender-based discrimination and inequalities, social norms that tolerate violence against women, gender roles and stereotypes that promote gender inequality. This requires changing the attitudes, norms and behaviors that result in gender inequalities and violence



**Empowering women and girls**, to build their personal skills and resources

## IN COMMUNITIES

- 1 Working with religious leaders, community leaders, and a broad range of other actors to foster **community discussions** on the issue and accompanied by local awareness-raising campaigns (e.g. radio broadcasts and drama)
- 2 Partnerships with the **media** to reach large parts of population in order to address gender stereotypes and promote gender sensitive reporting on violence against women
- 3 Engaging **sports** organizations through programmes that promote women's participation and leadership
- 4 Partnerships with employers' and workers' organizations to address gender equality in the **workplace** where violence against women often occurs
- 5 Promotion of safety of women and girls in **public spaces**, including through urban infrastructures (e.g. lightning, safe transportation), as well as identification of unsafe areas

## IN SCHOOLS

- 6 Engage teachers, pupils, as well as parents and local community members, to promote respectful relationships and **safe schools** free from violence and discrimination
- 7 Development of **educational curricula** that build life skills and promote women's rights, respectful relationships and peaceful resolution of conflicts, and question gender stereotypes and roles

## WITH COUPLES AND INDIVIDUALS

- 8 **Economic empowerment** programmes for women (e.g. microfinance programmes), combined with the engagement of men and the broader community
- 9 Interventions with **couples** that encourage critical thinking about gender roles; promote the position of women; challenge the distribution of resources and duties between men and women, and address the power relationships between both sexes
- 10 **Parenting** programmes to promote non-violence in parenting practices; positive and gender equitable parenting behaviours and positive constructions of masculinities and femininities

## Good Practices



### SASA! IS A SUCCESSFUL COMMUNITY MOBILIZATION INTERVENTION

aimed at addressing HIV-related risk behaviours and intimate partner violence. The programme engages both women and men, religious and community leaders, at the community level to change related social norms. SASA! was designed by Raising Voices, and it was first piloted in Kampala, Uganda. It has been adapted and used in other countries across the globe. The programme was rigorously evaluated and its findings reveal a significant impact on HIV-related risk behaviours and reduction to intimate partner violence by 52 per cent.



### INTERVENTION WITH MICROFINANCE FOR AIDS AND GENDER EQUITY (IMAGE)

is one of the most rigorously evaluated and successful programmes in South Africa. This targets women living in the poorest households in rural areas, and combines financial services with training and skills-building sessions on HIV prevention, gender norms, cultural beliefs, communication and intimate partner violence. Evaluation findings showed a significant 55 per cent reduction in women's experience of physical and/or sexual intimate partner violence.



### GENDER EQUITY MOVEMENT IN SCHOOLS (GEMS)

in India (coordinated by ICRW) uses a curriculum that engages boys and girls between the ages of 11-14 in collective critical self-reflection through group education activities, enabling them to recognize and challenge inequitable gender norms and the use of violence in their everyday lives. Group reflection reciprocates and reinforces the processes of individual change among students. This is coupled with school-level campaigns and orientation workshops with teachers, parents and the local community. The findings from the first phase of GEMS found that girls and boys who participated in the school-based curriculum and campaign activities were more likely to develop gender-equitable attitudes toward gender roles and norms.



### AUSTRALIA'S NATIONAL PLAN, THE STATE OF VICTORIA'S A RIGHT TO RESPECT: VICTORIA'S PLAN

TO PREVENT VIOLENCE AGAINST WOMEN (2010-2020) is a long-term and multi-sectoral framework for preventing violence against women before it happens in the first place. The Plan, which is one of the first ones worldwide to focus on prevention, identifies proposed settings and population groups for action, and includes mutually reinforcing strategies at societal, community/organizational and individual/relational levels.



### CAMBODIA'S II NATIONAL ACTION PLAN TO PREVENT VIOLENCE AGAINST WOMEN (2014-2018)

has prevention as a priority focus area through school programmes and work with the media, to develop new values and norms that are incompatible with violence and promote gender equality.