GBVP EDUCATION FRAMEWORK WESTERN

Rethinking principles, priorities and approaches for gender-based violence prevention education at Western University

A Heads Up and Available Supports

The contents of this document may bring up strong feelings in some readers. Be assured you are not alone, and that there are many services and support groups available to assist in dealing with these. Advice and support is available through:

On-Campus:

- Tamara Will, Gender-based Violence & Survivor Support Case Manager
    - support@uwo.ca
    - https://www.uwo.ca/health/student_support/index.html

Off-Campus:

- Anova
    - 519-642-3000 or 1-800-265-1576 (24 hr. crisis line)
- CMHA Crisis Services
    - 519-434-9191
- First Nations and Inuit Hope for Wellness Help Line (24/7)
    - 1-855-242-3310
- Youthline – LGBTQQ2S+ helpline for youth by youth
    - 1-800-268-9688
    - Txt 647-694-4275
    - Online chat youthline.ca
- Regional Sexual Assault and Domestic Violence Treatment Program
    - Phone (Monday to Friday: 8 a.m. to 4 p.m.): 519-646-6100 ext. 64224
    - After hours: 519-646-6100, press "0" and ask switchboard to page the nurse-on-call for sexual assault and domestic violence
- Reach Out
    - t: 1-866-933-2023
    - web chat: reachout247.ca
- Good2Talk – confidential helpline
    - 1-866-925-5454

Land Acknowledgments

Western University is situated on the traditional territories of the Anishinaabeg, Haudenosaunee, Lunaapeewak and Attawandaron peoples, who have longstanding relationships to the land and region of southwestern Ontario and the City of London. The local First Nation communities of this area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region, there are eleven First Nation communities and a growing Indigenous urban population. Western values the significant historical and contemporary contributions of local and regional First Nations and all of the Original peoples of Turtle Island (North America).

It is important that we acknowledge the land we live, work and learn on, and understand who it belongs to. It is particularly important in the context of gender-based violence. Gender-based violence has historically been and is currently used as a tool of colonialism and oppression of Indigenous people. We recognize that gender-based violence disproportionately affects Indigenous communities. We know that there are thousands of missing and murdered Indigenous women and girls and that as a country we have reacted in relative silence. We must look at the intersections of racism, colonialism and gender-based violence. Those of us who are settlers must do more to work against the structures and systems which allow this violence to continue.

A Message of Gratitude

This framework is a result of a year-long process of listening, reflecting, and learning together as a campus-wide community that cares deeply about addressing gender-based violence. First, we want to recognize the often invisible work of those who pioneered support and prevention efforts at Western before us, often in addition to already busy, demanding work loads. Thank you for leading and paving the way for this important work. Building on this important historical work, representatives from across campus worked together to think critically about how to strategically and systematically tackle Gender-Based violence and the ways in which it is experienced as a pervasive societal problem that permeates the boundaries of our campus. Led by the Office of the Associate Vice President Student Experience, Gender Based Violence Prevention Framework Working Group was comprised of members from the following organizations and departments:

- Housing and Ancillary Services
- Wellness and Equity Education
- Western International
- University Student Council
- Society of Graduate Students
- Anova
- Student Support & Case Management
- Indigenous Student Centre
- Equity and Human Rights Services
- Campus Community Police Service
- Western Libraries
- Women's Studies and Feminist Research
- Centre for Research and Education on Violence Against Women and Children (CREVAWC)
- Faculty of Education
- Schulich School of Medicine & Dentistry
- School of Graduate & Post-Graduate Studies

Overview:

Western University is committed to providing and maintaining an environment in which gender-based violence is not tolerated. We take our responsibility to address gender-based violence seriously and are committed to ensuring the education and training we provide responds to the needs of our students in intentional and responsible ways. To achieve this commitment, we have committed to moving away from low-dose educational programming to focus on intentional investments that support the development of rigorous evidence informed prevention programming that is comprehensively evaluated for its efficacy.

The development of this strategic framework was essential for coordinating and organizing efforts in prevention education. The framework will allow for increased knowledge regarding which programs and opportunities are more desirable; provide guidance in the development of effective and impactful programs and interventions; and, can be used as a tool or rubric when deciding whether to adopt new interventions or programs.

The framework will increase collaborative efforts across campus and in the community amongst those who intend to organize or contribute to prevention and awareness activities. Campus and community groups will be encouraged to coordinate efforts that promote the learning needs of students in relation to gender-based violence. The framework will assist these groups in making important decisions about how to support prevention efforts and how to assess the depth and fit of potential initiatives. Using the following models and strategies outlined below, Western's strategic framework will act as an essential guide in both coordinating and organizing efforts in prevention education at Western across student populations. The framework will:

- Allow us to identify gaps in our current programming;
- Increase our capacity to engage in rigorous assessment of prevention programming;
- Provide guidance for the development of more effective and impactful programs and interventions in our community

Western's Framework to address Gender-based and Sexual Violence outlines Western's overarching approach to prevent sexual violence on our campus. It brings together the progress we have made so far and sets out our vision for a campus where everyone lives free of the fear, threat or experience of gender-based violence.

There are three main sections in this document. Firstly — What We Know — which outlines what we know about gender-based violence, including where it occurs, who experiences it, what drives it, and more specifically, gender-based violence at Western. Section two— The Framework — describes our vision, principles, and the focus of our priority strategies that will guide Western's future action. The final section — Implementing the Framework — outlines our strategy for action to achieve our vision, as well as our plan of how we will assess and evaluate progress towards our objectives.

Section 1: What We Currently Know about GBV

What is Gender-based Violence?:

Gender-based violence, commonly referred to by its acronym GBV, sexual act or act targeting a person's sexuality, gender identity and gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person's consent.

Gender-based violence is ubiquitous. It can happen anywhere; in public, or in private. In an institutional setting or in the workplace. It can be carried out by people known to the victim/survivor (including family members, partners or former partners), or by complete strangers. Gender-based violence can often have lifelong impacts on people who experience it. When we use the term gender-based violence in this Framework, we are referring to:

- Sexual assault

- Sexual harassment

- Stalking

- Indecent exposure

- Voyeurism

- Cyber harassment

- Sexual exploitation

- Trafficking

Additional terms under the umbrella of GBV include:

Early or Forced Marriage

Emotional and Psychological Abuse

Financial Abuse

Genital Mutilation and/or Cutting

Intimate partner violence

Neglect

Physical Abuse

Sexualized Violence

We must acknowledge that gender-based violence cannot be limited to this list and includes any words, actions, or attempts to degrade, control, humiliate, intimidate, coerce, deprive, threaten, or harm another person based on their gender identity or sexuality.

If you look closely, you will see the roots of GBV all around you—in the jokes that demean members of the LGBTQI2+ community, in the media messages that objectify women, and in the rigid gender norms imposed on young children

Often, the term violence is used to refer to specific, usually physical acts, while the word abuse is used to refer to a pattern of behaviour that a person uses to gain or maintain power and control over another.

This information is provided by the Government of Canada.

For more information visit https://cfc-swc.gc.ca/violence/knowledge-connaissance/index-en.html

Who experiences GBV[1]?:

Gender-based violence is violence committed against someone based on their gender identity, gender expression or perceived gender. Gender-based violence disproportionately impacts women, however, other diverse groups are at high risk including LGBTI2+ and gender non-binary individuals, Indigenous people, people with disabilities, children and youth, seniors, newcomers and those living in rural and remote communities.

- women are at a 20% higher risk of violent victimization than men when all other risk factors are taken into account;
- of all sexual assault incidents, nearly half (47%) were committed against women aged 15 to 24;
- Indigenous women (10%) were more than three times as likely to report being a victim of spousal violence as non- Indigenous women (3%). Indigenous identity is a key risk factor for victimization among women, even when controlling for the presence of other risk factors;
- women with a disability were nearly twice as likely as women without a disability to have been sexually assaulted in the past 12 months;
- lesbian and bisexual women are 3.5 times more likely than heterosexual women to report spousal violence;
- six in ten (58%) senior victims of family violence were female, with a rate 19% higher than that of male seniors; and
- women living in the territories are victimized at a rate eight times higher than those living in the provinces. Women living in the territories have a risk of violent victimization about 45% higher than men's (when controlling for other risk factors). Remote and isolated communities face particular challenges related to access and availability of support.

What drives GBV?:

Gender-based violence takes many forms, and these multiple forms are not mutually exclusive. Many times, victims experience multiple incidences of violence at the same time, which work to reinforce one another. In addition, inequalities experienced by a person related to their sexuality, race, (dis)ability, age, social class, or religion, may drive any of the forms of gender-based violence listed. This means that an individual may face gender-based violence based firstly on their gender, however some can experience multiple and intertwined forms of violence. The effects of gender-based violence can span generations that can lead to cycles of violence and abuse within families and sometimes across whole communities. Gender-based violence is complex and often layered within the lives of victims who experience this form of violence.

Addressing Gender-based Violence at Western

Western has been committed to continuously improving our institutional response to gender-based violence in our community through increased programming, enhanced supports and meaningful research. Over the past few years, our efforts to address gender-based violence include:

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[1] https://cfc-swc.gc.ca/violence/knowledge-connaissance/about-apropos-en.html

- Developed a second edition of Upstander, a bystander intervention program as well as a graduate student, faculty and staff module. Western's Upstander program have been rolled out across the province and components of the program have been used throughout Canada and internationally. Since the beginning of this project, Western has supported 26 other Ontario post-secondary institutions in implementing Upstander on their campus and translated the program into French to increase access for our Francophone partners.
- Updating and revising our _Policy on Gender-based and Sexual Violence_ that improves the process for disclosure and support at the university, while also shining a brighter spotlight on education and prevention;
- Creating a Student Support and Case Management team to oversee the _Code of Student Conduct_; the team includes a Gender-Based Violence & Survivor Support full-time case manager; to act as a resource for individuals who have experienced gender-based or sexual violence;
- Hiring a Gender-based Violence Prevention Education Coordinator to lead education and prevention programming including student training sessions, workshops, and awareness events to raise awareness of gender and sexual violence in as well as act as a resource for those who are supporting survivors of sexual violence.

This Framework will help our university community build on previous work by:

- Informing the creation of any new programming across our institution that addresses the root causes of gender-based violence, which could include programs focused on:
  - bystander training,
  - gender and gender norming,
  - practicing consent as a process; healthy sexuality and desire,
  - allyship, and
  - understanding healthy relationships to self and others.
- Informing the design of _ReShape Week_, an educational week focused on healthy bodies, sexuality and relationships that are in line with the principles that form this framework.
- Informing the design of any digital GBV prevention educational programming across our campus that is in line with the principles that form this framework.

The difference between our GBV Prevention Framework and our Sexual Violence Policy

Current sexual violence[2] legislation in Ontario requires that post-secondary educational institutions create and implement sexual violence policies. Students increasingly want to know what these policies *do*, and how they actively shape the community climates they work, study and live within. At Western our new Gender-based & Sexual Violence Policy outlines actions and behaviours that are not acceptable and provides mechanisms to address and resolve

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[2] For the purposes of this document, and to remain aligned with current national standards, this framework uses the term Gender-based violence, moving away from the term 'sexual violence', to expand how we both conceptualize and response to this issue on our campus.

situations. In this way, the Policy is primarily about *expectations* and *response*. This Gender-based Violence Prevention Framework compliments our policy, by focuses on *prevention programming* to address *campus culture*. The Framework facilitates campus-wide collaborations to actively reshape how we address the complexities of gender-based violence and respond contextually to our campus climate by setting out a series of principles to guide all gender-based violence prevention programming at Western.

Reports of Gender-based & Sexual Violence:

At Western, formal reports of gender-based violence have been tracked since the launch of *Western's Sexual Violence Policy* in January 2017 and are reported annually on our website (insert address). We recognize that formal reports of gender-based violence do not reflect the full scope or picture of students' experiences of gender-based violence, as students may choose many avenues to seek support or follow-up after experiencing gender-based violence. We also recognize that the number of formal reports at Western are low in contrast to STATSCAN data, which reports 1 in 5 female students will experience gender-based violence before they leave university or college[3]. As well, the Department of Justice reports that 83% of sexual assaults go unreported to Police[4].

We must be mindful when using this data that we contextualize its impact in relationship to geography and demography. That is, this statistic is often used to make the case that university campuses (geography) represent significantly unsafe places for young women. The literature suggests (Doyle, 2015) that correlating specific geography, for instance university campuses, as being unsafe in relation to this statistic actually does a disservice to young women's safety, because what is most important to note about this statistic is that it is demography which is the most important feature of this data. That is, young women, aged 15-24 have a disproportionately high degree of unsafety in their lives, regardless of their geography. When we focus entirely on geography, rather than the intersection of space/place *and* demography, we miss an opportunity to address the root causes of gender-based violence, which occur upstream, and across society regardless of specific geographical sites.

Ending gender-based violence at Western is a long-term goal — one that will take persistent action and time to execute. As such, we don't expect to see substantial shifts in overall rates of gender-based violence in the shorter term. In fact, as awareness of gender-based violence increases and more people start to report their experiences, rates of reported assaults are expected to increase.

Thus, in response to this external and internal data and a current lack of effective evidence-informed programing at Western, the Associate Vice-President Student Experience gathered a group of dedicated staff, students and faculty members to begin tackling the development of an evidence-informed framework that will establish an overall strategy for gender-based violence

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1Lichty, L., Campbell, R. and Schuiteman, J. (2008). Developing a University-Wide Institutional Response to Sexual Assault and Relationship Violence, Journal of Prevention & Intervention in the Community, 36:1-2. Pg. 6.

[4] Criminal Victimization in Canada, Statistics Canada, 2014, Available at: http://www.statcan.gc.ca/pub/85-002- x/2015001/article/14241-eng.pdf, page 5

programming at Western, formalizing our efforts to redress gender-based violence in our community.

Section II: The Framework

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Vision

This framework envisions a necessary and intentional shift in prevention efforts at Western to reshape how this work is developed and delivered and to reshape the culture that normalizes and perpetuates gender-based violence on our campus. Our vision is for everyone at Western to study, live, research and work free of fear, threat or experience of gender-based violence and to have the knowledge and skills to contribute to a culture shift.

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Guiding Models

Upstream and Primary Prevention

What *is* prevention? Prevention should be hopeful, progressive, evidence-informed, and provide space to imagine our community without sexual and gender-based violence. But what *is* prevention exactly?

This framework seeks to understand prevention that focuses on *upstream primary* prevention efforts, that is, addressing gender-based violence *before* it happens. This framework fundamentally understands gender-based violence as having root causes embedded in cultural and social norms. It is essential to make important connections across all forms of oppression, including racism, sexism, homophobia, ableism, adultism, ageism, classism and others, and understand how these systems create and maintain a culture in which inequality and violence are normalized and accepted (PCAR, 2018).

Focusing on upstream prevention ensures that efforts are not only radical but intentionally and necessarily positioned within an intersectional lens. The framework must interrogate and address how different forms of power and oppression uniquely influence everyone's response to, and navigation of, trauma, which subsequently affects their relationships with resources and programming. Western's dedication to foregrounding intersectionality throughout the creation of the framework allows us to optimize how programs are structured and better address the root causes of gender-based violence.

In addition to the model's focus on upstream prevention education, the framework also identifies the need for downstream (response and direct support to survivors and respondents) and midstream (awareness and risk reduction) interventions. Historically, risk reduction has been central to the way people conceptualize and approach sexual and gender-based violence

prevention. In particular, young women and girls have often been given messages throughout their lives about how to increase personal safety to avoid sexual assault – for instance, not walking home alone at night or learning about personal safety products such as mace or drug detecting nail polish. Although these messages about safety can be an important component for supporting communities, especially those whose safety is not prioritized in our society, these downstream prevention efforts do not address the complex, upstream roots of gender-based violence, and are therefore limited in their efficacy and ability to produce sustained cultural change with respect to gender-based violence.

Public Health

Beyond thinking about upstream prevention, situating the framework and its efforts within a public health model allows for important questions to be asked of this work. In adopting a public health model, we are able to ask: what does *herd effect* look like and how can that be accomplished? What inoculations are required? What is the sufficient dosage to achieve a *herd effect* or general public safety? That is, if a particular threshold proportion of campus community members (*immune* individuals) receive training and education (*inoculation*), that should lead to a decline in incidence of gender-based violence (*immunity*) on our campus and decrease the risk of experiencing gender-based violence among vulnerable individuals in a population due to proximity of immune individuals (this is sometimes referred to as ''indirect protection'') (Fine, 2011).

Within a public health model, we are also able to ask: in response to dynamic populations, in what ways are interventions, and their timing, different for various populations? When do populations need 'booster' shots? By addressing these questions, we hope to create a necessary, radical shift in how we approach preventing gender-based violence at Western.

The Ontario Public Health Association formally recognized violence, and by extension gender-based violence, as a Public Health Issue in 1997 (Ontario Public Health Association, 2003) and this recognition allows for an approach to gender-based violence prevention that is multi-faceted, multi-disciplinary and occurring on multiple levels of our campus ecosystem. Furthermore, Public Health approaches facilitates understanding the etiological factors of disease and violence and this necessitates a progressive examination of root causes and obliges us to move beyond reaction and response (PCAR, 2018).

Adopting a public health model also provides meaningful, evidence-informed tools to addressing gender-based violence. As a sector, public health agencies have been successful in tackling primary prevention efforts, and we can look to those established tools for guidance and adapt them to gender-based and violence prevention approaches here at Western. This adaptation has been taken up on university and college campuses in the United States (National Sexual Violence Resource Centre, 2015) and Western's framework will allow for a Canadian adaptation.

Principles:

Having a framework allows our campus to work together, by aligning the design and implementation of programming, supports and initiatives that serve students to utilize the following principles within our collective work:

Intersectional — **Sex positive** — **Evidence informed** — **Contextual** — **Collaborative**

Intersectional

Each individual's experience of Gender-Based and Sexual Violence, including the level of risk they face and how they access services and supports, is unique and can be based on, or influenced by, the intersection of Gender-Based and Sexual Violence with discrimination and harassment including, but not limited to sex, ancestry, race, ethnicity, culture, language, disability, creed, age, socioeconomic status, sexual orientation, and gender expression. Gender-Based and Sexual Violence often intersects with acts of racism, ableism, homophobia or transphobia.

Sex Positive

Western is committed to developing education and training opportunities that are positive, fun, engaging, build curiosity and commitment to change, and are sex positive.

Sex positivity will mean different things for different people, but as a broad ideology, sex positivity supports the idea that all sex, as long as it is healthy and consensual, is a *positive* thing. We use sex positivity within our programming and initiatives to allow for a more nuanced understanding of gender socialization and sexism as they impact gender-based violence.

At its core, sex positivity prioritizes informed consent and agency within one's own sexuality – for some this may mean engaging in sexual activity and for some is may not. Sex Positivity aims to remove stigma and shame from all sexual choices, including abstinence[5].

Evidence-Informed

It is important gender-based violence prevention work is evidence-informed. We make an important ethical distinction is between evidence-informed and evidence-based. This division is important as gender-based violence is complex and impossible to generalize and therefore, what is evidence-based from one context may not be translatable or transferable to other contexts. As such this framework understands an *evidence-informed* practice as an amalgamation of 1)

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[5] https://wgac.colostate.edu/education/the-body-is-political/sex-positivity/

research evidence 2) narrative/anecdotal evidence (both participant and practitioner wisdom) and 3) as consistent with guiding values, policies and ethics. Making this distinction allows for meaningful and much needed and acceptable adaptations (O'Connor, Small, & Cooney, 2007) and necessarily conceptualizes evidence in a "more inclusive and non-hierarchical" manner (Webber & Carr, 2015).

Contextual

Through the framework Western seeks to meet our community where they are at and through an approach that speaks to their context and identity. This may mean thinking more intentionally about how digital spaces and mobile devices mediate much of our communications, media consumption and learning. A digital context requires that we also think about how GBV prevention education must take into consideration digital spaces, uses and ways in which these modify, and shift behavior both positively and negatively.

Collaborative

Preventing GBV is everyone's responsibility and requires shared accountability, partnerships and local responses. Using an ecosystems approach will allow for, and necessarily encourage, different campus departments and areas to consider how this framework can influence their own work. Discussion around the role of the framework in our programs, policies, protocols, teachings, workshops, events, clubs and course work, as well as our day to day lives is encouraged. This framework should be utilized as a way of preparing for the multiple, dynamic and interactive factors that influence the uptake of evidence into our practice.

Priority Topics for GBV Prevention Education Programming at Western University:

With the above principles in mind, and based on data collection through campus climate surveys (NCHA 2013, 2016 and the Student Voices on Sexual Violence survey 2017) we have identified the following 4 priority topics to be included in all newly designed GBV Prevention Education programming:

Healthy Embodiment and Bodies

Fostering healthy self-image and connection to one's body is core to gender-based violence prevention. To understand and enact a healthy personal understanding of sexuality and desire one must first have a healthy relationship with one's own body. Opportunities to (re)connect to one's body, to enhance self-care and to enact self-love and compassion is vital in respecting others' bodies and in this journey to addressing GBV on our campus.

Healthy Sexuality and Relationship Education

If consent is predicated on the assumption that students have a sound understanding of their own sexuality and desire and upon the assumption that students are aware of, and able to subvert, the socialization processes and power dynamics that underpin sexual agency and gendered power dynamics, then we must foreground, in addition to anti-oppression education, healthy sexuality education in our prevention efforts to allow students to develop spaces and language to explore sexuality, embodiment and relationships. Having access to current and progressive sex-positive

programming will offer students opportunities to explore their own understanding of self and sexuality and address the issue that many students enter post-secondary with limited knowledge about sex (Muehlenhard, Jozkowski.K.N., Humphreys, & Peterson, 2016) – having a "sense of oneself as a sexual agent [then] lays the foundation for meaningfully being able to consent (Hirsch, Khan, Wambolt, & Mellins, 2019, p. 31). Comprehensive sex education programs have been shown to reduce high risk sexual behavior, a clear risk factor for sexual violence victimization and perpetration (Tharp, 2013).

Addressing Social and Cultural Norms

Cultural and social norms are highly powerful in influencing individual behaviour, including the use of violence. These norms can protect against violence, but they can also support and encourage the use of it. Studies show that individuals and communities adhering to restrictive and harmful social norms are more likely to perpetrate physical, sexual, and emotional violence (Jewkes, 2002).

Individual Skill Building to Prevent GBV

Individual skill-based learning is a vital element of a comprehensive approach to GBV prevention. Building individual skills can help reduce both gender-based violence victimization and perpetration including sexual harassment, as well as bullying, dating violence, and other factors associated with GBV (e.g., empathy, increased communication about sex).

Below is a summary chart of current GBV Prevention Education Programming available at Western that utilizes the 5 Framework Principles as well as the 4 identified priority topics are:

Priority Topics	Potential Outcomes	Possible Strategies	Current Programs (SE)	Accountability for design and delivery
1. Healthy Embodiment and Bodies	- Understanding the impact of media and culture on body image - Skills to subvert media messaging about the image ideal - Critical consumption of media messages about bodies and appearance - Increased appreciation and care for one's body - Decreased STI transmission - Safer sex practices - Address 'fatphobia' and body shaming - Support those experiencing disordered eating	- Embodiment Practices - Body image and body positivity/neutrality - Sexual health education and STI testing - Media Literacy - Safer partying - Menstrual equity - Gender identity and expression	The Body Project Upstander + Yoga Chub Love	WSE
2. Healthy Sexuality and Relationship Education	- Increase understanding of what healthy relationships can look like - Develop skills needed to develop healthy friendships and intimate relationships - Increase ability to deliver strong messaging around personal boundaries, consent and communication - Increased awareness and celebration of sexual and gender diversity - Reduce shame, fear and stigma about sex and sexuality - Reductions in sexual risk behaviors - Build communication and conflict resolution skills	- Compressive Sexuality Education - Dating & Intimate Partner Violence Education - Consent Education - Communication Skills - Sex positive parenting skills	EAAA/Flip the Script Upstander+	WSE
3. Addressing Social and Cultural Norms	- Increase awareness of GBV - Defines cultural and social norms and illustrates how they support violence - Reduce acceptance of rape myths - Provides examples of interventions that seek to alter these norms - Increases bystander behavior - Reductions in perpetration - Reductions in peer support for GVB - Increase understanding of intersectionality - Challenge supremacist practices which marginalize, exclude or de-humanize others	- Addressing Rape Myths - Bystander Intervention - Engaging men - Education for those who cause harm - Anti-Oppression Education - Media literacy - Allyship training	Upstander ManMade Allies on Campus White Ribbon Anti-Oppressive Practices Training	
4. Individual Skill Building to Prevent GBV	- Increase social-emotional learning - Decrease in GBV victimization and perpetration	- Social-emotional learning - Bystander intervention - Empowerment-based and resistance training - Disclosure Training	Thrive Upstander Anova Survivor Support Group EAAA	WSE

	- Reduction in dating and intimate partner violence - Reductions in sexual risk behaviours - Increases self-awareness and efficacy - Increase awareness of consent and how to communicate it	- Policy and access to supports awareness and training - Allyship	Responding to Disclosures of Sexual Violence on University and College Campuses in Ontario (CREVAWC)	

Section III: Implementing the Framework

Integrating the Framework into *your* work within Western's Ecosystem!

The Gender-Based Violence Framework is designed to encourage all members of the Western community to think critically about our practices, our work, and our approaches to learning. With that in mind, an essential next step in this important work includes thinking about ways we can support the campus ecosystem in using the framework to effectively make change and engage in critical dialogue about gender-based violence on our campus.

Recognizing that the framework may be used differently within the various contexts of individuals and groups across campus, we will be engaging in discussions with and consultation from diverse groups of students, faculty, staff and community members to design tools that support with meaningful application of the framework. The discussions will help guide the development of self-assessment rubrics that will support in the application of the framework in our programs, policies, protocols, teaching, workshops, events, clubs, coursework, and our day-to-day work. By better understanding how the framework can be used in various contexts, we can work toward implementing this evidence-informed approach across our campus ecosystem and embed it in the multiple, dynamic and interactive facets of the academic and co-curricular student experience.

Before we talk about how to integrate the Framework into your own work, we need to talk about what best-practices make prevention work effective:

What makes Prevention Effective?

The literature supports that there are promising ways that we can broadly approach prevention, across our institution regardless of whether or not we are directly intending to prevent GBV. That is, the literature supports ways in which broad based prevention work has been successful in varying contexts. For instance, Nation et. al. (2003) completed a comprehensive meta-analysis that examined successful prevention programs (across disciplines and contexts) and identified criteria that were commonly found in these prevention approaches. Western is committed to using these best practices as a guide for the prevention programming we deliver across our campus. These promising practices include:

1. **Comprehensive Services**: Strategies should include multiple components and affect multiple settings to address a wide range of risk and protective factors of the target problem.

2. **Varied Teaching Methods**: Strategies should include multiple teaching methods, including some type of active, skills-based components.

3. **Sufficient Dosage**: Participants need to be exposed to enough of the activity for it to have an effect. Effective prevention programming is delivered to a group over time, and with multiple exposures in order to increase knowledge and develop skills.

4. **Theory Driven**: Preventive strategies should be grounded in theory. Programs that are supported by research are more effective (National Sexual Violence Resource Centre, 2015).

5. **Positive Relationships**: Programs provide exposure to adults and peers in a way that promotes strong relationships and supports positive outcomes.

6. **Appropriately Timed**: Program activities should happen at a time (developmentally) that can have maximum impact in a participant's life. Prevention is most effective when tailored to the audience level of understanding and experience. Careful planning and timing can allow messages to build on one another.

7. **Socioculturally Relevant**: Programs should be tailored to fit within cultural beliefs and practices of specific groups, as well as local community norms. Prevention efforts cannot be a "one size fits all" – building a framework that honours and speaks to the history, strengths and challenges of specific groups is necessary.

8. **Outcome Evaluation:** A systematic outcome evaluation is necessary to determine whether a program or strategy worked. Clear programming goals and objectives must be established and outlined.

9. **Well-Trained Staff:** Programs need to be implemented by staff members who are sensitive, competent, and have received sufficient training, support, and supervision. Follow up (booster) training and technical assistance to staff are critical. Western must invest time and resources into supporting quality prevention programming and its delivery.

Promising Practices Specifically related to GBV Prevention:

Building on the work of Nation et. al., and the promising practices they identified related to broad-based prevention work, Western recognizes that work related to GBV must also take into account evidence informed GBV prevention practices. To determine which practices should be recommended by our GBV framework we look to a meta-analysis conducted by Vladutiu, Marin, Macy (2011) that explored literature focused on effectiveness of college or university-based gender-based violence prevention programming. Their examination revealed the following promising practices that should guide the creation of any GBV prevention programming on our campus:

- Effective programing usually targets single-gender audiences. It is important to note that we are working to critically interrogate how we might inform our prevention programming from a non-binary expression of gender. That is, how do we achieve the safety effect that was observed in the literature within single gender educational sessions (which were created based on a binary understanding of gender construction) while creating safe space not only on our campus, but within our educational programming for students, for whom gender is not constructed within a binary?
- Programs designed to be administered as classroom courses, occurring frequently and in long sessions, are the most effective for prevention.
- Effective programs are professionally facilitated.

- Programs that are administered to students at several times throughout their time at university demonstrated increased and longer lasting efficacy.
- Programming should look to focus on subgroups of vulnerable students, such as newcomer students, Indigenous students, students of visible minority and trans and non-binary students.
- Workshops and training should be supplemented with mass-media, campus-wide public service notices and communications.
- Increased cross-unit and cross-disciplinary collaboration enhances the efficacy of prevention efforts.
- Content should include focused discussions about consent, healthy relationships, risk reduction strategies, policies, bystander intervention, survivor supports, attitudes, rape-myths, alcohol, hazing, drugs, harassment and stalking.

Understanding that your work exists in a broader ecosystem is an important step to creating effective GBV education interventions:

Developing a comprehensive approach to GBV programme delivery:

Campus prevention efforts have historically targeted individual students via brochures, online courses, self-defense classes, safety tips, and first-year orientations (National Sexual Violence Resource Centre, 2015), which are central to prevention programming. Using the guidance and tools provided by the Centre for Disease (Centers for Disease Control and Prevention, 2013) this framework will strive to be comprehensive in its development and assessment of prevention programming. In this context, *comprehensive* refers to strategies and approaches that complement and reinforce one another across the interconnected environments outlined in the Social-Ecological Model.

The Social-Ecological Model (fig below) recognizes that individuals, especially students in post-secondary education, are strongly influenced by the people in their lives and the community and society in which they live. This comprehensive framework will aid in the creation of programs and strategies that address all levels of the Social-Ecological Model, not just the individual level.
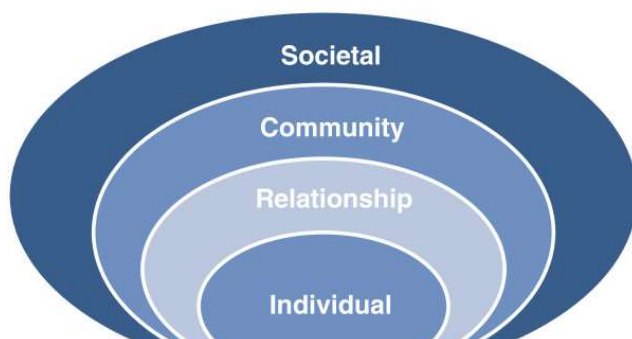
Centers for Disease Control and Prevention. (n.d.). *The social-ecological model: A framework for prevention*. Retrieved from http://www.cdc.gov/violenceprevention/overview/socialecologicalmodel.html

If change in personal ideas, beliefs, values and ultimately, behaviours are to shift, then we must change the culture and environment that influences our campus. Imagine if, after attending a prevention training workshop, a student has demonstrated a shift in beliefs and attitudes towards gender-based violence, and then leaves the workshop to encounter a community campus that reflects that shift. Behavior change will be more likely, as the culture will reinforce the positive ideas

explored in the workshop. Conversely, if a student leaves a workshop feeling empowered to create change in themselves, but walks into a campus community that normalizes and celebrates sexual violence, the likelihood of behavioral change occurring is lessened, and the workshop's individual-level efforts may not be long lasting or effective at all.

Enhanced Ecosystem Thinking

Using this upstream-focused and comprehensive framework will allow Western to strategically identify and address priorities on campus: education and awareness programming, promoting an ethos of support on campus, dedication to up-to-date policies and procedures, and working broadly with community agencies and school boards to enhance impact and efficacy.

Further, this framework encourages that Western adopt an ecosystems thinking approach to how we deliver and support prevention programming, moving away from the linear approaches that have historically framed the ways in which GBV prevention education has been delivered. The porous boundaries of an *ecosystem* better represent the open nature of the 21st Century university, then do the static boundaries that have been used to traditionally describe and organize universities. As well, the dynamic nature of these ecosystem boundaries positions our collective imaginations to better envision truly collaborative gender-based violence prevention programme design and delivery.

By re-framing our understanding of Western as an *ecosystem* we will be able to better appreciate the diverse ways in which our institutional structures interact, because an ecosystem functions not as a hierarchy or as a linear system, but as a collective and complex system, requiring inputs and outputs from all of its component parts[6]. An ecosystem also requires a diversity of inputs and outputs in order to remain agile, and healthy. Thus, an *ecosystem* view of the university requires *all community members* to meaningfully contribute to the ecosystem. It is through their collective participation in GBV prevention programming that individual community members meaningfully contribute to the overall health of our ecosystem. Ecosystem health, as it relates to gender-based violence prevention needs to be understood by determining *how* and at what *frequency* we are actively engaging in collective prevention programming within our own institutional ecosystem, and beyond our own boundaries.

In order to begin imagining Western's ecosystem, it is useful to conceptualize this ecosystem as a channel that projects knowledge into the future[7]. Margalef (1968) distinguishes between what he identifies as the three main layers that are consistent across all ecosystems. It is the third channel that we must pay particular attention to when imagining the way in which Western's ecosystem functions: a "*'cultural' channel transmits what has been learned by individual activity or experience and is transmitted to future generations outside the original channel. This last channel had a negligible importance at the beginning of life but it is now increasing explosively.* (Margalef, 1968)." This third channel allows us to begin to map out the path that GBV prevention programming takes as it moves through our ecosystem, establishing nodes of

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[6] Margalef, R. 1968. Perspectives in ecological theory. University Chicago Press, Chicago, Ill
[7] Margalef, R. 1968. Perspectives in ecological theory. University Chicago Press, Chicago, Ill.

collaboration and exchange within that ecosystem. This ecosystem model is important when we think about GVB prevention programming because, as knowledge passes between different actors within the system, it is essential that we map how and where these different actors exist within our ecosystem. We must also understand where and how knowledge is taken-up, used, transmuted and exchanged into the broader ecosystem, and eventually externally to our institutional ecosystem. Understanding these dynamic relationships forms the basis of our vision for Western's dynamic and innovative GBV prevention programming.

Our framework supports the creation of structural, relational and individual level prevention programming, recognizing that a holistic ecosystems approach must be appropriately scaled to reinforce prevention messaging across the scales of our institution, resulting in the outcome of sustained decreases in gender-based violence in our community. Individual skill building programming might include: Bystander intervention; consent-based education; and interventions that confront cultural and social norms. Relationship level prevention programming might include interventions that utilize a strengths-based approach, for instance, focusing on the positive effects of healthy sexuality and healthy relationships. An example of our structural prevention programming is our proposed Student Leader Training. This proposed program could become mandatory training for students who hold positions of power, trust and authority because our framework recognizes student leaders occupy structural positions that require a higher degree of accountability than their student peers. Using a successive tiered approach, which sequentially increases the intensity of instructional interventions (Vaughn & Fuchs, 2003) we have intentionally created a model where we pace the instruction delivered to students against multiple dimensions that our framework has identified are inter-related to the nature and power of the students' position.

How do you integrate the framework principles into your work?

By reflecting on two key questions: *Who am I in the context of using this framework and the campus ecosystem? How does this framework apply to me?* we encourage students, staff and faculty to start thinking about ways they can infuse the framework into their day-to-day work right away.

Second, with those reflections in mind, we encourage members of the Western community to start asking critical questions to help guide their work and inform their practice. These questions are designed to prompt deep thinking and evaluation, and invite opportunities for critical dialogue.

> We encourage you to ask yourself:
>
> - Is this program (programme/policy /procedure /class/ workshop/ event/ club/ coursework/etc.) intersectional?
> - Is the work/programme I am creating evidence-informed and rigorously assessed?
> - Is the work/programme I am creating accessible and universally designed?
> - Does this work/programme speak to my audience's context?
> - Does this work/programme I am creating promote healthy sexuality, relationships and sex positivity?
> - Does this work/programme I am creating consider that it will be part of a greater campus ecosystem?
> - Have I considered where in our campus ecosystem the work/programme I am creating is best placed?

By thinking about our respective work through the lens of these critical questions and the role we play in our campus ecosystem, we can begin to be more intentional in applying the intellectual work embedded in this framework across learning experiences, engagement opportunities, and student life. Using the framework to reflect on and evaluate our work contributes to making the process of knowledge translation more systematic, and enhances our ability to change our practices using an evidence-informed approach. Tailoring this knowledge to the diverse needs of those who are going to use the framework is a crucial aspect of this process, which is why consulting with the community is an essential next step in this process and will begin shortly.

Research, Evaluation and Assessment

This framework is committed to ensuring the work it produces and supports is evidence-informed and that an important ethical distinction is made between evidence-informed and evidence-based. This division is important as gender-based violence is complex and impossible to generalize and therefore what is evidence-based from one context may not be translatable or transferable to other contexts. As such this framework understands an *evidence-informed* practice as an amalgamation of 1) research evidence, 2) narrative/anecdotal evidence (both participant and practitioner wisdom), and 3) as consistent with guiding values, policies and ethics. Making this distinction allows for meaningful and much needed and acceptable adaptations (O'Connor, Small, & Cooney, 2007) and necessarily conceptualizes evidence in a "more inclusive and non-hierarchical" manner (Webber & Carr, 2015) that

> "Equally values practice wisdom, tacit knowledge and all forms of knowing. It is thereby viewed as integrative, viewing practice and research less in opposition but more in support of one another. In particular, evidence-informed practice respects the role of practice research." (p.19)
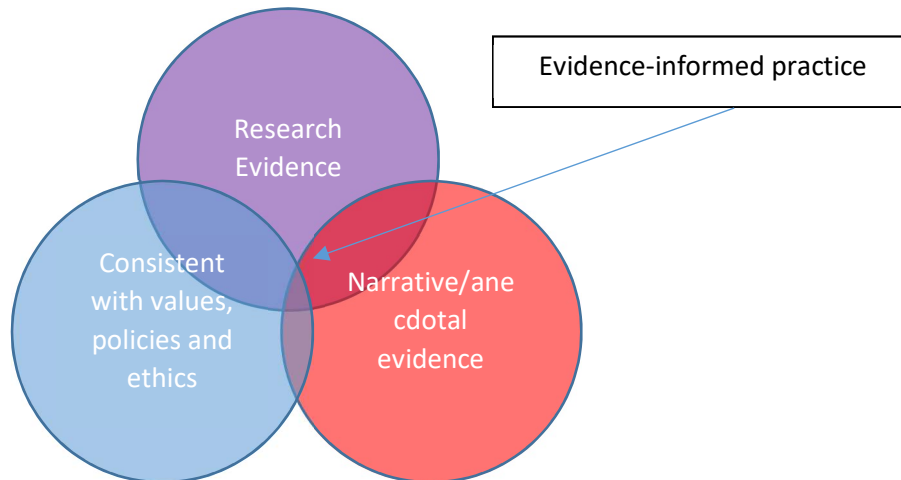
Adopting an evidence-informed practice then, also necessitates the gathering of data from a range of sources to inform decisions and to insure we measure the impact of our good work. This could be accomplished by exploring **results-based accountability** (RBA) (Freidman, 2005) (accountability because programming needs to be accountable for what they do). An RBA approach to assessment and evaluation allows us to monitor the effectiveness of our interventions across the different scales and complexity of our campus ecosystem, because an RBA approach highlights the inherent differences between population accountability and performance accountability. That is, and RBA approach to assessment and evaluation understands that the only way we can have an impact at a population level through the collaboration of our campus community.

Thus, we need to be clear about the difference between measures that relate to the whole population and performance level measures of our distinct programming.

By approaching assessment and evaluation through and RBA framework, we will be able to ask discrete questions about how our programming is working at an individual level, through programme assessment, but we will also be able to evaluate the overall effectiveness of our GBV educational programming at a population level through the development of primary and secondary indicators. Our primary and secondary measures at the population level will be developed by mapping indicators of wellbeing and health that the literature substantiates:

- o identify primary and secondary indicators (or proxy measures) as identified in the Thriving Quotient and other university benchmarking tools
- o Develop meaningful and realistic tools for measurement
- o Gather stories that will inform 'evidence'

Sector Involvement and Community Partnerships
Who are we working with? As gender-based violence is public health issue (amongst others), Western must ask itself, what community agencies do we work with and who else could collaborate on these initiatives. How can we maximize prevention efforts by including groups

that are at the forefront of public health prevention and bring critical leadership and resources to address the issue of gender-based violence on our campus?

Partnerships with community stakeholders will ultimately strengthen and align prevention efforts at Western while broadening options for survivors and allies. Primary prevention work cannot be accomplished in a vacuum. Sustained, collaborative prevention efforts and activities which are continued over time both on campus and in the broader community are essential in achieving a meaningful reduction in violence.

Essential to both the sustainability and efficacy of this strategy is the development of a Memorandum of Understanding (MOU) with community partners. MOUs will outline detailed roles and accountabilities, and illuminate the importance of collective effort in preventing gender-based violence in our community. These MOUs will not only facilitate meaningful discussion but will clarify the roles each organization has as it relates to the sexual violence prevention strategy at Western.

London Community Resources for Survivors:
St. Joseph's Hospital Regional Sexual Assault and Domestic Violence Treatment Program (RSADVTP)

Partnered with London Police Service's Human Trafficking Unit, this treatment program provides initial examination, testing, and medical and psychological care for victims rescued by police.

Anova

Provides safe places, shelter, support, counselling, and resources for abused women, their children, and all oppressed individuals to find a new start.

Safe Space
Support centre for and by sex workers, allies, women and non-binary people in crisis *volunteer-run* provides harm reduction supplies, HIV and STI educational resources, cosmetics, clothes, hygienic goods, first aid, coffee, and tea * information about related services.

Traumatic Stress Service - London Health Sciences Centre
Individual and group therapy for clients, aged 18-64, who have experienced acts of violence (personal or witnessed), emotional, physical and/or sexual abuse, severe neglect, catastrophic events such as motor vehicle accidents, natural disasters, or war-related trauma and are currently suffering from vivid, distressing memories, nightmares, intrusive memories, anxiety and/or panic, depression, anger and/or irritability, shame and guilt, low self-esteem, self-destructive behaviour. Referrals must be made through a family doctor or walk-in clinic by completing a Coordinated Intake referral form with a comprehensive history summary.

Family Services Thames Valley Groups
E.g. Men Moving Toward Healing – Treatment & Healing – Level 2
Feb 07, 2019 - Apr 25, 2019 | 6:00 PM - 8:00 PM A group for adult male survivors of child sexual abuse with focus on understanding the impact of sexual abuse and developing coping strategies to gain a sense of stability in daily life.

Short term strengths-based counselling for women who have experienced sexual abuse or sexual assault.

Daya Counselling

Short term therapeutic counselling to people ages 16 and over, living in London-Middlesex including current and/or historical abuse and trauma

Muslim Resource Centre for Social Support & Integration
Serves Muslim and Arab families using a strengths-based, culturally integrative approach. Provides counselling for families experiencing violence, advocacy, coordinated family violence response, consulting, education and training. Also provides counselling for men and women who have experienced trauma in their country of origin.

N'Amerind Friendship Centre
Provides guidance, counselling and referral services to urban indigenous people. Counselling and groups for drug and alcohol addiction, healthy living, family support, employment and training, health and nutrition.
Also offers culturally relevant programs to help develop leadership, increase awareness of native heritage and cultural, and empower First Nations people.

Chippewas of the Thames Health Centre
Aboriginal health programs and services, crisis centre, crisis and counselling support services, home and community care, senior services, community health nurse, and support with Ontario Works and other social services.

Munsee-Delaware Health Centre
Aboriginal healing, wellness and traditional teachings, seniors program, home visits, mental health services, and drug and alcohol treatment.

At^lohsa Native Family Healing Services
Atlohsa provides service for the intervention and prevention of family violence through a holistic framework that addresses the physical, mental, emotional and spiritual well-being of First Nation women, men, children and their families. This includes individual and group counselling, traditional healing and elders circle, women and men's peer support, and youth in transition program

Victim Services Middlesex-London
Offers on-site crisis intervention for victims of crime and tragic circumstances. Services include safety planning, referrals to community services, provision of cell phones for eligible victims, system navigation. Services through the Victim Quick Response Program include emergency home safety repairs, accommodation, transportation, counselling, vision care, crime scene cleanup and funeral expenses. Service provided in London and Middlesex County

Réseau-femmes du sud-ouest de l'Ontario
Counselling for Francophone women for gender-based violence, domestic violence and other forms of trauma. Transitional support to find housing.

Carrefour des Femmes du Sud-Ouest de l'Ontario
Support, awareness, education programs and referrals to community services for Francophone women dealing with violence and sexual assault.

Fem'aide - Ligne de Soutien Pour Femmes Touchées par la Violence
Crisis line for Francophone women who have experienced violence, are dealing with violence in an intimate relationship and/or have been sexually assaulted.

Women's Rural Resource Centre of Strathroy and Area
Crisis Supports: 24-hour helpline and walk-in crisis supports connect people with counsellors who understand the complexities of woman abuse * provides support to women affected by woman abuse, as well as concerned family members, friends, or neighbours

Coalition Assisting Trafficked Individuals
Coalition of organizations, including social agencies, nongovernmental organizations, and community members, that help people in situations of human trafficking
Coordinates delivery of services, such as interpretation, shelter and housing, health care, legal services, emotional support and counselling, as well as accompaniment to interviews with government agencies, police and crown * seeks to prevent further instances of human trafficking by raising awareness of the issues

Appendix A –GBV Prevention Education at a Glance:

Program Descriptions

Upstander

Upstander Training aims to develop a culture of looking out for one another on campus. It is rooted in bystander training programs, which teach people how to be proactive in helping others in need. This training involves online modules and in-person facilitation.

ManMade

Man|Made is a stimulating 4 session discussion group program designed for men to help them find their voice and use it to create change for themselves and their community.

Allies on Campus

Allies on Campus is an innovative gender-based violence prevention and education program that actively engages male athletes as leaders and as allies in preventing gender-based violence on campus. The program is designed for delivery on campus with male varsity athletes. It is 12-weeks long and implements a unique multi-modal design, which allows for full participation in a multi-session, comprehensive program without requiring weekly sessions.

White Ribbon

Through education, awareness-raising, outreach, technical assistance, capacity building and partnerships, White Ribbon's programming challenges negative, outdated concepts of manhood and inspires men to understand and embrace the incredible potential they have to be a part of positive change.

Anti-Oppressive Practices Training

The AOP Training involves advancing anti-oppressive and inclusive practices across Student Experience and the University as a whole to more effectively support the needs of our diverse student body.

EAAA

The EAAA sexual assault resistance education program is a 12-hour small-group, empirically based intervention program designed specifically for first year university female-identified students.

The Body Project

Body Project is a group-based intervention that provides a forum for women and girls to confront unrealistic beauty ideals and engages them in the development of healthy body image through verbal,

written, and behavioral exercises. The Body Project was developed by researchers at Stanford University, the University of Texas at Austin, and Oregon Research Institute, and has been delivered to over one million young women around the world.

Responding to Disclosures of Sexual Violence on University and College Campuses in Ontario (CREVAWC)

CREVAWC is an engaging, interactive online training that provides insight and guidance for both individual and institutional practice to provide better responses to survivors of sexual violence. The training will prepare people in a wide range of roles and positions, including faculty, administrative staff, residence, housing and facilities staff, financial services staff, counselling and accessibility support staff and faculty, international student recruiters and support staff, Indigenous services staff, health and wellness teams, and managers to provide supportive trauma and violence informed responses to disclosures of sexual violence.