Education and Training Toolkit:

Addressing and Preventing Gender-Based Violence at Post-Secondary Institutions

LAND ACKNOWLEDGEMENT

We would like to begin by acknowledging that this work is taking place on and across the traditional territories of many Indigenous nations. We recognize that gender-based violence is one form of violence caused by colonialism that is used to marginalize and dispossess Indigenous peoples from their lands and waters. Our work on campuses and in our communities must centre this truth as we strive to end gender-based violence. We commit to continuing to learn and grow and to take an anti-colonial and inclusive approach to the work we engage with. It is our intention to honour this responsibility.

DEDICATION

We dedicate this toolkit to Peter Wanyenya. Thank you for being an agent of change and connection in the communities you touched. And to all gender-based violence survivors, educators, front-line workers, we dedicate this toolkit to you.

AUTHORS

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CONTRIBUTORS

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Table of Contents

Welcome

Welcome to the Courage to Act Education and Training Toolkit. In the chapters ahead, you will find helpful guidance to support you in your role as a gender-based violence (GBV) educator at your post-secondary institution (PSI). We recognize that those spearheading GBV prevention education at Canadian PSIs are engaged in a large variety of educational initiatives, programs and outreach. Furthermore, we recognize that at many PSIs, those who are leading GBV prevention education are also providing concrete front line support to survivors of GBV, and we are grateful for your dedication and passion.

We want to begin by acknowledging that we don't hold all the answers.

The work presented in this toolkit is built upon the legacies of front line workers, GBV survivors, activists and advocates, anti-violence organizations, student advocates and unions, educators, storytellers, artists and too many more to name. In this toolkit, we will discuss many topics on GBV prevention education, though we could have written more! We offer this toolkit as a starting point, a blueprint, for current and future GBV educators. We approached this work with humility and honesty; we speak from our own experiences and stories from working in the field of post-secondary GBV prevention education. However, we know that not everything we share will hold meaning or make sense for your campus context. So, we humbly welcome you to build and enhance this blueprint in the years to come.

These tools are meant to support you in building the skills to be responsive and proactive in engaging in your PSI's education capacities. In sum, these tools are about **building capacity!** We know that for all of us, this work is a lifelong learning and un-learning practice and will take many years before we see real concrete change.

Considerations for this Toolkit

When considering what to write about for this toolkit, we quickly arrived at several key areas of GBV prevention education. Building off the *Courage to Act* report (Khan, Rowe & Bidgood, 2019) this toolkit has attempted to respond to key recommendations from the report's listening and learning sessions. The tools explored in each chapter are echoed by Courage to Act Community of Practice members who reviewed each tool. A common theme that arose is the need for dedicated funding to support the efforts of GBV prevention education. These tools are part of a national call to PSIs and the government at provincial, territorial and national levels for concrete commitment to support this critical work.

Based on our findings from the *Courage to Act* report (Khan et al., 2019), and many conversations with GBV educators across the nation, we landed on several topics. One example is the significant need to develop and evaluate programs that meet the needs of individuals from diverse racial and cultural backgrounds on our university campuses.

What you will find in this toolkit are resources, articles, tools, worksheets, curious questions, group and individual exercises, and more. We will explore evaluation and assessment, auditing institutional readiness, education planning, how to build an educational task force and an ongoing learning tool for educators. Each of these tools has been developed in response to findings articulated in the *Courage to Act* report

(Khan et al., 2019), and we recognize that there is still much work to do.

Before engaging with this toolkit, we recommend reading or reviewing that foundational report. Specifically, this section of the report: Gender-Based Violence Prevention Education (p. 80-113). We have embedded opportunities for reflection on key concepts adapted from this report, although we encourage you to take a moment to read or review the report before continuing any further.

We invite you to adapt the concepts and approaches shared in this toolkit, recognizing that we all work for PSIs with different resources (time, staff, financial resources, etc.) and with different social and economic contexts. These tools are meant to evolve and be adapted to your unique post-secondary community through collaboration.

"The statistics around gender-based violence on campus and in our communities have not changed in over 30 years. This tells us that what we are doing isn't working. This work needs to be sustainable, long-term (10 to 20 years for a change), well-funded and well-planned. We need to do things differently because what we have done in the past hasn't worked."

(GBV educator)

Our approach

For the development of this toolkit, we used a multidisciplinary approach to GBV prevention education, drawing from fields of study such as education, creative arts, feminism, Black feminism, critical race studies, public health, psychology, social work, Indigenous ways of knowing, anti-oppressive practices, performance studies, cultural studies, public policy and sociology, to name a few. We further anchored our approach in the nine principles of effective design for GBV prevention education outlined in the *Courage to Act* report (Khan et al., 2019). Each principle equally holds value to how we approached the development of this toolkit.

Guiding Principles

1. Be culturally grounded

2. Be trauma- and violence-informed

3. Be engaging

4. Be survivor-centred

5. Acknowledge power

6. Intersectional

7. Allow for space making

8. Peer-to-peer

9. Accessibility

For an expanded version of these principles, review page 85 in the Courage to Act report (Khan et al., 2019).

We have provided two opportunities in this toolkit to design an approach for your campus community by developing and reflecting on a set of principles. Throughout these exercises, we will encourage you to leverage the knowledge of your unique PSI to explore diverse and meaningful approaches to this work. We explore this further in the following chapters:

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1. In Chapter 5: *Develop an Action Plan*, we have provided worksheets to draft guiding principles with your action team. These worksheets can also be a helpful tool for GBV education task forces just starting (we also discuss this in Chapter 4: *Build an Education Task Force*).

2. In Chapter 6: *A Workbook for Campus Gender-Based Violence Educators*, we invite GBV educators to deepen their understanding of each principle through individual or team reflection exercises.

"Dedicated funding needs to be in place for the SV/GBV centres to be properly staffed, and the essential component of prevention highly recognized and supported." (Community of Practice Member)

Getting Started: Choosing Your Own Adventure

We view these tools as road maps with no set destination; a map where you get to choose your own adventure. These road maps are designed for you to start where it feels right. You may know exactly which road to start on, or you may be curious and explore all roads. Your adventure is your choice and will look different from others. We invite you to take what is productive and relevant to your context and campus community and leave the rest. Wherever you choose to start, we have done our best to reference chapters, readings, resources and articles that are foundational to review and learn about before diving in. There are several chapters that will require you to complete certain exercises before advancing to the next chapter. To get the most out of each tool, we recommend following the directions provided and completing all recommended work outlined in the chapters. Now, let's take a quick glance at each chapter:

‣ Chapter 1: Key Concepts from the *Courage to Act* Report

‣ Chapter 2: Evaluate and Assess your Prevention Program

‣ Chapter 3: Assess the Needs of your Campus Community

‣ Chapter 4: Build an Education Task Force

‣ Chapter 5: Develop an Action Plan

‣ Chapter 6: A Workbook for Campus Gender-based Violence Educators

SO WHAT CAN YOU EXPECT FROM THE CHAPTERS AHEAD?

In each chapter, we have integrated a variety of tools such as resources, readings, worksheets, tips, curious questions and individual and group reflection opportunities, to name a few. We will invite you to go deep, get messy, get curious, ask questions and build coalitions with campus and community partners. And remember, you choose the routes of this adventure; take pit stops, slow down, speed up, eat snacks, take a wrong turn, rest, fill up your tank and most importantly...

Enjoy the adventure!

A Note on Care

You may have arrived here new to this work, or perhaps you are deep in the weeds. Wherever you are in GBV prevention education, we encourage you to **start where you are** and be gentle throughout the process. It is important to keep in mind that there are others engaged in similar work across the country who, like you, are looking for various ways to engage with social change at their PSI. Lean into each other and share resources, lessons and promising practices when you can.

As you engage with every chapter, we urge you to move at your own pace with patience and gratitude. We know that this work is challenging, and each of us has unique limitations at our PSIs. And some of us may have our own experiences of GBV. This toolkit may take you on a difficult path. Some questions we raise may challenge your current work or may require more learning and unlearning to take place first. There will likely be questions left unanswered, and that is

okay. We hope that even in the toughest moments of this work, you will find time to celebrate small wins and continue to engage in collective, meaningful dialogue as a community. These tools are designed from a place of curiosity and are simply considerations. Our hope is that this work will lead to deeper conversations and meaningful action for future years to come.

We offer these tools in the spirit of sharing and growth, and we hope that we can all continue sharing our work with our growing community. And remember, if you fumble, there is an entire community of us ready, waiting, to fumble with you! On that note, we would like to open this toolkit with the following questions:

To start, what are your top five things to celebrate?

1.

2.

3.

4.

5.

What are your top five things you are looking to improve/grow?

1.

2.

3.

4.

5.

Who supports you in this work?

1.

2.

3.

4.

5.

Where can you turn to for inspiration and care?

1.

2.

3.

4.

5.

Chapter 1:
Key Concepts from the *Courage to Act* Report

In the *Courage to Act* report (Khan et al., 2019), we outlined various gender-based violence (GBV) prevention education approaches, strategies, and resources. We highlighted promising practices from post-secondary institutions (PSIs) across Canada, and recommendations for future work. Within the report, we introduced key concepts and approaches to GBV prevention education. All the work outlined in the report and this toolkit are grounded in the socio-ecological model (adapted from Casey & Lindhorst, 2009, and McLeroy et al., 1988), as it is expressed in the following graph:

| Structural	▪ Address issues related to access to services for survivors ▪ Develop and implement policy that supports the elimination of gender-based violence
Societal	▪ Change norms about the acceptance of rape culture and gender-based violence ▪ Increase willingness to intervene when gender-based violence occurs
Community	▪ Partner with campus and community in educational efforts ▪ Improve and sustain safe(r) environments and create opportunities to strengthen social connections
Relationship	▪ Provide everyone with skills to build healthy, supportive and positive relationships
Individual	▪ Build skills and knowledge, and shift attitudes through programming

One of the key strengths of this model is that it recognizes that GBV is a widespread and complex problem that needs a diverse approach to prevention education to begin and continue to address GBV over the long term. Attitudes, beliefs and behaviours that allow GBV to occur and persist are supported by broader social environments, social structures, history and its current-day influence and peer networks, and don't exist solely within certain individuals. This framework recognizes that our actions as individuals are deeply rooted in the social world around us and, for lasting change to happen, this change needs to take place on all levels of our social worlds.

As we moved into the development of this toolkit, we decided to further strengthen the socio-ecological model by including "historical" as an additional layer to the model highlighted in the 2019 report. This expansion of the model is drawn from the approach outlined in the Campus Technical Assistance and Research Project's bystander intervention curriculum **It's Your Business** (2018, p. 19). This allows us a more explicit opportunity to acknowledge and integrate the historical and ongoing violence that allows GBV to continue in our society, in our communities and on individual levels. This allows us to look at the impact of behaviour that is situated outside of the individual sphere. This addition will better prepare GBV prevention educators to holistically address the complexities in developing, assessing and facilitating prevention education that addresses GBV.

Additionally, this model allows us to ensure that the historical impacts of present-day GBV are critically embedded within our educational approaches. We cannot risk speaking about present-day GBV as being entirely disconnected from the past. We are working against long-lasting legacies of oppression. When we look at the interrelation of GBV and violence against Indigenous women, non-binary, two-spirit and trans communities, we can't define this violence solely as being "historical" when the abuses and injustices are still ongoing and are inherently linked to systems of power and privilege. However, there is power in acknowledging the historical, structural, societal, community, relationship and individual impacts of such violence-- none of which lives in a vacuum.

A socio-ecological approach works to integrate all three levels of prevention: primary, secondary, and tertiary. In application, this model seeks to prevent GBV by clearly defining GBV, identifying risks and protective factors, developing and assessing prevention strategies and supporting the widespread adoption of strategies that have proven to be effective. This approach understands that the responsibility to end GBV shifts from survivors to those who have caused harm, and importantly to the community and society as a whole.

Historical

Structural

Societal

Community

Relationship

Individual
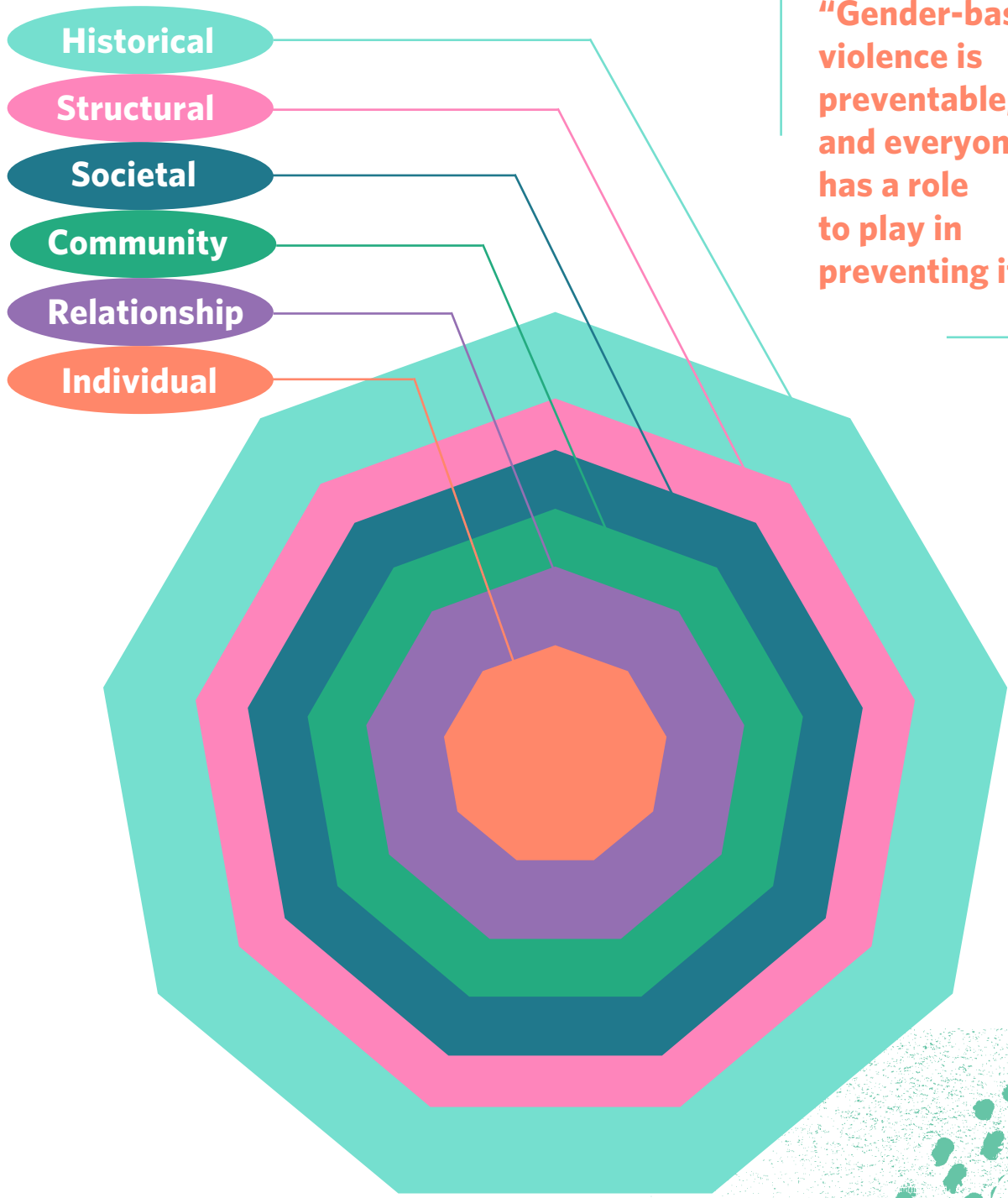
In summary: "Gender-based violence is preventable, and everyone has a role to play in preventing it."

How to get started with the Socio-Ecological Model

How am I already drawing on the socio-ecological model in my work?

How does your work intersect with each influence of the socio-ecological model? List them below and brainstorm which influence of the model is intersected by your education and training program, workshop and outreach activity. Are they addressing learning and community needs from the individual, relationship, community, societal, structural or historical level or from many different levels at once?

How can I use the model to strengthen our education efforts to address and prevent gender-based violence?

Moving Prevention Efforts Upstream

Prevention education should be developed in ways that incorporate upstream interventions that support culture change on campus. Upstream interventions (Iverson & Issadore, 2018) and strategies within an educational context focus on improving fundamental social and economic structures to decrease barriers and provide the social change needed to reduce harm. In effect, we are striving for a change that will allow people to achieve their full potential. This approach is founded upon interventions aimed at addressing the root causes of a community health problem like GBV.

The upstream model is often shared within the framework of a story.

In this story, you and a friend are fishing along the edge of a stream. You notice a person calling for help in the water, so one of you helps bring the distressed person to shore. You start to hear and notice more people calling for help in the water. You wonder, why are there so many people in the water? While one of you continues to pull people to safety, the other decides to walk upstream to find the cause. Once upstream, you notice that people are continuously walking to an unstable edge of the stream to get a closer look at the water, but they keep falling in. With the help of the local community, you and your friend build a fence to help keep people away from the dangerous edge and from falling in and floating downstream.

So how does this story inform us in our efforts to prevent GBV at PSIs? Let's take a look:

Strategies for Prevention

PRIMARY PREVENTION
Strategies that stop violence from happening in the first place and addresses the root causes of violence.

SECONDARY PREVENTION
Strategies that target immediate responses after violence has occured.

TERTIARY PREVENTION
Strategies that address long-term impacts of violence.

Strategies for Prevention

An effective upstream approach to GBV prevention should strive to include interventions at all three levels. An integrated approach to preventing GBV should exist on multiple levels and appropriate collaboration with colleagues across the campus and in your community.

1. Primary Prevention

Primary prevention stops violence from happening in the first place. It addresses the root causes of violence and provides more lasting change in the long term.

2. Secondary Prevention

Secondary prevention refers to the immediate responses after violence has occurred to deal with the short-term impacts of violence and to halt any further violence from occurring.

3. Tertiary Prevention

Tertiary prevention is often how we respond to violence through many of our PSIs' responses. These are the strategies and mechanisms that have been developed to support us in responding to survivors in trauma-informed ways and engaging in education with those who have caused harm.

Prevention strategies need to be ongoing, comprehensive and multi-modal, and include strategies that address all influences of the socio-ecological model in ways that make sense. This model is helpful to draw upon, as if we develop programming that seeks to challenge and disrupt our attitudes, beliefs and behaviours only at the individual level, we will be unable to create sustainable change in the long term. For prevention strategies to be successful, these efforts must be reinforced and reflected in the community that the individual is part of, at the structural level that guides the ideologies that create policy, procedures and influence legal decisions. Each step is interwoven and interconnected.

Educational Strategies

For prevention education programming to be effective, it is important to incorporate a strategy that is multi-faceted and ever-evolving to address the unique needs of our PSI communities. The goal is to work towards social change on attitudinal, behavioural, social and systemic levels.

Grounding your strategy

As highlighted in the *Courage to Act* report (Khan et al., 2019, p. 87), all GBV educational efforts should be:

- appropriately timed
- delivered in sufficient doses
- administered by well-trained staff
- theory-driven
- include outcome evaluation

Examples of strategies for education

GBV education in PSIs should combine information, discussion and engagement activities in a well-sequenced, developmentally appropriate curriculum. This holistic approach could include (Khan et al., 2019, p. 87):

- posters, brochures, website, social media and newsletters
- campaigns (e.g. awareness, social norming)
- events, films and panel discussions
- in-person and online training and workshops
- multi-session programming
- advanced programming for peer-to-peer programs (e.g. peer educators, mentoring)
- train-the-trainer opportunities
- academic courses
- community-engaged and experiential learning projects

‣ **We will invite you to explore these with your GBV prevention education action team in Chapter 5: Develop an Action Plan. For now, we welcome you to capture any questions or notes you may have. Be sure to return to your notes in Chapter 5.**

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