

Foundations for Change

A Western Australian framework
to guide primary prevention
of violence against women



A circular illustration featuring a white central area surrounded by a ring of colorful, stylized human figures. The figures are depicted from the chest up, with various skin tones (yellow, brown, pink, blue, orange) and hairstyles (black, curly, short). They are arranged in a circle, suggesting a community or a group of people. The background consists of concentric, curved bands of color: yellow, light blue, green, and pink.

Acknowledgement of Country

We acknowledge and pay respect to all Aboriginal and Torres Strait Islander peoples across Australia, who are the Traditional Custodians of the land and waters, and one of the oldest continuous living cultures on Earth. We value the histories, cultures, knowledges, and practices of Aboriginal and Torres Strait Islander peoples. We pay respects to Elders past, present, and emerging.



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Steering Committee

Thank you to the Steering Committee for providing strategic direction, advice, encouragement, and a platform for safe and robust conversations.

STEERING COMMITTEE MEMBERS:

- Dr Alison Evans (Centre for Women's Safety and Wellbeing)
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Building on the legacy of those before us

We acknowledge the pioneering work of all the women and women's organisations that have advocated for and built a sector that focuses on women's and children's safety. These advocates exist across families, communities, sectors, organisations, and portfolios. We acknowledge the work of those that came before us, and those that continue their legacy.

We acknowledge the Aboriginal and Torres Strait Islander people and communities who have worked and continue to work tirelessly to prevent and respond to violence against women. They do so while facing, healing from, and addressing the ongoing impacts of colonisation on themselves, their communities, and the systems that they work within. We honour your resolve, leadership, strength of culture, and the positive legacy left by the traditional ancestors and Elders of Western Australia.

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A note from the Project Team

We the Project Team acknowledge and pay respects to the Aboriginal and Torres Strait Islander people, over many generations, who have worked endlessly to stop violence and improve the lives and safety of our women and children. The wisdom of our ancestors and Elders continues to carry us forward.

We acknowledge the lives and experiences of the women and children affected by family, domestic, and sexual violence and hold their voices and stories with us. We live in hope for a future where our lands are free from violence and racism, as we move toward intergenerational healing and change.

We recognise the important role that our men play in preventing violence against women, and the opportunities that they have every day to promote choices that focus on respect and safety. We look forward to being involved in Aboriginal-led prevention work that involves our men and women working together, side by side, as before.

Thank you to all our people who provided feedback and support for the framework through their engagement in consultations. We are grateful for your input and have sought to honour it through the pages of this document.

We recognise the importance of working in partnership with Aboriginal and non-Aboriginal people, communities, and organisations to prevent violence against women. We look forward to these positive collaborations with a spirit of reciprocity, knowing that to heal from and reverse the impacts of colonisation, we all have an important role to play.

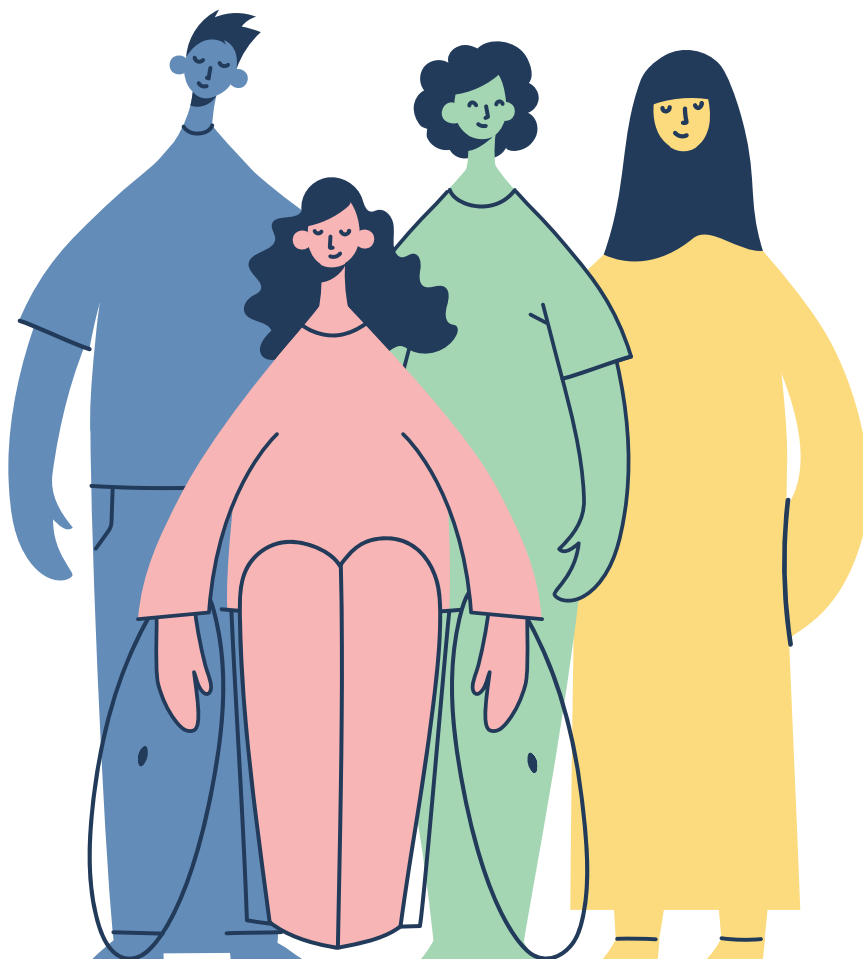
A note on language

Violence against women

This framework uses the term ‘violence against women’ to refer to gender-based violence, in line with *Change the story: A shared framework for the primary prevention of violence against women in Australia*.¹ Violence against women is used specifically to be inclusive of all forms of gender-based violence, including family and domestic violence, sexual violence, sexual harassment, or any other form of violence that disproportionately impacts women. The framework’s definition of women includes anyone who identifies as a woman, including cisgender and transgender women.

Aboriginal people

As outlined in Western Australia’s *Aboriginal Family Safety Strategy*: “Within WA, the term Aboriginal is used in preference to Aboriginal and Torres Strait Islander, in recognition that Aboriginal people are the original inhabitants of Western Australia.”² This framework uses the term Aboriginal to refer to both Aboriginal and Torres Strait Islander peoples, unless quoting literature or referring to resources or organisations that use different terminology.



Message from the Minister for Prevention of Family and Domestic Violence

Violence against women, which includes family and domestic violence, is too common in our community, causing significant trauma and harm to victim-survivors, their families and the wider community.

The Cook Government understands that the collective efforts to address family and domestic violence must go beyond intervention; we also need strategic, collaborative and sustained effort in primary prevention.

Primary prevention strategies aim to stop violence against women, including family and domestic violence, by addressing its underlying causes. These can include gender inequality, attitudes that condone violence and disrespect towards women, as well as beliefs about adhering to rigid or stereotypical gender roles. Although family and domestic violence can be experienced by people of all gender identities including people who are LGBTQIA+, the majority of victim-survivors are women and their children, and the causes of this violence relate in part to gender.

The importance of primary prevention is a key feature of the National Plan to End Violence against Women and Children 2022-2032 and Path to Safety: Western Australia's Strategy to Reduce Family and Domestic Violence 2020-2030.

Guided by these strategies, the Cook Government has invested more than \$450 million in prevention, early intervention and response programs since 2017.

We can't do this alone, not least because violence against women often plays out behind closed doors and the attitudes that allow it to go unchecked are all too common in our community.



Foundations for Change, a Western Australian framework to guide primary prevention of violence against women, is a decisive step toward a safer and more equitable future.

The Framework delivers on an important Government election commitment and will provide Western Australians with a structured approach to primary prevention, with a focus on building workforce capabilities to support evidence-based primary prevention programming and practice.

The Framework has an emphasis on working together and inclusivity. Acknowledging that no single sector can address the multifaceted challenges of addressing violence against women, it advocates for the integration of diverse stakeholders – government, family and domestic violence specialists, community organisations, businesses and individuals – into a unified force for positive change.

As the Minister for Prevention of Family and Domestic Violence, I commend the dedicated individuals and organisations who contributed their expertise and passion to the development of Foundations for Change. I wish to acknowledge and extend thanks to the Centre for Women’s Safety and Wellbeing and Stopping Family Violence for guiding this project to fruition.

Hon Sabine Winton MLA

Western Australian Minister for the Prevention of Family and Domestic Violence



Introduction

*“The WA Community has issued a clear imperative to be bold and brave: to do things differently, expand the focus beyond responses to the immediate impacts of family and domestic violence by addressing its root causes, changing violent behaviours and violence-supporting attitudes and creating long-term safety and healing.”*³

Violence against women is serious, widespread, and overwhelmingly perpetrated by men.⁴ Australia-wide, one in two women has experienced sexual harassment in her lifetime, one in three women has experienced physical violence since the age of 15, one in four women has experienced emotional abuse by a partner or former partner since the age of 15, and one in five women has experienced sexual violence since the age of 15.⁵ In Western Australia, reported rates of physical and sexual violence against women have increased in recent years and are the second highest in the country.⁶ The rates of violence are higher for Aboriginal women and women living in regional Western Australia.⁷ Violence against women stems from systemic and deep-rooted gender inequality and intersecting forms of oppression and discrimination.⁸

Violence against women is a fundamental violation of human rights, with immediate and long-lasting impacts. Across Australia, violence against women is a leading cause of homelessness, incarceration, illness, disability, and death.⁹ The impacts of violence are often more severe and more complex for women who experience multiple forms of oppression and discrimination based on factors such as disability, race, ethnicity, class, age, sexuality, and gender identity. Most violence against women occurs in intimate partner or family violence contexts,¹⁰ but the impacts ripple throughout the community.

Importantly, violence against women is preventable. Primary prevention works at a whole-of-population level to challenge and transform the attitudes, beliefs, norms, practices, and structures that drive violence against women at a societal level.¹¹ While responding to the immediate safety needs of women and their children remains a priority, Australian governments, non-government agencies, and community peak bodies all recognise the need to simultaneously direct efforts at preventing violence against women before it occurs.¹² A key feature of both the *National Plan to End Violence against Women and Children 2022-2032* and *Path to Safety: Western Australia’s strategy to reduce family and domestic violence 2020-2030*, is an understanding of a continuum of work required across primary prevention, early intervention, response, and recovery.¹³

Primary prevention of violence against women is a new and emerging field in Western Australia. It is essential that we increase our investment in sustained primary prevention efforts to reflect the long-term approach required to prevent violence against women. Primary prevention practitioners must maintain a focus on primary prevention and prioritise addressing the underlying causes of violence before violence occurs, rather than being drawn into early intervention or response efforts. Primary prevention requires specific knowledge and skills, which are distinct from those needed for early intervention and response work. It is essential that we develop a collaborative sector with a clear

understanding of roles and responsibilities across the continuum of prevention and response. It is only by working together across the lifespan and in all the places that people live, work, learn, and socialise, that we will successfully prevent violence against women.

Australian primary prevention efforts are guided by *Change the story: A shared framework for the primary prevention of violence against women in Australia*. Our Watch produced the first edition of *Change the story* in 2015 as a priority action under the Second Action Plan 2013-16 of the National Plan to Reduce Violence against Women and their Children 2010-2020. The framework was adopted by all Australian governments under the Third Action Plan 2016-19.¹⁴ The Western Australian Government became a member of Our Watch in 2017.¹⁵ In 2021, Our Watch released a second edition of *Change the story*, which incorporates the latest evidence and knowledge about the causes of violence against women and how to prevent it. This framework has been written to align with the national framework and specifically guide primary prevention efforts in a Western Australian context.

Purpose of Foundations for Change

This framework is designed to support individuals, communities, organisations, and institutions, including government, to play their part in ending violence against women in Western Australia. Against a long and rich history of response policies and services in Western Australia, the current policy focus on primary prevention is a relatively new development. As such, there is still much work to do to build and improve the infrastructure required for effective primary prevention. This framework articulates the knowledge and skills required of Western Australia's emerging primary prevention workforce, fosters a shared understanding of key concepts, and clarifies the roles and responsibilities of the people engaging in primary prevention.

This framework signifies a critical change for Western Australia's family and domestic and sexual violence sectors as it legitimises the importance of primary prevention as a necessary and complementary area of focus, alongside the other three pillars of the *National Plan (2022-2032)*: early intervention, response, and recovery and healing.¹⁶ A strong and coordinated primary prevention workforce is critical to preventing violence against women and this framework provides a blueprint for workforce planning, preparation, and development in Western Australia. Workforce development is a broad scope of work, which requires an ongoing process of building and retaining knowledge and skills and providing opportunities to reflect on and strengthen practice across the continuum of roles that are needed to effect change.

This framework also offers guidance to community members and community leaders who are committed to taking action to prevent violence against women. In doing so, this framework aims to situate primary prevention as a collective responsibility and highlights the importance of everyone's contribution to social, cultural, and political change.

Developing the infrastructure for primary prevention in Western Australia

Preventing violence against women is a fundamental human rights obligation of all Australian governments. The *National Plan 2022-2032, Path to Safety*, and the *Aboriginal Family Safety Strategy* all identify primary prevention as a significant and necessary area of focus.¹⁷ This framework delivers on one part of a 2021 State Government election commitment to increase primary prevention resourcing.

Having dedicated Ministers for the Prevention of Family and Domestic Violence and Women's Interests is an important recognition of the political leadership required to advance gender equality and prevent violence against women in Western Australia. These positions provide a vital platform for Government to consider and drive policy, funding, regulatory, and legislative reform to sustain primary prevention efforts over the long term. Our Watch outlines many ways that governments must demonstrate political leadership in order to address the deeply entrenched issue of violence against women, including:

- **Policy and legislative reform that seeks to address systemic and structural inequality**
- **A policy commitment to gender equality, which includes gender-responsive policies and budgeting**
- **Supporting and providing long-term funding for evidence-based primary prevention initiatives**
- **Funding mechanisms for coordination, collaboration, and quality assurance across agencies and non-government organisations to drive and support evidence-informed and mutually reinforcing primary prevention activities**
- **Publicly expressing support for primary prevention efforts and speaking out when there is resistance to efforts to achieve gender equality.**¹⁸

Ending violence against women also requires leadership from the private sector, the not-for-profit sector, and the broader community. Leadership is required to drive primary prevention efforts across a broad range of settings and sectors, to contribute to public and community discourse about violence against women, and to advocate for legislative and policy reform. Women's refuges, women's health services, and sexual violence services, for example, have a long history of effective advocacy on issues related to violence against women and will continue to play an important role in creating long-term change.

A strong primary prevention workforce is another critical element of Western Australia's primary prevention infrastructure. Key priorities for the development of Western Australia's primary prevention workforce include:

- **Workforce planning to address increasing demand for primary prevention knowledge and skills**
- **Engaging and building the capacity of large multidisciplinary workforces that can deliver primary prevention work in different settings**
- **Workforce preparation, including embedding primary prevention training into a range of higher education, vocational education, and training opportunities**
- **Establishing mechanisms to support sector governance and coordination**
- **Ongoing investment in professional and personal development of primary prevention workers.**¹⁹

This framework aims to meet the current needs of the emerging Western Australian primary prevention sector. As the primary prevention sector matures, so too should this framework.

Structure of Foundations for Change

The framework identifies seven key components for effective primary prevention:

1. **Foundational knowledge**
2. **Creating social change**
3. **Engaging with evidence**
4. **Embedding Aboriginal expertise**
5. **Working in partnership**
6. **Promoting safety and wellbeing**
7. **Sustainability and longevity**

Within each component, there is a subset of more specific capabilities. The skills, knowledge, behaviours, and commitments required to demonstrate each capability have been outlined across four roles, which are explained below. These capabilities are intended to guide and support the development of primary prevention practice in Western Australia.

Everyone has a role to play

It is essential that we do not compartmentalise or limit the practice of primary prevention to specialist practitioners. Preventing violence against women will require action, in different forms, from all members of our community. *Growing with change: Developing an expert workforce to prevent violence against women* notes that the primary prevention workforce needs to be multidisciplinary and diverse and comprise a wide range of roles.²⁰

For primary prevention efforts to be effective, the people taking action require foundational knowledge and skills, which are outlined as capabilities in this framework. What these capabilities look like in practice will vary depending on your context, your primary prevention expertise, and your opportunity to effect change.

Within this framework, four key roles have been identified as relevant to the current Western Australian context.

Facilitators / Implementers / Community Contributors

This category applies to you if you are taking action to address one or more of the underlying drivers of violence against women. You may be employed to do the activity as part of a funded primary prevention initiative, for example, you may be a teacher delivering respectful relationships education to your class. You may be undertaking the activity at work as part of an organisational commitment to preventing violence against women, for example, you may be a journalist who has done training to ensure that your reporting challenges the condoning of violence against women. Or you may be taking action as part of a volunteer role, for example, you may be a coach of a men's community football team who actively supports the team to recognise, understand, and challenge harmful expressions of masculinity and male privilege in their own lives.

Other examples include:

- **A human resources manager who undertakes a gender impact analysis of organisational policies**
- **A local government worker who conducts an audit of community buildings to ensure toilet and changing facilities are safe and accessible to all children, regardless of their parent's gender**
- **A media studies educator who develops an assessment task where students produce a podcast or short film that challenges one or more drivers of violence against women**
- **A community champion who rejects any excusing, justification, or downplaying of violence and promotes the message that violence against women is never okay**
- **An Aboriginal Elder or community leader who yarns to young people about culture and teaches them that violence against women is not Aboriginal culture.**

Primary Prevention Specialists

This category applies to you if you are a professional who uses specialist primary prevention skills and knowledge to lead and coordinate primary prevention efforts.

Your work may include:

- Developing and leading primary prevention initiatives
- Building the capability of the primary prevention workforce
- Advising decision makers on practice, policy, and legislative changes required to prevent violence against women
- Evaluating primary prevention activities and contributing to the primary prevention evidence base.

Managers / Supervisors

This category applies to you if you are line managing or supervising someone in the “Facilitators / Implementers / Community Contributors” or “Primary Prevention Specialists” categories. This category has been included in recognition of the support that individuals require to engage safely and sustainably in the often difficult and long-term work of preventing violence against women. As a manager or supervisor, you act as a conduit between the people taking action ‘on the ground’ and the people who have structural power to change policy, allocate resources, and drive social and cultural change.

Authorisers / Enablers

This category applies to you if you have the power to enact policy or cultural change within your organisation or community and are demonstrating leadership and commitment to preventing violence against women. Strong leadership creates an authorising environment for primary prevention activities to occur, whether formally through sustainable investment or informally by increasing their legitimacy and social licence. This category includes CEOs, board members, senior executives, government ministers, community leaders, Aboriginal Elders, and religious leaders who actively promote equality and create a culture that does not tolerate violence against women.

How to use Foundations for Change

To use this framework, firstly identify your own role and, if applicable, the roles of your supervisees. Secondly, read each capability and identify strengths and gaps. Primary prevention is relatively new in Western Australia, and it is not expected that you will fully meet every capability. This framework is designed to provide a blueprint for your ongoing learning and development, and that of your supervisees.



1 Foundational knowledge

- 1.1. Understand the nature, prevalence, and impacts of violence against women
- 1.2. Understand the drivers of violence against women
- 1.3. Understand the socio-ecological model
- 1.4. Understand a primary prevention approach to preventing violence against women

2 Creating social change

- 2.1. Address the gendered drivers of violence against women
- 2.2. Address the legacies and ongoing impacts of colonisation
- 2.3. Challenge intersecting drivers of violence against women
- 2.4. Respond effectively to resistance and backlash
- 2.5. Engage in critical reflection



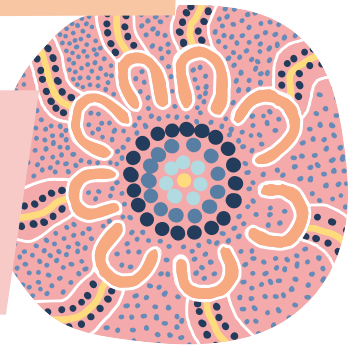
3 Engaging with evidence

- 3.1. Ensure primary prevention efforts are informed by evidence
- 3.2. Contribute to the emerging primary prevention evidence base



4 Embedding Aboriginal expertise

- 4.1. Engage in culturally secure practice
- 4.2. Practice Deep Listening
- 4.3. Take a healing-informed approach



5 Working in partnership

- 5.1. Form alliances to broaden collective impact
- 5.2. Understand and respond to the local context



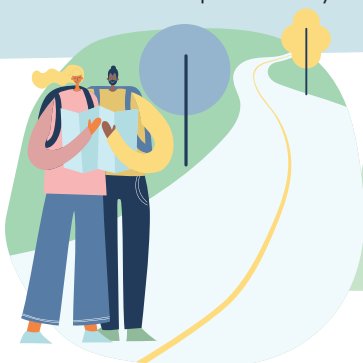
6 Promoting safety and wellbeing

- 6.1. Implement strategies to prioritise and promote wellbeing
- 6.2. Promote Aboriginal empowerment and self-determination
- 6.3. Take a trauma-informed approach
- 6.4. Respond safely to disclosures

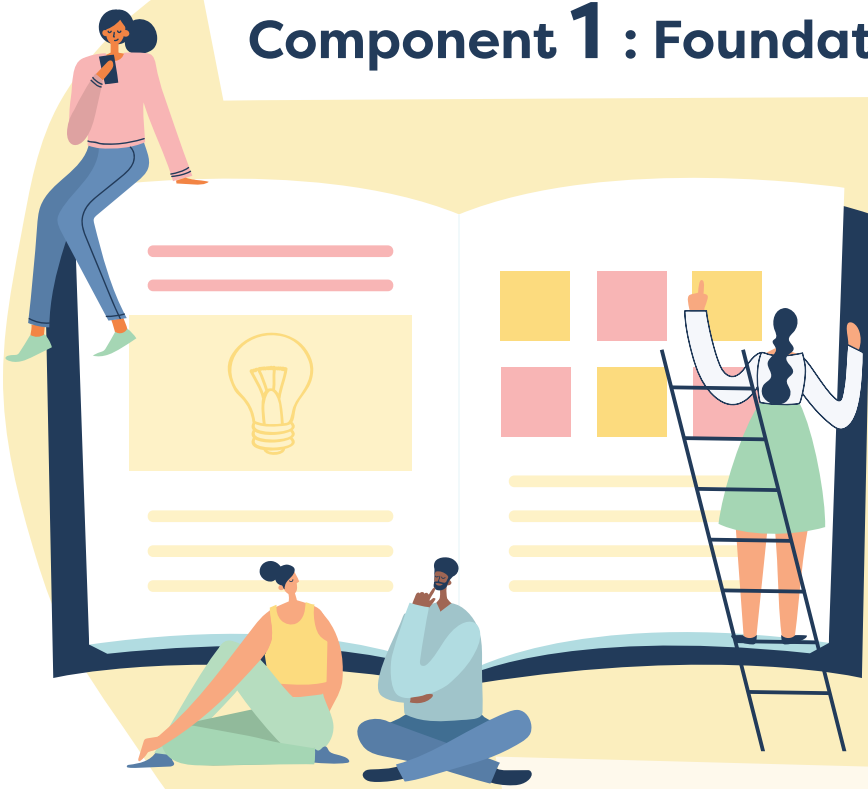


7 Sustainability and longevity

- 7.1. Contribute to sustainable and long-term primary prevention efforts



Component 1 : Foundational knowledge



This component sets out the foundational knowledge required of people engaging in and supporting primary prevention efforts. The foundational knowledge is based on Our Watch’s frameworks and resources, and represents the minimum knowledge required to ensure that primary prevention activities create positive change and do not inadvertently cause harm.

You are encouraged to use the information provided as a starting point and access signposted resources to strengthen your knowledge where required.

1.1.

Understand the nature, prevalence, and impacts of violence against women

The United Nations *Declaration on the Elimination of Violence against Women* defines *violence against women* as “any act of gender-based violence that causes or could cause physical, sexual or psychological harm or suffering to women, including threats of harm or coercion, in public or in private life”.²¹ Our Watch explains that “while each woman’s experience of violence, abuse or harassment is unique, there are distinct gendered patterns in the data that point to an epidemic of violence against women in Australia, which, like that in the rest of the world, is gendered in nature, and overwhelmingly perpetrated by men.”²² The most common forms of violence against women are family, domestic and sexual violence, including workplace sexual harassment. The impacts of violence against women are long-term and wide ranging, and include physical injury, disability, homelessness, mental illness, complex trauma, and death.²³ Women who experience multiple forms of oppression and discrimination based on factors such as disability, race, ethnicity, class, age, sexuality, and gender identity, experience higher rates of violence, which is often more severe and more complex in its impacts. For example, Aboriginal and Torres Strait Islander women are hospitalised due to family violence-related assaults 32 times more often than non-Indigenous women.²⁴ To prevent violence against women, we must understand the nature of this violence, its prevalence, and its impact on women across their life course.

PUTTING CAPABILITY 1.1 INTO PRACTICE:

Facilitators / Implementers / Community Contributors

- ▶ I can articulate violence against women as a human rights issue
- ▶ I can articulate the gendered nature of violence against women, and explain how this is distinct from other forms of violence
- ▶ I can give examples of contexts in which violence against women occurs
- ▶ I can give examples of different forms of violence against women
- ▶ I recognise that there are widespread and long-term impacts of violence against women
- ▶ I recognise that different groups of women may be impacted differently by gender-based violence
- ▶ I can respond to questions arising from common community misconceptions about violence against women, such as “what about violence against men?” and “why are you making this about gender?”

Primary Prevention Specialists

All of “Facilitators / Implementers / Community Contributors” +

- ▶ I can have nuanced discussions about violence against women with stakeholders from diverse cultural and professional backgrounds
- ▶ I use an informed understanding of intersectionality to articulate how and why different groups of women may be impacted differently by violence
- ▶ I can articulate the widespread and long-term impacts of violence against women on individuals, families, communities, and society as a whole
- ▶ I draw upon a broad range of knowledge and expertise when responding to myths, misconceptions, and questions about violence against women
- ▶ I access, interpret, and present current and reliable data relating to violence against women
- ▶ I can translate the evidence for specific audiences, settings, or sectors
- ▶ I use my expertise to support others within the emerging primary prevention sector to develop their understanding of the nature, prevalence, and impacts of violence against women.

Managers / Supervisors

- ▶ I am aware of the nature, prevalence, and impacts of violence against women and can recognise and challenge false or misleading information
- ▶ I use an informed understanding of the nature, prevalence, and impact of violence against women to identify when supervisees have gaps in their knowledge, and I support my supervisees to access relevant learning opportunities
- ▶ I acknowledge the likelihood that some of my supervisees will have a lived experience of violence and I am mindful of this in my supervisory relationships.

Authorisers / Enablers

- ▶ I use an informed understanding of the nature, prevalence, and impact of violence against women to raise awareness, support, and mobilise community to urgently address the issue.



1.2.

Understand the drivers of violence against women

To be effective in preventing violence against women, we need to understand its underlying causes. National and international research demonstrates that violence against women is driven by gender inequality and other forms of oppression and discrimination, such as racism, ableism, ageism, heteronormativity, cissexism, and class discrimination. Gender inequality is where “women and men do not have equal social status, power, resources or opportunities, and their voices, ideas and work are not valued equally by society.”²⁵

Change the story identifies four “gendered drivers of violence” that most consistently predict violence against women at a population level and explain its gendered patterns:

1. **Condoning of violence against women**
2. **Men’s control of decision-making and limits to women’s independence in public and private life**
3. **Rigid gender stereotyping and dominant forms of masculinity**
4. **Male peer relations and cultures of masculinity that emphasise aggression, dominance, and control.**²⁶

We also need to consider how other forms of oppression and discrimination intersect with gender inequality to drive violence in particular contexts or against particular groups of women. The gendered drivers, though always relevant, are not always the most significant factor in explaining violence against women.

Changing the picture: A national resource to support the prevention of violence against Aboriginal and Torres Strait Islander women and their children identifies three main drivers of violence against Aboriginal and Torres Strait Islander women:

1. **Ongoing impacts of colonisation for Aboriginal and Torres Strait Islander people, families, and communities**
2. **Ongoing impacts of colonisation for non-Indigenous people and society**
3. **Gendered factors, including the four gendered drivers outlined above, plus the intersection of racism and sexism, and the impacts of colonial patriarchy on Aboriginal and Torres Strait Islander cultures, gender roles, men, women, and relationships.**²⁷

Changing the landscape: A national resource to prevent violence against women and girls with disabilities identifies four ableist drivers of violence against women and girls with disabilities, which intersect with the gendered drivers:

1. **Negative stereotypes about people with disabilities**
2. **Accepting or normalising violence, disrespect, and discrimination against people with disabilities**
3. **Controlling people with disabilities’ decision-making and limiting independence**
4. **Social segregation and exclusion of people with disabilities.**²⁸

There are many misconceptions in the community about the causes of violence against women, for example, drinking alcohol or experiences of violence as a child. Our Watch categorises some of these things as “reinforcing factors”, which do not predict or cause violence on their own but may increase the prevalence or severity of violence in the presence of the gendered drivers. You can learn more about the reinforcing factors in *Change the story*.²⁹

An accurate understanding of the drivers of violence against women and how they play out across all levels of society is crucial for primary prevention efforts to be effective.

PUTTING CAPABILITY 1.2 INTO PRACTICE:

Facilitators / Implementers / Community Contributors

- ▶ I can give examples of what the drivers of violence against women look and sound like in different contexts
- ▶ I can identify and explain how the drivers of violence are operating in my specific context
- ▶ I can explain how different drivers of violence intersect to increase the prevalence and severity of violence for some groups of women
- ▶ I can explain what reinforcing factors are and correct common community misconceptions about the causes of violence against women.

Managers / Supervisors

- ▶ I am aware of the drivers of violence against women and can recognise and challenge false or misleading information
- ▶ I use an informed understanding of the drivers of violence against women to identify when supervisees have gaps in their knowledge, and I support my supervisees to access relevant learning opportunities.

Primary Prevention Specialists

All of “Facilitators / Implementers / Community Contributors” +

- ▶ I can have nuanced discussions about the causes of violence against women with stakeholders from diverse cultural and professional backgrounds
- ▶ I draw upon a broad range of knowledge and expertise when responding to myths, misconceptions, and questions about the causes of violence against women
- ▶ I can identify and explain how the drivers of violence are operating in any given setting or context
- ▶ I use my expertise to support others within the emerging primary prevention sector to develop their understanding of the drivers of violence against women.

Authorisers / Enablers

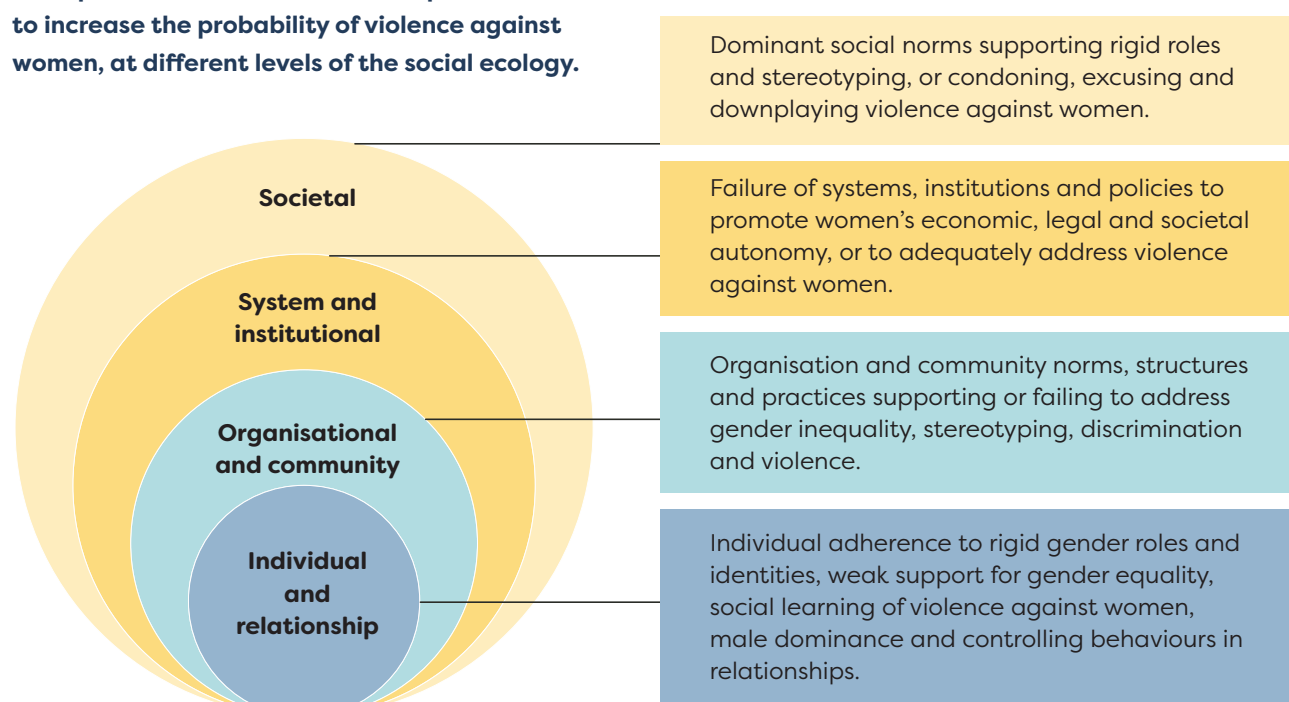
- ▶ I am aware of the drivers of violence against women and can recognise and challenge false or misleading information.

1.3.

Understand the socio-ecological model

Violence against women is a complex social problem, which cannot be properly understood by examining an individual perpetrator’s behaviour, psychology, or circumstances in isolation. The socio-ecological model (pictured below) helps us to make sense of men’s violence against women within a broader social context. It is necessary for primary prevention efforts to adopt a whole-of-population approach rather than operate as discrete or isolated activities. The model looks at the interplay between many factors at different levels: the individual and relationship level, the organisational and community level, the system and institutional level, and the societal level.

Examples of structures, norms and practices found to increase the probability of violence against women, at different levels of the social ecology.



STRUCTURES, NORMS & PRACTICES

Image credit: Our Watch

There are social norms, practices, and structures operating at each level of the socio-ecological model. Social norms are a shared set of ideas, informal rules, or expectations that shape individual beliefs, attitudes, and behaviours. This includes gender norms, which are socially constructed ideas about gender that govern social expectations of boys and girls, and men and women. Social practices are socially accepted or habitual patterns of behaviour, shaped by social norms. For example, social norms about women being ‘naturally more nurturing’ than men lead to the social practice of women adopting a greater share of parenting responsibilities. Social structures are the patterns of relationships through which a society or community is organised. Examples include legal systems, educational institutions, political parties, religions, social clubs, and families. To create lasting change, we must challenge and transform violence-supportive norms, practices, and structures across all levels of the socio-ecological model.³⁰

Social structures are hierarchical, meaning that some groups of people have more power and privilege than other groups. Within our current social structures, women as a group experience discrimination and disadvantage due to their gender.³¹ However, a person’s experience of privilege or disadvantage is mediated by other factors including disability, race, ethnicity, class, age, sexuality, and gender identity. That means, wealthy, well-educated, white women will have more privilege within social structures than many other women and some men. An intersectional approach recognises that some people experience multiple forms of structural oppression, the impact of which is more than the sum of its parts. An intersectional approach is critical to ensuring primary prevention efforts effectively address gender inequality and other forms of oppression and discrimination that are driving violence against women in different contexts across the population.



PUTTING CAPABILITY 1.3 INTO PRACTICE:

Facilitators / Implementers / Community Contributors

- ▶ I can identify and articulate where my prevention activity fits in the socio-ecological model
- ▶ I seek to challenge harmful social norms, practices, and structures
- ▶ I can articulate the importance of a whole-of-population approach to preventing violence against women.

Managers / Supervisors

- ▶ I advocate for whole-of-organisation and/or whole-of-community approaches to primary prevention
- ▶ I understand the importance of an intersectional approach to primary prevention
- ▶ I use an informed understanding of the socio-ecological model to identify when supervisees have gaps in their knowledge, and I support my supervisees to access relevant learning opportunities.

Primary Prevention Specialists

All of “Facilitators / Implementers / Community Contributors” +

- ▶ I can identify how social norms, practices, and structures are driving violence against women
- ▶ I can articulate the importance of changing the social norms, practices, and structures that increase the probability of violence against women
- ▶ I advocate for primary prevention efforts at all levels of the socio-ecological model
- ▶ I advocate for whole-of-organisation and whole-of-community approaches to primary prevention
- ▶ I promote and advocate for an intersectional approach to primary prevention
- ▶ I use my expertise to support others within the emerging primary prevention sector to develop their understanding of the socio-ecological model and an intersectional approach.

Authorisers / Enablers

- ▶ I create an authorising environment for whole-of-organisation and/or whole-of-community approaches to primary prevention
- ▶ I understand the importance of an intersectional approach to primary prevention.

1.4.

Understand a primary prevention approach to preventing violence against women

Primary prevention of violence against women is a whole-of-population approach to changing the social context and conditions that drive and normalise violence. That means addressing the underlying or primary drivers of violence at the four levels of the socio-ecological model: individual and relationship, organisational and community, system and institutional, and societal. For an activity to be categorised as primary prevention, it must directly address at least one of the drivers of violence against women (see Capability 1.2).

Primary prevention is distinct from and complementary to other forms of prevention. Early intervention, sometimes referred to as secondary prevention, aims to change the trajectory for individuals at increased risk of perpetrating or experiencing violence. Response or tertiary prevention aims to reduce the impact and reoccurrence of violence after it occurs by supporting victim-survivors and holding perpetrators to account. Primary prevention is sometimes referred to as an upstream approach, because rather than responding once violence has occurred (downstream), it involves “identifying and changing what is happening ‘upstream’, in order to prevent the problem from happening in the first place.”³²

Whilst all forms of prevention are essential in a holistic strategy to prevent violence against women, primary prevention will have the largest impact on reducing the prevalence of violence.

PUTTING CAPABILITY 1.4 INTO PRACTICE:

Facilitators / Implementers / Community Contributors

- ▶ I can explain the difference between primary prevention, early intervention, and response, and give examples of each
- ▶ I can identify and articulate which of the drivers of violence my activity addresses.

Managers / Supervisors

- ▶ I promote the importance of primary prevention to reduce the prevalence of violence against women
- ▶ I use an informed understanding of primary prevention to identify when supervisees have gaps in their knowledge, and I support my supervisees to access relevant learning opportunities.

Primary Prevention Specialists

All of “Facilitators / Implementers / Community Contributors” +

- ▶ I advocate for primary prevention as the key strategy to reduce the prevalence of violence against women
- ▶ I can assess and provide advice about whether a proposed primary prevention activity is addressing one or more of the drivers of violence against women
- ▶ I use my expertise to support others within the emerging primary prevention sector to develop their understanding of primary prevention.

Authorisers / Enablers

- ▶ I promote the importance of primary prevention to reduce the prevalence of violence against women
- ▶ I support primary prevention activities that are intentionally addressing one or more of the drivers of violence against women.

Component 2: Creating social change

This critical component invites you to think about primary prevention of violence against women as part of a broader movement towards progressive social change. At the heart of primary prevention work is understanding and responding to gender inequality and other forms of structural oppression and discrimination as societal rather than individual problems. Primary prevention initiatives must intentionally aim to address one or more of the underlying drivers of violence.



2.1.

Address the gendered drivers of violence against women

As outlined in Capability 1.2, there are four gendered drivers that consistently predict violence against women. Addressing these gendered drivers of violence and changing the broader social context in which violence occurs is central to primary prevention.

***Change the story* outlines four essential actions to challenge the gendered drivers:**

1. Challenge the condoning of violence against women
2. Promote women's independence and decision making in public life and relationships
3. Build new social norms that foster personal identities not constrained by rigid gender stereotypes
4. Support men and boys in developing healthy masculinities and positive, supportive male peer relationships.³³

Change the story also outlines four essential actions to address the broader social context in which violence occurs, meaning gender inequality and other forms of oppression, and four supporting actions to address the reinforcing factors that contribute to or exacerbate violence against women when combined with the gendered drivers. You can learn more about the twelve actions to prevent violence against women in Element 3 of *Change the story*.



Whilst no single individual, organisation, community, or institution can undertake all these actions, there are many ways that different stakeholders can take action in different contexts and settings, across the life course, at all levels of the socio-ecological model, as part of a shared national approach. To be effective, primary prevention efforts require “policy, legislative, regulatory and institutional support, as well as broad, practical, ‘on the ground’ implementation.”³⁴

PUTTING CAPABILITY 2.1 INTO PRACTICE:

Facilitators / Implementers / Community Contributors

- ▶ I undertake primary prevention activities that align with the four essential actions to challenge the gendered drivers of violence
- ▶ I act as a prosocial bystander by challenging sexism, harassment, inequality, disrespect, and hostility towards women
- ▶ I seek opportunities to expand leadership opportunities for women and girls
- ▶ I seek opportunities to engage men and boys in primary prevention and gender equality work.

Managers / Supervisors

- ▶ I provide support and oversight to ensure that primary prevention activities undertaken by my supervisees are addressing one or more of the gendered drivers of violence
- ▶ I act as a prosocial bystander by challenging sexism, harassment, inequality, disrespect, and hostility towards women
- ▶ I advocate for the implementation of strategies to increase the representation of women in positions with decision-making power
- ▶ I ensure that my organisation or community group has policies and procedures in place to respond to violence against women, including sexual harassment.

Primary Prevention Specialists

All of “Facilitators / Implementers / Community Contributors” +

- ▶ I apply an intersectional feminist lens to all primary prevention activities
- ▶ I understand the 12 actions to prevent violence against women and can provide examples of what these actions could look like in different contexts and at different levels of the socio-ecological model
- ▶ I advocate for the implementation of primary prevention initiatives that address the gendered drivers of violence at the organisational and community, system and institutional, and societal levels of the socio-ecological model.

Authorisers / Enablers

- ▶ I take advice from primary prevention specialists on addressing the gendered drivers of violence at the community, organisational, or institutional levels
- ▶ I act as a prosocial bystander by challenging sexism, harassment, inequality, disrespect, and hostility towards women
- ▶ I implement strategies to increase the representation of women in positions with decision-making power
- ▶ I ensure that my organisation or community group has policies and procedures in place to respond to violence against women, including sexual harassment.

2.2.

Address the legacies and ongoing impacts of colonisation

Colonisation has had devastating effects in both historical and present-day contexts. Aboriginal people have been profoundly impacted physically, mentally, socially, economically, and culturally. Colonising practices have included massacres, genocide, displacement, sexual violence, forced labour, forcible removal of children from their families, environmental destruction, and assimilation. Despite the impacts of colonisation, Aboriginal people and communities maintain rich cultures and connection to waters, nature, and land.

Aboriginal women experience disproportionately high rates of violence, which is perpetrated by men of all cultural backgrounds, and it is necessary to understand these high rates of violence against Aboriginal women within the context of colonisation - an ongoing process that continues to cause harm. Violence against Aboriginal women is not part of traditional Aboriginal cultures, nor is it an Aboriginal problem that Aboriginal people should bear sole responsibility for addressing. We all - individuals, communities, organisations, and every level of government - have a responsibility to work together to prevent violence against Aboriginal women, whilst upholding Aboriginal peoples' fundamental human right to self-determination (see Capability 6.2). An important first step is to learn about Aboriginal history and understand the devastating impacts of colonisation for Aboriginal peoples and cultures.

Changing the picture outlines three essential actions that must be undertaken to address the underlying drivers of violence against Aboriginal and Torres Strait Islander women:

1. Address the legacies and ongoing impacts of colonisation for Aboriginal and Torres Strait Islander people, families, and communities
2. Address the legacies and ongoing impacts of colonisation for non-Indigenous people, and across Australian society
3. Address the gendered drivers of violence against Aboriginal and Torres Strait Islander people.³⁵

Changing the picture also outlines four supporting actions that address factors that contribute to or reinforce violence against Aboriginal women:

- Intervene in and respond to existing violence
- Address socio-economic inequality, disadvantage, and exclusion
- Improve Aboriginal and Torres Strait Islander people's physical and mental health
- Address harmful alcohol and drug use and harmful drinking cultures.³⁶

Within each of these broad actions, Our Watch has outlined a suite of more specific actions to be undertaken. You can learn more about the essential and supporting actions to prevent violence against Aboriginal and Torres Strait women in *Changing the picture*.³⁷

PUTTING CAPABILITY 2.2 INTO PRACTICE:

Facilitators / Implementers / Community Contributors

- ▶ I undertake primary prevention activities that align with the three essential actions to challenge the drivers of violence against Aboriginal women
- ▶ I act as a prosocial bystander by challenging racism, indifference, ignorance, and disrespect towards Aboriginal people and cultures
- ▶ I seek opportunities to address the underlying drivers of violence against Aboriginal women in culturally appropriate ways.

Managers / Supervisors

- ▶ I reflect on my role as a person in a position of authority in addressing the impacts of colonisation and preventing violence against Aboriginal women
- ▶ I act as a prosocial bystander by challenging racism, indifference, ignorance, and disrespect towards Aboriginal people and cultures
- ▶ I provide support and oversight to supervisees engaging in primary prevention activities that address the impacts of colonisation
- ▶ I advocate for the implementation of strategies to increase the representation of Aboriginal people in positions with decision-making power.

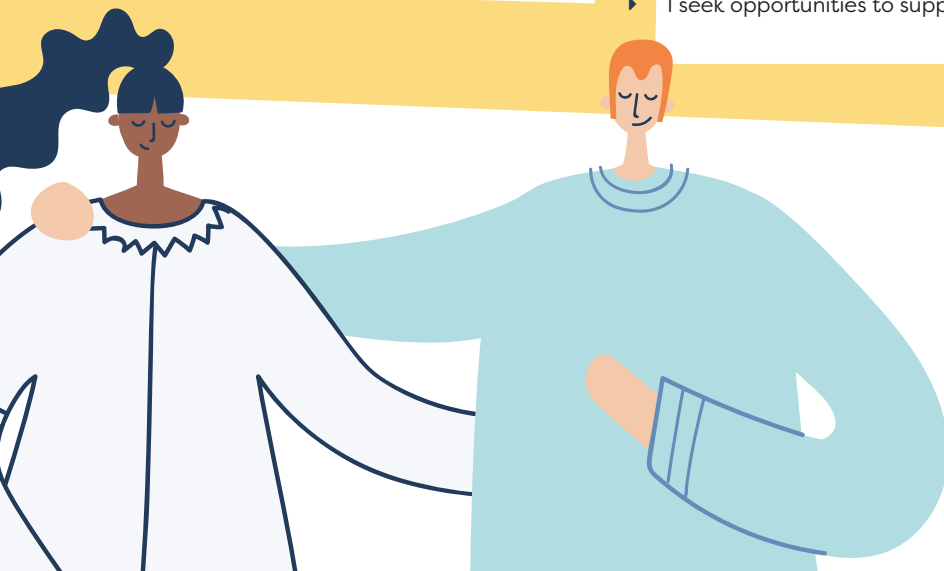
Primary Prevention Specialists

All of “Facilitators / Implementers / Community Contributors” +

- ▶ I promote the importance of Aboriginal-led primary prevention work
- ▶ I reflect on my role as a person in a position of authority in addressing the impacts of colonisation and preventing violence against Aboriginal women
- ▶ I actively seek the voices of Aboriginal people and Elders to understand how I can be an effective ally
- ▶ I can explain and provide examples of how to implement the essential and supporting actions to prevent violence against Aboriginal women in different contexts and at different levels of the socio-ecological model
- ▶ I identify and challenge instances of systemic racism
- ▶ I educate stakeholders on the importance of addressing the legacies and ongoing impacts of colonisation as part of our primary prevention efforts.

Authorisers / Enablers

- ▶ I reflect on my role as a person in a position of authority in addressing the impacts of colonisation and preventing violence against Aboriginal women
- ▶ I actively seek the voices of Aboriginal people and Elders to understand how I can be an effective ally
- ▶ I act as a prosocial bystander by challenging racism, indifference, ignorance, and disrespect towards Aboriginal people and cultures
- ▶ I identify and challenge instances of systemic racism within my sphere of influence
- ▶ I implement strategies to increase the representation of Aboriginal people in positions with decision-making power
- ▶ I seek opportunities to address the impacts of colonisation at the organisational and community, system and institutional, and societal levels of the socio-ecological model
- ▶ I seek opportunities to support Aboriginal-led prevention efforts.



2.3.

Challenge intersecting drivers of violence against women

To prevent violence against *all* women, we need to address all intersecting forms of oppression and discrimination. As outlined in Capability 1.2, the gendered drivers must be understood alongside other forms of discrimination in order to address violence against women in every context.

The following resources are useful in understanding and addressing violence against women and gender diverse people who experience multiple forms of oppression:

- ***Changing the picture*** explains the intersecting gendered and colonial drivers of violence against Aboriginal Strait Islander women.³⁸
- ***Changing the landscape*** explains the intersecting gendered and ableist drivers of violence against women and girls with disabilities.³⁹
- ***Intersectionality Matters*** outlines how to take an intersectional approach to primary prevention in immigrant and refugee communities.⁴⁰
- ***Pride in Prevention*** outlines the drivers of family violence experienced by LGBTIQ communities and the implications for primary prevention practice.⁴¹

PUTTING CAPABILITY 2.3 INTO PRACTICE:

Facilitators / Implementers / Community Contributors

- ▶ I can identify the most relevant underlying drivers of violence for the population group I am working with and seek to tailor my primary prevention activities accordingly
- ▶ I seek to include a diverse range of voices when planning and implementing primary prevention activities
- ▶ I act as a prosocial bystander by challenging all forms of harassment, discrimination, inequality, and disrespect.

Primary Prevention Specialists

All of “Facilitators / Implementers / Community Contributors” +

- ▶ I can explain to a diverse range of stakeholders how racism, colonialism, ableism, agism, classism, heteronormativity, homophobia, biphobia, cisnormativity, and transphobia intersect with gender inequality to drive violence against women
- ▶ I ensure my primary prevention practice addresses intersecting forms of oppression and discrimination
- ▶ I educate stakeholders on the importance of an intersectional approach to primary prevention.

Managers / Supervisors

- ▶ I provide support and oversight to ensure that primary prevention activities undertaken by my supervisees are responsive to the context in which they are being undertaken
- ▶ I act as a prosocial bystander by challenging all forms of harassment, discrimination, inequality, and disrespect.

Authorisers / Enablers

- ▶ I listen to and elevate the voices of women from diverse social, cultural, and professional backgrounds
- ▶ I implement strategies to increase the representation of women from under-represented groups in positions of power and decision making
- ▶ I act as a prosocial bystander by challenging all forms of harassment, discrimination, inequality, and disrespect.

2.4.

Respond effectively to resistance and backlash

Encountering resistance and backlash is a normal and expected part of creating social, cultural, and political change. However, resistance and backlash can undermine primary prevention efforts, endanger the safety of the people striving for positive change, and heighten the risk of violence against women in the community more broadly. Experiences of resistance and backlash can also wear people down and cause burnout, which is discussed further in Capability 6.1. Therefore, it is essential to plan for and actively address resistance and backlash as part of primary prevention work.

Resistance can take many forms, from passive denial through to overt hostility and aggression. Institutional resistance may arise in the form of inaction or inadequate resourcing for gender equality initiatives. Although resistance can come from anyone of any gender, it is most likely to come from people who are advantaged by the status quo.

Resistance and backlash are less likely when there is strong organisational or community support for primary prevention efforts, when messages about gender equality and violence against women are framed effectively, and when resistance that arises is responded to well. Responding effectively to backlash requires us to be proactive and reflective, rather than reactive.

You can learn more in *Understanding, monitoring and responding to resistance and backlash*.⁴²

PUTTING CAPABILITY 2.4 INTO PRACTICE:

Facilitators / Implementers / Community Contributors

- ▶ I find allies and build relationships with people within my organisation or community
- ▶ I consider my organisational or community context and plan my response to potential resistance
- ▶ I seek opportunities to build my capability to respond effectively to resistance and backlash, including developing my ability to have difficult conversations.

Managers / Supervisors

- ▶ I provide debriefing and supervisory support for staff who have experienced resistance and backlash to their work
- ▶ I support staff to understand and plan their response to resistance and backlash.

Primary Prevention Specialists

- All of “Facilitators / Implementers / Community Contributors” +
- ▶ I enlist support for my initiative from key stakeholders
 - ▶ I draw upon a broad range of knowledge and expertise when responding to resistance and backlash
 - ▶ I use framing strategies effectively to reduce resistance and backlash
 - ▶ I support workplaces, community organisations, and institutions to respond effectively to resistance and backlash.

Authorisers / Enablers

- ▶ I create an authorising environment for primary prevention activities by providing my explicit and genuine support.

2.5.

Engage in critical reflection

The ability to continually review, learn, adapt, develop, and grow is essential for effective primary prevention. Critical reflection is a process for engaging in ongoing learning and development, both on an individual and organisational level, and provides a mechanism for individual learnings to be translated into collective knowledge.

Jan Fook defines reflection as ‘critical’ when it “provides the opportunity to question very deep assumptions and also yields awareness of the connection of personal experience to politics in the broader social arena.”⁴³ That is, critical reflection provides us an opportunity to deeply examine our own experiences of power and privilege, which may feel personally uncomfortable or challenging, and interrogate our primary prevention efforts within our social and cultural context.

We are also invited to consider the individual, organisational, and societal attitudes, assumptions, biases, values, and beliefs that are shaping our primary prevention efforts. By engaging in an ongoing process of critical reflection we can identify the strengths and gaps in primary prevention efforts and implement strategies for improvement and growth.





PUTTING CAPABILITY 2.5 INTO PRACTICE:

Facilitators / Implementers / Community Contributors

- ▶ I reflect on my own attitudes, values, and privilege and consider how they impact my primary prevention efforts
- ▶ I understand why critical reflection is important for effective primary prevention
- ▶ I approach primary prevention with a growth mindset, willingness to learn, and openness to others' perspectives
- ▶ I seek opportunities to engage in critical reflection.

Managers / Supervisors

- ▶ I develop and embed mechanisms to support critically reflective practice
- ▶ I identify gaps in my own knowledge and skills and seek to build my ability to effectively support those involved in primary prevention efforts
- ▶ I create safe environments for those I supervise to engage in critical reflection
- ▶ I consider the norms, values, attitudes, and beliefs that are present in my setting or context and reflect on whether these challenge or reinforce the drivers of violence against women
- ▶ I support and facilitate the sharing of individual reflections and learnings to build organisational knowledge.

Primary Prevention Specialists

All of "Facilitators / Implementers /
Community Contributors" +

- ▶ I actively implement strategies to support my own critically reflective practice
- ▶ I identify gaps in my skills and knowledge and actively seek to improve my primary prevention practice through training, resources, and communities of practice
- ▶ I consider the norms, values, attitudes, and beliefs that are present in my setting or context and reflect on whether these challenge or reinforce the drivers of violence against women
- ▶ I support others involved in primary prevention efforts to engage in critically reflective practice.

Authorisers / Enablers

- ▶ I create an enabling environment for critical reflection at an individual and organisational level
- ▶ I consider the norms, values, attitudes, and beliefs that are present in my setting or context and reflect on whether these challenge or reinforce the drivers of violence against women.

Component 3: Engaging with evidence

Effective primary prevention activities are informed by current research, practice expertise, and lived experience knowledge. This component focuses on an evidence-informed approach to primary prevention and explores how we can contribute to the primary prevention evidence base to strengthen our understanding of how to address violence against women in different contexts.



3.1.

Ensure primary prevention efforts are informed by evidence

To affect positive social and cultural change, it is critical to use an evidence-informed approach at every stage of primary prevention. There is a growing body of evidence on preventing violence against women, some of which is outlined in Component 1.

It is imperative that people planning and implementing primary prevention efforts are drawing on evidence developed through research, practice, and lived experience of gender inequality and violence. Continuous adaptation to current and emerging evidence allows us to ensure that our primary prevention activities are effectively addressing the underlying drivers of violence across different contexts and diverse communities. This may include inviting contributions from specialists with technical expertise in primary prevention policy, communications, program design, practice, or evaluation as required.⁴⁴

PUTTING CAPABILITY 3.1 INTO PRACTICE:

Facilitators / Implementers / Community Contributors

- ▶ I understand the importance of ensuring that primary prevention activities are underpinned by evidence
- ▶ I can articulate how my primary prevention activity is likely to prevent violence against women
- ▶ I understand the primary prevention evidence that is relevant to my setting or context
- ▶ I know where to find evidence-based information on primary prevention.

Managers / Supervisors

- ▶ I understand that poor primary prevention practice can cause harm and I put strategies in place to mitigate risk
- ▶ I collaborate with and respect the expertise of primary prevention specialists
- ▶ I support my supervisees to engage with current and emerging evidence by factoring this into staff workloads and project timeframes.

Primary Prevention Specialists

All of “Facilitators / Implementers / Community Contributors” +

- ▶ I draw on evidence from a range of sources, including research and evaluation, practice expertise, and people with lived experience of inequality and violence
- ▶ I stay apprised of new evidence as it becomes available
- ▶ I support individuals and organisations to build their capacity to design and implement evidence-informed primary prevention activities
- ▶ I provide evidence-informed recommendations for primary prevention policy and practice.

Authorisers / Enablers

- ▶ I model evidence-informed decision making
- ▶ I foster a culture that values ongoing learning and engagement with current and emerging evidence
- ▶ I support and invest in primary prevention activities that are informed by evidence.



3.2.

Contribute to the emerging primary prevention evidence base

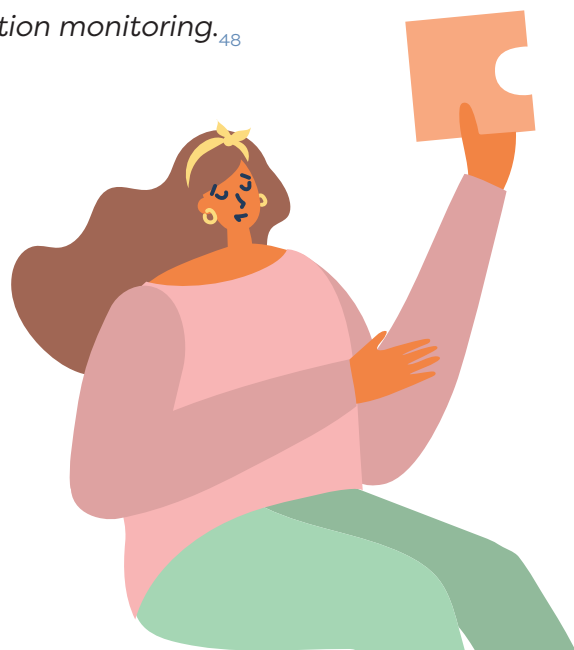
All primary prevention initiatives offer the opportunity to strengthen the emerging primary prevention evidence base through monitoring and evaluating the initiative and sharing evaluation findings. Understanding what primary prevention approaches or initiatives are effective, and in which contexts, allows us to expand or further develop activities that have been successful, and refine our approach when required. Exchange of ideas, evidence, and expertise between researchers, individuals, organisations, and communities creates an opportunity for research evidence to inform practice and for practice to inform research in an ongoing cycle, which strengthens and builds the primary prevention sector. Evidence from Western Australian primary prevention efforts can contribute to the national and global evidence about what works to prevent violence against women and provide valuable insights to guide practice, policy, funding, regulatory, and legislative reform.⁴⁵

The work of primary prevention is not an exact science and evaluating the effectiveness of prevention initiatives can be difficult. For example, it is almost impossible to link changes in community attitudes to individual programs. Primary prevention practice effects change incrementally so the evaluation of prevention initiatives should also be incremental. It is important to develop short and medium-term indicators that can be used to monitor the progress of primary prevention initiatives over time to ensure success.⁴⁶

Dr Wei Leng Kwok identifies three key points for overcoming the challenges of the time-lag between initiatives and outcomes, and measuring incremental changes when evaluating primary prevention initiatives:

- Evaluations must be process orientated – examining the process by which we are working towards long term outcome change
- Evaluations must be prepared to explain the link between the program initiatives and the potential to impact the underlying drivers of violence
- Evaluations should contribute to an evidence base that is about practice – identifying practices that hold promise for longer term change.⁴⁷

You can learn more in *Counting on change: A guide to prevention monitoring*.⁴⁸



PUTTING CAPABILITY 3.2 INTO PRACTICE:

Facilitators / Implementers / Community Contributors

- ▶ I understand the value of growing the primary prevention evidence base across a diverse range of settings and contexts
- ▶ I collect data that helps me and others to understand how successful my activity has been in creating positive change
- ▶ I share learnings from my primary prevention activities with others involved in primary prevention.

Managers / Supervisors

- ▶ I understand the value of growing the primary prevention evidence base across a diverse range of settings and contexts
- ▶ I factor program evaluation into project budgets and staff workloads
- ▶ I support my supervisees to evaluate their primary prevention activities, engaging the support of monitoring and evaluation experts as required.

Primary Prevention Specialists

All of “Facilitators / Implementers / Community Contributors” +

- ▶ I collaborate with monitoring and evaluation experts as required to develop monitoring and evaluation plans prior to implementing a primary prevention initiative
- ▶ I consider accessibility needs of the target audience for a primary prevention activity and seek to remove barriers to participation in evaluation processes, particularly for members of traditionally under-represented groups
- ▶ I collect and analyse data for evaluation purposes, engaging the support of monitoring and evaluation experts as required
- ▶ I share evaluation findings from my primary prevention activities so that others engaged in similar work can benefit from the learning
- ▶ I promote the importance of monitoring and evaluating primary prevention activities and advocate for the allocation of sufficient resources to do so.

Authorisers / Enablers

- ▶ I understand the value of growing the primary prevention evidence base across a diverse range of settings and contexts
- ▶ I promote a culture of evaluation and research
- ▶ I support and invest in primary prevention research and evaluation of primary prevention activities
- ▶ I seek opportunities to support the dissemination of key research and evaluation findings to a wider audience
- ▶ I support and invest in initiatives that enable primary prevention knowledge and skills to be shared between individuals, organisations, and communities.



Component 4: Embedding Aboriginal expertise

Aboriginal-owned and led primary prevention work is critically important to preventing violence against Aboriginal women. However, this doesn't negate the responsibilities of non-Aboriginal people and organisations to actively work to address the legacies and ongoing impacts of colonisation. Non-Indigenous people and organisations have an opportunity to strengthen their primary prevention efforts by listening to, learning from, and centring Aboriginal voices.

This component invites you to reflect on the ways that colonial knowledge and practices have been given priority over Aboriginal knowledge and practices. For example, the knowledge gained through formal tertiary education is often perceived as more authoritative than knowledge gained through oral traditions spanning more than 60,000 years. It is imperative that non-Aboriginal people and organisations engage with Aboriginal people in a spirit of reciprocity and embed Aboriginal expertise at every opportunity, not only in primary prevention activities that target Aboriginal people and communities.

Artwork by
Rosie Paine



4.1.

Engage in culturally secure practice

Culturally secure practice requires ongoing commitment and action from individuals and organisations. It is not sufficient to be passively “not racist”; we all need to actively recognise, value, and promote the skills, knowledge, and expertise of Aboriginal people, and consistently uphold their cultural rights. For individuals, this may require a process of ‘re-learning’ the history of Australia to understand the legacy and ongoing impacts of colonisation and seeking opportunities to engage with the works of Aboriginal artists, authors, academics, and advocates.

In an organisational context, culturally secure practice may include:

- **Prominently displaying a written Acknowledgement of Country and Aboriginal artwork**
- **For service providers, ensuring rooms have enough seating to accommodate family members who attend alongside the primary service user**
- **Participating in NAIDOC and Ochre Ribbon events**
- **Inviting and paying Aboriginal guest speakers to share knowledge on a range of topics**
- **Developing, disseminating, and implementing a Reconciliation Action Plan**
- **Establishing and taking the advice of an Aboriginal Advisory Board or Aboriginal Reference Group.**

Achieving and sustaining cultural security is one way of addressing the structural and systemic inequalities that Aboriginal people face, which in turn addresses two of the key drivers of violence against Aboriginal women (see Capability 2.2). In addition, safe and welcoming spaces remove barriers to participation in primary prevention activities for all members of the community and create opportunities to achieve social change through informal primary prevention conversations.

PUTTING CAPABILITY 4.1 INTO PRACTICE:

Facilitators / Implementers / Community Contributors

- ▶ I value the knowledge and expertise of Aboriginal people
- ▶ I have an awareness of and show respect for Aboriginal spirituality, cultural protocols, communication styles, lived experience, and history
- ▶ I actively create safe and welcoming environments for Aboriginal people involved in my primary prevention activities.

Managers / Supervisors

- ▶ I value the knowledge and expertise of Aboriginal people
- ▶ I implement strategies to create a culturally safe and welcoming environment for my team, including celebrating culture and diversity and ensuring that I provide culturally safe supervision
- ▶ I support my supervisees to access resources and other learning opportunities to develop their culturally secure practice, including factoring this into staff workloads and resource allocation.

Primary Prevention Specialists

All of “Facilitators / Implementers / Community Contributors” +

- ▶ I actively engage with relevant Aboriginal communities and organisations when planning, developing, and delivering primary prevention activities
- ▶ I seek learning opportunities to deepen my knowledge of culturally secure practice
- ▶ I embed a two-way learning approach into my primary prevention efforts to promote greater intercultural understanding and foster a spirit of reciprocity
- ▶ I engage in and advocate for primary prevention approaches that recognise and celebrate culture and diversity
- ▶ I implement strategies to monitor and evaluate progress towards attaining and maintaining cultural security within my community or organisation.

Authorisers / Enablers

- ▶ I value the knowledge and expertise of Aboriginal people
- ▶ I implement strategies to create culturally safe and welcoming environments for Aboriginal people and advocate for culturally secure practice within my scope of influence
- ▶ I oversee the progress towards attaining and maintaining cultural security within my community or organisation.



4.2.

Practice Deep Listening

Deep Listening, a concept which appears in many Aboriginal languages across Australia, offers a way of deeply connecting with people in a spirit of reciprocity.⁴⁹

Dr Miriam-Rose Ungunmerr Baumann AM, a respected Elder of the Nauiyu community, speaks about the concept of Dadirri*, which is a word belonging to the Ngan'gikurungkurr and Ngen'giwumirri language of the Aboriginal peoples of the Daly River region in the Northern Territory.⁵⁰ Other language groups across Australia have their own words that explain a similar concept. Dr Miriam-Rose explains Dadirri as “inner, deep listening and quiet, still awareness”.⁵¹ Dadirri, or Deep Listening, speaks to a way of being that includes stillness, presence, and a connection with yourself and the environment, creating space for deeper connections and relationships. It promotes relationships that are based on respect, reflection, reciprocity, and trust.⁵² Through the practice of Deep Listening, we create opportunities to bring about attitudinal and behavioural change.

** Dr Miriam-Rose Ungunmerr Baumann AM has provided permission to use the term Dadirri within this Framework.*

PUTTING CAPABILITY 4.2 INTO PRACTICE:

Facilitators / Implementers / Community Contributors

- ▶ I take the time needed to build mutually safe and trusting relationships
- ▶ I provide space for others to process their thoughts and emotions without judgement
- ▶ I am attuned to verbal and non-verbal communication
- ▶ I aim to be physically, mentally, and emotionally present when engaging with others
- ▶ I engage in courageous conversations that build awareness, understanding, and opportunities for two-way learning
- ▶ I am responsive to the ideas and possibilities that arise through a process of Deep Listening.

Managers / Supervisors

- ▶ I allocate time to listening to and understanding the experiences of my supervisees, especially Aboriginal supervisees
- ▶ I advocate for the allocation of sufficient resources to genuinely engage in Deep Listening.

Primary Prevention Specialists

All of “Facilitators / Implementers / Community Contributors” +

- ▶ I develop respectful and meaningful relationships with Aboriginal people
- ▶ I practice Deep Listening when building partnerships, engaging in co-design processes, and undertaking community consultations
- ▶ I advocate for the allocation of sufficient resources to genuinely engage in Deep Listening.

Authorisers / Enablers

- ▶ I promote and model genuine relationship building and two-way learning within my organisation or community by allocating time to listening and understanding other people's experiences, especially the experiences of Aboriginal people
- ▶ I listen to and prioritise the interests of the people who will be impacted by my decisions.

4.3.

Take a healing-informed approach

The Healing Foundation describes healing for Aboriginal and Torres Strait Islander people as “a holistic process, which addresses mental, physical, emotional, and spiritual needs and involves connections to culture, family and land.”⁵³ Traditional Aboriginal healing work must be led by Aboriginal people; however, non-Aboriginal people and organisations can take steps to address the legacies and ongoing impacts of colonisation by adopting a healing-informed approach to primary prevention. As will be further discussed in discussed in Capability 6.3, many of the people who engage in primary prevention work have experienced individual or collective trauma. For Aboriginal people, examples of collective trauma include dispossession, racism, social exclusion, and the experiences of the Stolen Generations.⁵⁴ A healing-informed approach recognises the fundamental connection between mind, body, and spirit. Incorporating elements of grounding and mindfulness into primary prevention activities is one way to promote alignment between mind, body, and spirit. Other ways to be healing informed include creating opportunities for connection to culture, community, and Country; creating safe spaces to engage in truth-telling; countering individual and systemic racism; and taking a strengths-based approach. Engaging in culturally secure practice (Capability 4.1) and practicing Deep Listening (Capability 4.2) are also important elements of a healing-informed approach. People are better able to heal from trauma when their experiences are heard and affirmed.





PUTTING CAPABILITY 4.3 INTO PRACTICE:

Facilitators / Implementers / Community Contributors

- ▶ I understand that colonisation has caused intergenerational trauma and disrupted Aboriginal healing practices
- ▶ I recognise the healing power of culture, community, and Country
- ▶ I recognise the connection between mind, body, and spirit and think about how I can incorporate a holistic understanding of healing into my primary prevention activities.

Managers / Supervisors

- ▶ I understand that colonisation has caused intergenerational trauma and disrupted Aboriginal healing practices
- ▶ I contribute to a healing-informed culture within my organisation or community group
- ▶ I listen to and affirm the experiences of my supervisees.

Primary Prevention Specialists

All of “Facilitators / Implementers /
Community Contributors” +

- ▶ I advocate for Aboriginal-led healing initiatives
- ▶ I seek learning opportunities to deepen my knowledge of healing-informed practice
- ▶ I contribute to a healing-informed culture within my organisation or community group.

Authorisers / Enablers

- ▶ I understand that colonisation has caused intergenerational trauma and disrupted Aboriginal healing practices
- ▶ I seek opportunities to support Aboriginal-led healing initiatives
- ▶ I promote a healing-informed culture within my organisation or community.

Component 5: Working in partnership

Challenging the drivers of violence against women requires a dynamic and collective approach. It is essential that we work in partnership to engage effectively with communities, to magnify the impact of our prevention efforts, and to benefit from the combined skills, knowledge, and experience of all those involved in primary prevention. This component explores how we can build genuine and collaborative partnerships to broaden, diversify, and strengthen our primary prevention efforts.



5.1.

Form alliances to broaden collective impact

Preventing violence against women is a shared responsibility that requires collective effort because no single primary prevention activity can adequately address such a complex and nuanced social problem. We can strengthen and magnify the impact of our primary prevention efforts by working collaboratively with a diverse range of stakeholders to undertake mutually reinforcing primary prevention activities. We can address gaps in our own expertise and increase the effectiveness of our primary prevention activities by partnering and sharing information with individuals and organisations who have complementary skills, knowledge, and experience. Additionally, strong alliances within organisations and communities reduces the likelihood that our primary prevention efforts will be met with resistance and backlash (see Capability 2.4).

PUTTING CAPABILITY 5.1 INTO PRACTICE:

Facilitators / Implementers / Community Contributors

- ▶ I seek opportunities to strengthen the impact of my primary prevention activities through collaboration and partnership
- ▶ I seek out and respect the expertise of individuals and organisations that specialise in primary prevention.

Managers / Supervisors

- ▶ I support my supervisees to work collaboratively by factoring time for engaging meaningfully with stakeholders and building alliances into project timeframes and staff workloads.

Primary Prevention Specialists

All of “Facilitators / Implementers / Community Contributors” +

- ▶ I engage in mapping to identify individuals and organisations that can amplify the impact of primary prevention activities within their setting
- ▶ I engage in strategies to support the sharing of information and expertise between people undertaking primary prevention activities
- ▶ I build collaborative relationships with key stakeholders including community leaders, organisations, and others engaging in primary prevention activities
- ▶ I use an informed understanding of collective action to advocate for a collaborative approach to primary prevention activities.

Authorisers / Enablers

- ▶ I create an enabling environment for primary prevention by building and maintaining mutually beneficial partnerships
- ▶ I foster a culture that values collaboration by investing time into relationship building and reducing barriers to information sharing.

5.2.

Understand and respond to the local context

Understanding the context in which violence occurs allows us to plan and implement effective primary prevention strategies and activities. Primary prevention efforts that are tailored to specific communities, such as a geographic community, a school community, or the LGBTQIA+ community, should consider the experiences, needs, and knowledge of the intended community. Different groups will have different cultural and social understandings and interpretations of primary prevention concepts and different priorities for addressing the drivers of violence against women within their communities. Engaging and collaborating with a diverse range of voices and perspectives in the development and implementation of primary prevention activities can assist in recognising, acknowledging, and effectively addressing the complex and nuanced intersections between gender inequality and other forms of oppression that are driving violence against women.



Depending on where they are at in their primary prevention journey, different communities may display different levels of engagement or resistance to primary prevention efforts. Adopting a strengths-based approach, fostering an enabling social environment, and framing prevention activities to align with the context and priorities of the community will help to maximise participation in prevention efforts and increase the likelihood of creating sustained change by engaging communities in ways which are relevant, meaningful, and responsive to local issues.

A strengths-based approach highlights and values the skills, knowledge, connections, and potential in a community. It is important that participants are engaged as partners in the change process and that the focus is not so much on the negative aspects of abuse and disrespect, but on promoting equal and respectful relations between women and men. Combining lived experience and professional expertise in the design of primary prevention activities can foster additional community engagement and tailor prevention activities to align with community priorities.

PUTTING CAPABILITY 5.2 INTO PRACTICE:

Facilitators / Implementers / Community Contributors

- ▶ I understand that different communities will have different social and cultural understandings of primary prevention concepts
- ▶ I can identify and articulate contextual information about my setting or community that can inform the development of relevant primary prevention activities
- ▶ I listen to and value the knowledge and lived experience of members of my community
- ▶ I ensure that my primary prevention materials are accessible to community members, including people with disability and people with low English literacy.

Managers / Supervisors

- ▶ I understand that different communities will have different social and cultural understandings of primary prevention concepts
- ▶ I ensure that the foundational work of understanding the social and cultural context of a community is factored into staff workloads and project timeframes.

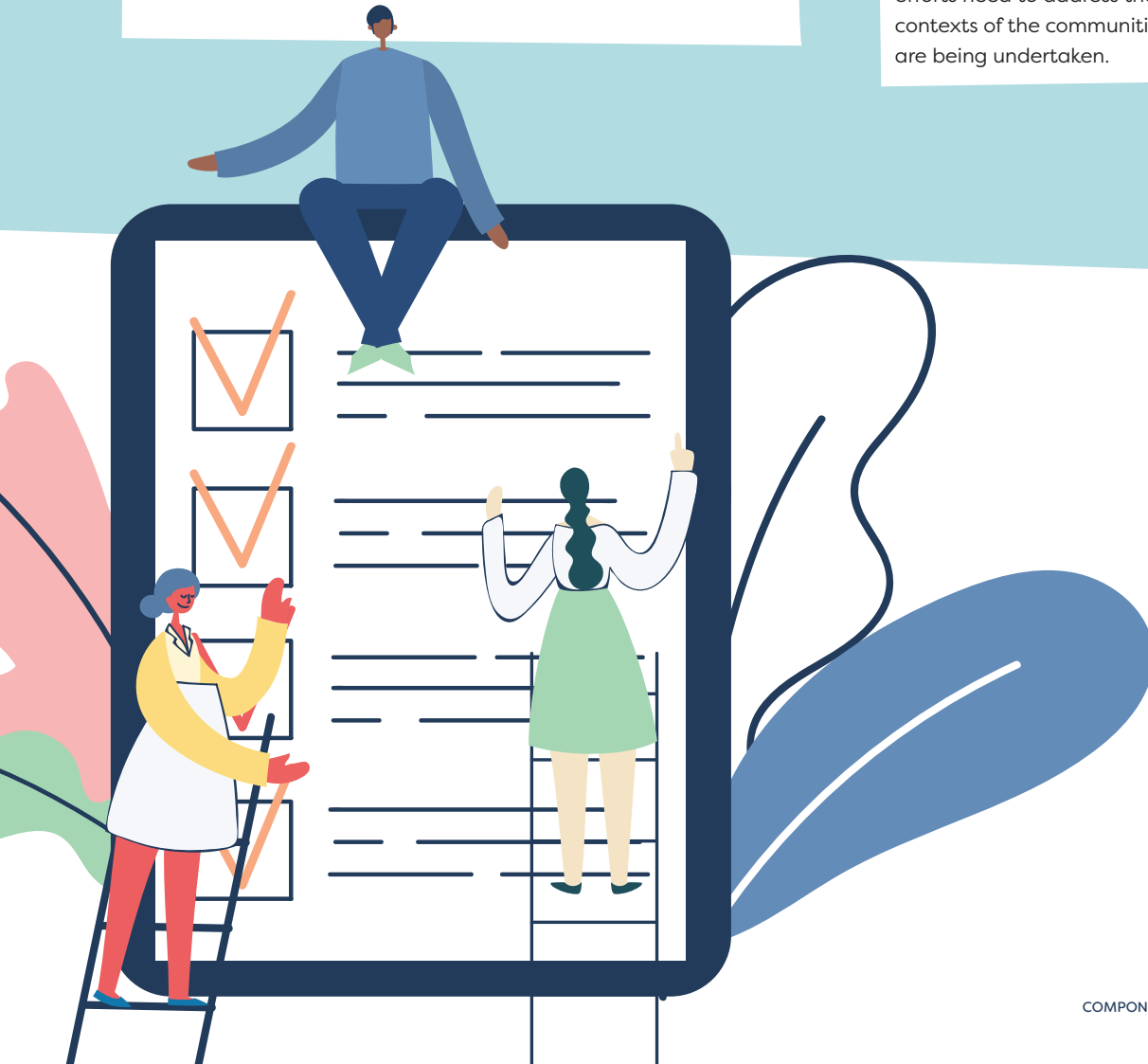
Primary Prevention Specialists

All of “Facilitators / Implementers /
Community Contributors” +

- ▶ I am aware of relevant local, State, and national plans to end violence against women
- ▶ I actively seek to understand the local context when planning and implementing primary prevention activities, by engaging with academic research, government reports, and community voices
- ▶ I adopt a strengths-based and collaborative approach during all phases of a primary prevention initiative.

Authorisers / Enablers

- ▶ I create an enabling environment for primary prevention efforts that are informed by and responsive to local contexts
- ▶ I recognise that effective primary prevention efforts need to address the needs and contexts of the communities in which they are being undertaken.



Component 6: Promoting safety and wellbeing

This component outlines the importance of prioritising the safety and wellbeing of everyone engaging in primary prevention activities. Primary prevention work can be deeply personal and political. So far, the work of challenging the inequality, oppression, and discrimination that contributes to violence against women has been led mostly by women, who are themselves impacted by gender inequality, and often by other forms of oppression and discrimination.

The people taking action to prevent violence against women are also likely to hear distressing stories of inequality and violence from people in their community. A holistic approach to safety and wellbeing is essential to ensure people have the capacity to engage with primary prevention efforts over the long term.



6.1.

Implement strategies to prioritise and promote wellbeing

Primary prevention is part of a social and political movement towards equality. It can require a level of strength, courage, and resilience, often from people most impacted by the systems of inequality, oppression, and discrimination that they are trying to change. Those engaged in primary prevention efforts may encounter resistance and backlash (see Capability 2.4) or be exposed to narratives of inequality and violence that may result in vicarious trauma. The psychological impact of primary prevention work may be more acute for people with lived experience of violence, inequality, oppression, and discrimination.

Aboriginal people may experience the added impact of managing cultural responsibilities and colonial load. Colonial load refers to the often-invisible workload that non-Aboriginal people knowingly or unknowingly place on Aboriginal people. In an organisational context, this may include an Aboriginal person being asked to provide cultural knowledge, education, and advice to a non-Aboriginal leadership team, or an Aboriginal person being called away from their work to have a yarn with a new Aboriginal staff member. Cultural responsibility is about the ways that Aboriginal people show up within and for their community. For example, when an Aboriginal person stands up against family and domestic violence, they may become known as the person to go to for support after work hours.

We must not place the onus entirely on individuals to manage and sustain their own wellbeing through self-care. Collective care recognises the shared responsibility of individuals, organisations, and governments to implement strategies to reduce the psychological impact of engaging in primary prevention and prioritise the wellbeing of the primary prevention workforce. This includes addressing challenging working conditions that have been identified as prevalent in the primary prevention sector, such as job insecurity, low remuneration, a lack of supervision, and limited opportunities to debrief following experiences of resistance and backlash.⁵⁵

Prioritising the wellbeing of everyone involved in primary prevention is essential in delivering ongoing and sustainable prevention efforts to create impactful and lasting social change.



PUTTING CAPABILITY 6.1 INTO PRACTICE:

Facilitators / Implementers / Community Contributors

- ▶ I regularly consider my own capacity and ability to engage in primary prevention activities
- ▶ I engage in self and collective care strategies that support my wellbeing
- ▶ I seek support from peers, supervisors, and primary prevention specialists when required.

Managers / Supervisors

- ▶ I engage in self and collective care strategies that support my wellbeing
- ▶ I provide a safe environment for supervisees to discuss their work and debrief following challenging incidents
- ▶ I factor the need for supervisees to engage in self and collective care strategies into staff workloads
- ▶ I consider the additional impacts of colonial load and cultural responsibility for my Aboriginal supervisees
- ▶ I ensure that there are clear support structures in place for supervisees in the event of a traumatic or stressful incident.

Primary Prevention Specialists

All of "Facilitators / Implementers /
Community Contributors" +

- ▶ I connect with other primary prevention specialists to mutually debrief and share knowledge, experiences, and learnings
- ▶ I advocate for a collective care approach to prioritising and maintaining the wellbeing of the primary prevention workforce, including sustainable working conditions.

Authorisers / Enablers

- ▶ I understand that the wellbeing of the primary prevention workforce is a collective responsibility
- ▶ I foster an organisational or community culture that promotes and prioritises the wellbeing of those engaged in primary prevention activities
- ▶ I support and invest in sustainable working conditions for the primary prevention workforce.



6.2.

Promote Aboriginal empowerment and self-determination

Empowerment and self-determination are central to the wellbeing of Aboriginal people. Self-determination is an ongoing process of ensuring that peoples are able to make decisions about matters that affect their lives and is a fundamental human right enshrined in international law.⁵⁶ In many contexts, self-determination means the transfer of power, control, decision making, and resources from government and the non-Aboriginal service sector to Aboriginal communities and their organisations. Primary prevention specialists and leaders have an opportunity to promote Aboriginal self-determination and empowerment by recognising that Aboriginal people and communities have

knowledge and expertise that is crucial to preventing violence against women in their communities and by supporting Aboriginal-led solutions. Other ways everyone can promote Aboriginal empowerment include engaging in truth-telling about the history of colonisation and the richness and diversity of Aboriginal cultures, and challenging instances of both individual and systemic racism. Systemic racism can exist even when the individuals within a system do not hold racist attitudes.

As Western Australia’s Aboriginal Empowerment Strategy states: “the legacy of Western Australia’s history means it is essential to recognise and address the impacts of past and ongoing injustices, while also acknowledging and celebrating the enduring strength, resilience and contribution of Aboriginal people and cultures.”⁵⁷



PUTTING CAPABILITY 6.2 INTO PRACTICE:

Facilitators / Implementers / Community Contributors

- ▶ I respect, value, and promote the knowledge and expertise of Aboriginal people, and their right to self-determination
- ▶ I seek opportunities to learn about the history of colonisation; stories of Aboriginal peoples’ strength, survival, and endurance; and the richness and diversity of Aboriginal cultures.

Managers / Supervisors

- ▶ I respect, value, and promote the knowledge and expertise of Aboriginal people, and their right to self-determination
- ▶ I promote the strength and resilience of Aboriginal people
- ▶ I listen to and elevate the voices of Aboriginal people, particularly Aboriginal women
- ▶ I support my supervisees to learn about Aboriginal histories and cultures, including factoring this into staff workloads.

Primary Prevention Specialists

All of “Facilitators / Implementers / Community Contributors” +

- ▶ I centre Aboriginal knowledge and Aboriginal voices in my primary prevention work
- ▶ I promote the strength and resilience of Aboriginal people
- ▶ I advocate for Aboriginal ownership and leadership of primary prevention activities within their communities
- ▶ I ensure that Aboriginal people or organisations I work with are appropriately remunerated for their time and expertise.

Authorisers / Enablers

- ▶ I respect, value, and promote the knowledge and expertise of Aboriginal people, and their right to self-determination
- ▶ I listen to and elevate the voices of Aboriginal people, particularly Aboriginal women
- ▶ I seek opportunities to support Aboriginal-owned and led primary prevention activities
- ▶ I promote the strength and resilience of Aboriginal people
- ▶ I ensure that systems within my organisation or community do not inadvertently disempower Aboriginal people
- ▶ I ensure that Aboriginal people or organisations I work with are appropriately remunerated for their time and expertise.



6.3.

Take a trauma-informed approach

To ensure that our primary prevention activities do not inadvertently cause harm, it is essential to take a trauma-informed approach during the planning, development, and implementation stages. Adopting a trauma-informed approach to primary prevention ensures that individuals with lived experiences of trauma are not re-traumatised when engaging with primary prevention efforts.

A trauma-informed approach acknowledges that being subjected to inequality, oppression, discrimination, or violence can be a traumatic experience. Those involved in primary prevention may have a lived experience of trauma and engaging in prevention efforts may also expose people to narratives of gender inequality or violence that they find traumatic.

There are five trauma-informed principles:

1. **Safety** – consider how to prioritise physical and emotional safety
2. **Trustworthiness** – establish a sense of trust
3. **Choice** – enable choices and options
4. **Collaboration** – work alongside someone in a spirit of cooperation
5. **Empowerment** – promote and facilitate personal autonomy.⁵⁸

Applying the trauma-informed principles to primary prevention activities can minimise the risk of re-traumatisation of those who are delivering or participating in primary prevention initiatives.

PUTTING CAPABILITY 6.3 INTO PRACTICE:

Facilitators / Implementers / Community Contributors

- ▶ I am aware of the possibility of trauma in the lives of individuals involved in primary prevention and I understand that addressing the drivers of violence through prevention activities could activate a trauma response
- ▶ I apply the five trauma-informed principles to my primary prevention activities so as to minimise the risk of re-traumatisation
- ▶ I can provide details of appropriate support services that individuals can access should they require support.

Managers / Supervisors

- ▶ I am aware of the possibility of trauma in the lives of individuals involved in primary prevention and I understand that addressing the drivers of violence through prevention activities could activate a trauma response
- ▶ I apply the five trauma-informed principles to my supervisory practice
- ▶ I make support options available to my supervisees highly visible and easily accessible and normalise engaging with support services.

Primary Prevention Specialists

All of “Facilitators / Implementers / Community Contributors” +

- ▶ I consistently apply the trauma-informed principles at all stages of my primary prevention initiatives
- ▶ I apply an intersectional lens to understand and accommodate diverse experiences of trauma for people delivering and participating in primary prevention activities.

Authorisers / Enablers

- ▶ I understand the importance of a trauma-informed approach to primary prevention and advocate for the development of trauma-informed skills within the primary prevention sector
- ▶ I allocate adequate resources to support the development of a trauma-informed primary prevention sector
- ▶ I allocate adequate resources to minimise the impact of violence, oppression, and discrimination on those engaged in primary prevention efforts
- ▶ I consider how structures and institutions, and the policies and processes within them, may be both a cause of trauma and reproduce experiences of trauma and actively seek to implement strategies to minimise the risk of re-traumatisation.



6.4.

Respond safely to disclosures

In creating safe spaces for conversations about the drivers of violence against women, we may encounter disclosures of violence from those who have experienced or perpetrated violence. Therefore, all people undertaking primary prevention activities must be equipped to respond appropriately to disclosures of violence that may occur during the course of their work.

Some basic guidelines to respond safely to disclosures of violence include:

- **Actively listen, without judgement**
- **Believe and validate their experience**
- **Provide information that supports informed decision making.**⁵⁹

It is important to recognise that screening, assessing, and supporting someone at imminent risk of harm requires a specialist skillset, which is not expected of the primary prevention workforce. People engaging in primary prevention activities who receive disclosures of violence from victim-survivors and perpetrators are expected to be able to respond safely and refer to specialist services. Partnering with specialist providers in the early intervention and response sectors to streamline referral pathways will ensure that those who disclose violence can be connected with appropriate supports in an efficient and timely manner.

PUTTING CAPABILITY 6.4 INTO PRACTICE:

Facilitators / Implementers / Community Contributors

- ▶ I understand the scope of my role in responding to disclosures and can respond appropriately
- ▶ I can identify and apply any relevant policies or procedures for responding to disclosures in the context in which I am undertaking primary prevention activities
- ▶ I have identified early intervention, response, healing, and recovery services that are available in my community.

Managers / Supervisors

- ▶ I can respond appropriately and refer to a relevant support service if I receive a disclosure of violence from a supervisee
- ▶ I ensure that all supervisees have adequate support and access to training to build their skills and confidence in responding appropriately to disclosures of violence
- ▶ I foster collaborative working relationships with specialist early intervention and response service providers to streamline referral pathways.

Primary Prevention Specialists

All of “Facilitators / Implementers / Community Contributors” +

- ▶ I implement the principles of trauma-informed practice when responding to disclosures of violence
- ▶ I partner with specialist stakeholders in the early intervention and response sectors to ensure streamlined referral pathways for people who disclose violence
- ▶ I proactively consider how to safely manage and respond to disclosures of violence when I am planning and implementing primary prevention activities.

Authorisers / Enablers

- ▶ I ensure that my organisation or community group has policies and procedures in place that support safe and effective responses to disclosures of violence
- ▶ I understand and promote the value of collaboration between the primary prevention, early intervention, response, and recovery sectors.

Component 7: Sustainability and longevity

Achieving the kind of social, cultural, and political change required to prevent violence against women is a long-term endeavour. The vision outlined in the *National Plan 2022-2023* is to end gender-based violence in one generation.⁶⁰ The plan also affirms that “prevention is a long-term national priority”.

As such, primary prevention requires a commensurate investment in sustainable policies and programs.



This component explores how all people involved in primary prevention can play a role in contributing to the sustainability and longevity of primary prevention efforts in Western Australia.

7.1.

Contribute to sustainable and long-term primary prevention efforts

Strong and sustained leadership and action across Western Australia is required to significantly reduce the prevalence of violence against women. We need long-term approaches to policy, funding, and legislative reform, alongside sustainable community-based primary prevention activities. Establishing new social norms, practices, and structures is a long-term endeavour that can only be accomplished through the incremental and cumulative contribution of all primary prevention efforts. It is imperative that individuals, communities, organisations, and governments engaging in primary prevention adopt long-term thinking and approaches, whilst also setting realistic goals, building in short and medium-term measures of success, and celebrating milestones.

Sustainable primary prevention requires collaborative effort across a range of diverse community contexts. Thus, it is crucial that we continue to build and maintain the capacity of a broad and multi-disciplinary primary prevention workforce. At a leadership level, this requires workforce planning to identify and address gaps in the workforce, the creation of formal and informal pathways into the primary prevention sector, the development of mechanisms to coordinate workforce development and support quality practice, and working conditions that promote the safety, wellbeing, and longevity of staff.⁶¹

Individuals involved in primary prevention efforts can contribute to the sustainability of prevention work by maintaining their commitment to ongoing learning and development, working collaboratively across the sector, and prioritising their own wellbeing.



PUTTING CAPABILITY 7.1 INTO PRACTICE:

Facilitators / Implementers / Community Contributors

- ▶ I am realistic about the timeframe for achieving social, cultural, and political change
- ▶ I engage in an ongoing process of learning and development
- ▶ I seek to embed my primary prevention activities within day-to-day activities to minimise the need for external resourcing
- ▶ I prioritise my wellbeing to support my long-term involvement in primary prevention efforts.

Primary Prevention Specialists

All of “Facilitators / Implementers / Community Contributors” +

- ▶ I advocate for sustainable funding and long-term investment in primary prevention
- ▶ I consider the sustainability and longevity of primary prevention initiatives in my project planning
- ▶ I incorporate realistic short and medium-term outcomes into primary prevention evaluation plans
- ▶ I build the capacity of individuals, organisations, and communities engaging in primary prevention by sharing specialist skills and knowledge
- ▶ I seek opportunities to scale up good practice policies, programs, and initiatives, or to adapt them for implementation in new contexts or settings
- ▶ I align my primary prevention efforts with relevant State and national policies and plans.

Managers / Supervisors

- ▶ I am realistic about the timeframe for achieving social, cultural, and political change
- ▶ I advocate for sustainable funding and long-term investment in primary prevention
- ▶ I support my supervisees to engage in ongoing learning and development by factoring this into staff workloads and project timeframes
- ▶ I provide information to senior leaders to assist with workforce planning and the development of a sustainable primary prevention sector
- ▶ I keep abreast of relevant primary prevention funding opportunities
- ▶ I provide support and oversight to ensure that my supervisees are adopting a sustainable approach to their primary prevention activities.

Authorisers / Enablers

- ▶ I am realistic about the timeframe for achieving social, cultural, and political change
- ▶ I take a long-term approach to supporting and investing in primary prevention
- ▶ I use an informed understanding of primary prevention to advocate for policy, funding, and legislative reform within my sphere of influence
- ▶ I invest in and implement strategies to build the capacity of the primary prevention sector
- ▶ I create a professional environment that prioritises and supports the safety, wellbeing, and longevity of staff involved in primary prevention efforts.

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