

# 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.

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## **ACKNOWLEDGEMENTS**

We would like to express our deep gratitude to all those who contributed to the making of this toolkit. It could not have been made possible without the help from the many committed and passionate gender-based violence (GBV) advocates, educators, students, and survivors across Canada. Your stories, experience, labour and dedication to this work are extraordinary. With humbleness and sincerity, we would like to acknowledge the following team who helped make our vision come to light:

## **CONTRIBUTORS**

We would like to thank and recognize the contributions of Dr. Salina Abji in writing this toolkit. Dr. Abji reviewed and wrote sections of Chapter 2: Evaluate and Assess Your Prevention Program.

We would like to thank and recognize the contributions of Farrah Khan in writing this toolkit. Farrah reviewed, edited and worked with the authors to further enhance sections of the toolkit. We deeply thank you for your labour and guidance throughout the making of this toolkit.

We would like to acknowledge and deeply thank Jaye Garcia, who supported the creation and development of the toolkit. Jaye wrote sections of Chapter 4: Building a Task Force. We thank you for your guidance and knowledge in this work.



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A special thank you to the incredible graphic design team who imagined and created this magical design: Bilqis Meer, Kitty Rodé, Jay Bird, and Vy Do, with design elements by Michelle Campos Castillo.

## ABOUT POSSIBILITY SEEDS

We are a leading project management and policy development social purpose enterprise that works alongside communities, organizations, and institutions to cultivate gender equity. Courage to Act, a national initiative to address and prevent gender-based violence at Canadian post-secondary institutions, is led by Possibility Seeds, a social purpose enterprise that works alongside clients to create, connect and cultivate gender justice. Learn more about our work at [www.possibilityseeds.ca](http://www.possibilityseeds.ca).

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## TO REFERENCE THIS DOCUMENT, PLEASE USE THE FOLLOWING CITATION

Flood, Jennifer and Rowe, C.J. (2021). *Education and Training Toolkit: Addressing and Preventing Gender-Based Violence at Post-Secondary Institutions*. Courage to Act: Addressing and Preventing Gender-Based Violence at Post-Secondary Institutions in Canada. Possibility Seeds: Toronto, ON.

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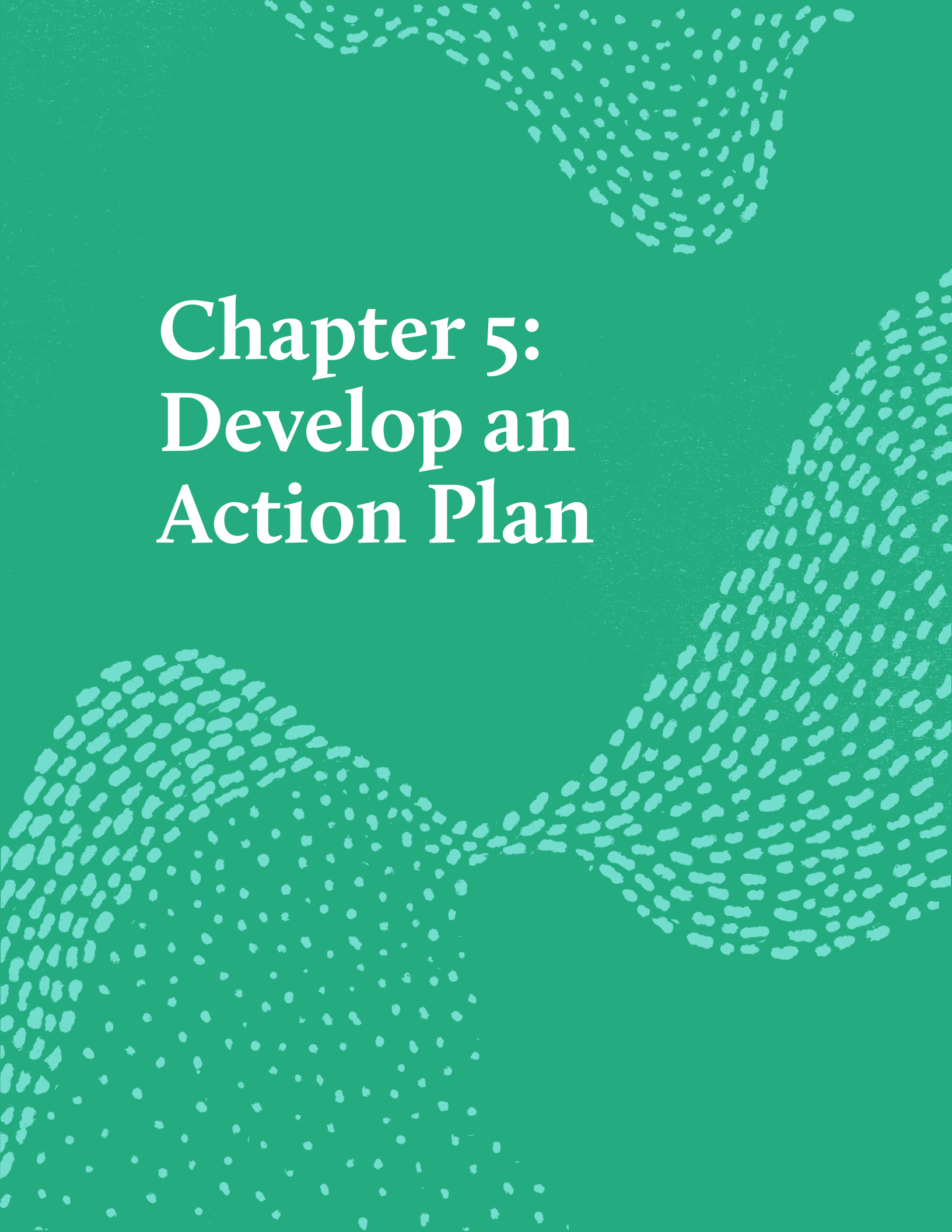
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## FUNDING ACKNOWLEDGEMENT

“Education and Training Toolkit: Addressing and Preventing Gender-Based Violence at Post-Secondary Institutions,” a project by Possibility Seeds, was graciously funded by Women and Gender Equality Canada.





# Chapter 5: Develop an Action Plan



# About this tool

This tool is designed for those who work to end gender-based violence (GBV) at post-secondary institutions (PSIs) through education and prevention. Like the previous chapters in this toolkit, we have designed this tool to resemble a road map and a resource to support you in developing an institution-wide GBV prevention education action plan.

We know that there are many ways of achieving this work and we invite you to lean into your strategies and share all knowledge with us and your community along the way. We suggest that you explore this tool with your GBV education task force (discussed in Chapter 4) to help foster discussion and share ideas. In this tool, we will refer to this working group as an “action team” who may include members from your GBV education task force, GBV educators, students, faculty and so on.

The choice is yours. You may also have subcommittees or groups that are already engaged in this work who may hold some of the answers. We have done our best to share many resources throughout this tool from our own experience, and the experience of many GBV educators working across Canada; we have created many opportunities for you to identify your experience too.

We have designed this tool to activate your curiosity by including many curious questions and reflection opportunities to help mould your unique action plan. We encourage you to take notes, be curious, engage and have fun! Let’s dive in.

## **SO, WHY DO I NEED AN INSTITUTIONAL GBV EDUCATION ACTION PLAN?**

Let’s start off by looking at the need for institutional action planning. We know that any type of institution-wide planning can be difficult to achieve, given the complex nature of PSIs.

Every PSI is different, with unique environments, complex ecosystems, infrastructures, cultures and challenges. Such an undertaking would require many resources from an institution. For example, staffing and funding is an undertaking that would require a great sense of willingness and commitment from the administration.

We know that there is a deep siloed nature to this work, which was evident when speaking with many PSIs across Canada. Furthermore, the responsibility of this enormous plan is often tasked with one or two people at the institution. (We discuss the common barriers of task forces in Chapter 4.)

Given the rise and interest in conversations about GBV prevention education within PSIs, it is time to discuss how to create real long-lasting campus change. We have provided you with ample space throughout this chapter to identify and discuss your unique barriers and action items, but first, we need to understand how action planning can help us.





### Here are some advantages in developing an action plan:

- An action plan gives you a clear direction; it highlights exactly what steps need to be taken (big or small), when they should be completed and who is responsible for them.
- Having your goals clearly planned will give PSIs a reason to stay motivated and committed throughout the process.
- You can track progress toward your goals.
- An action plan reduces isolation and creates pockets of communities across your PSI.
- You can evaluate and celebrate your success!

Whether your PSI is large or small, urban or rural, multi-campus or single campus, action planning can help you reduce isolation, prepare for the obstacles ahead and, importantly, hold your PSI accountable to the commitments agreed to. Adopting an effective action plan will carve out pathways for practical work to take place with the proper resources allocated.

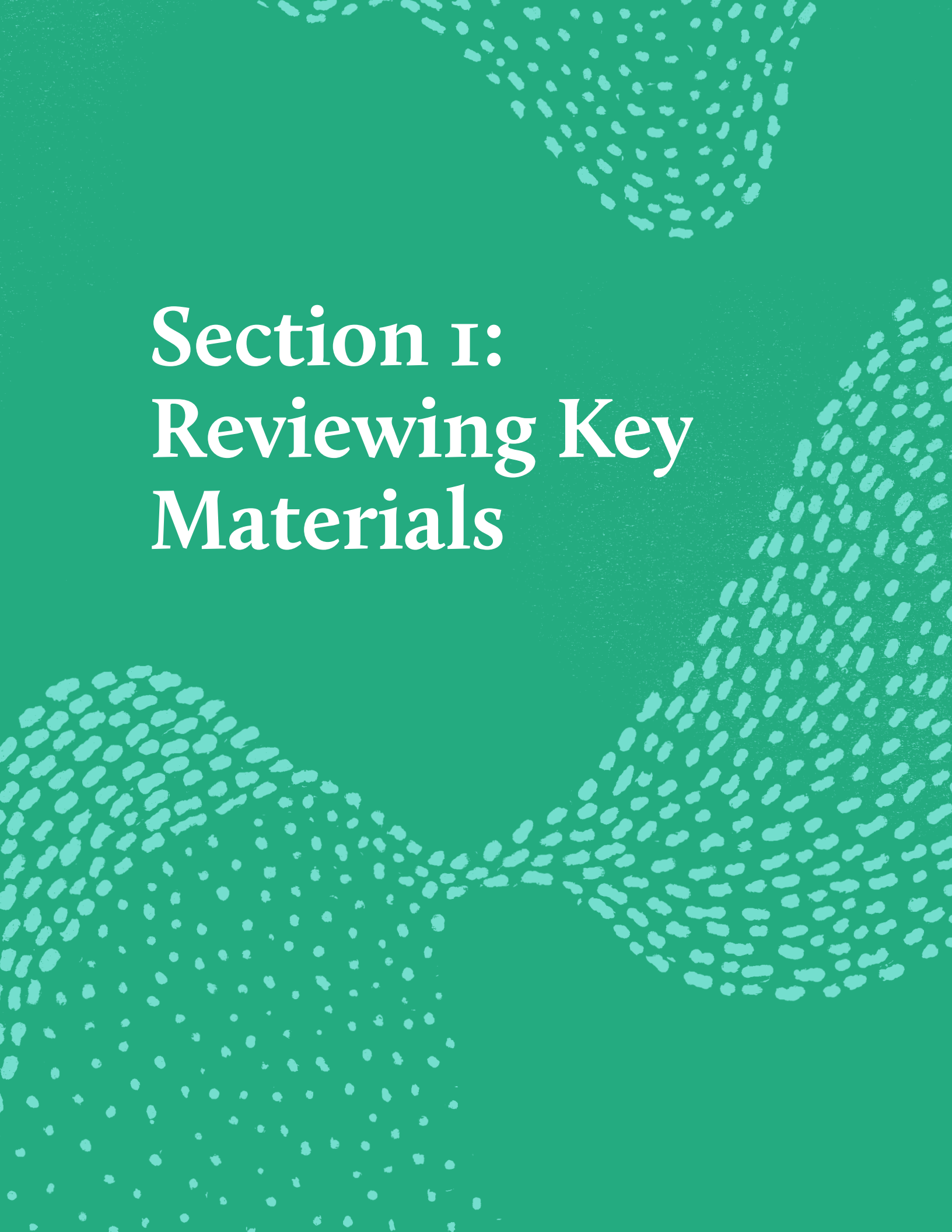
“An education plan helps support the development of a proactive and sustainable approach to comprehensive education.” (Listening and Learning Session, Community of Practice Member)

### How to Use This Tool:

We have structured this tool into four sections. We recommend that you read them in order. However, we have designed the tool for you to start where it feels right. Throughout this chapter, we will provide you with tips, resources and exercises to explore each section with your action team.

- Section 1:** Reviewing Key Materials
- Section 2:** Identifying Your Approach
- Section 3:** Planning
- Section 4:** Evaluating Your Action Plan





# Section I: Reviewing Key Materials

## Section 1: Reviewing Key Materials

In this section, we will be reviewing;

- Foundational learning materials
- Socio-ecological model (SEM)
- Strategies for prevention
- Educational strategies

### Foundational Learning Materials:

We hope that by now you have had a chance to explore the earlier chapters in this toolkit, which provide foundational knowledge on GBV prevention education. If you have skipped right to this tool, we highly recommend reviewing the following materials before continuing with this chapter:

- *Courage to Act* report: Developing a National Framework to Prevent and Address Gender-Based Violence at Post-Secondary Institutions (Khan et al., 2019, p.80-113)
- 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



Capture your notes from the foundational readings:

What other resources or learning materials would be helpful for your action team to review? List them below:

What questions still remain?:

### **SOCIO-ECOLOGICAL MODEL (SEM):**

Before diving into your action plan, it is important that your action team has a solid theoretical understanding and approach to GBV prevention education. To review, we ground our work in principles of the socio-ecological model (SEM), a public health model which considers the influences of attitudes, beliefs and behaviours, along with influences at the individual, relational, community, societal and structural levels that allow GBV to occur and persist (Casey & Lindhorst, 2009; Khan et al., 2019).

As highlighted in Chapter 1, we decided to further strengthen the socio-ecological model by including “historical,” an additional influence and 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). To understand

and learn more about this model, we encourage your action team to complete the reflection opportunity in Chapter 1: Key Concepts from the *Courage to Act* Report and review any relevant learning materials before engaging in your action plan. If possible, send out the materials and reflection exercise ahead of your first meeting. This will allow your team to absorb the materials and be prepared with any questions. We encourage GBV educators to complete the exercise in Chapter 1 and review the materials too.

To get you started, we are sharing one of our favourite resources on the socio-ecological model:

- Campus Technical Assistance and Resource Project (2018). It's Your Business! HBCU Bystander Intervention Curriculum. Retrieved from <https://www.changingourcampus.org/documents/Its-Your-Business-HBCU-Curriculum-2018-7-31.pdf>

Capture your notes from the readings on the socio-ecological model:

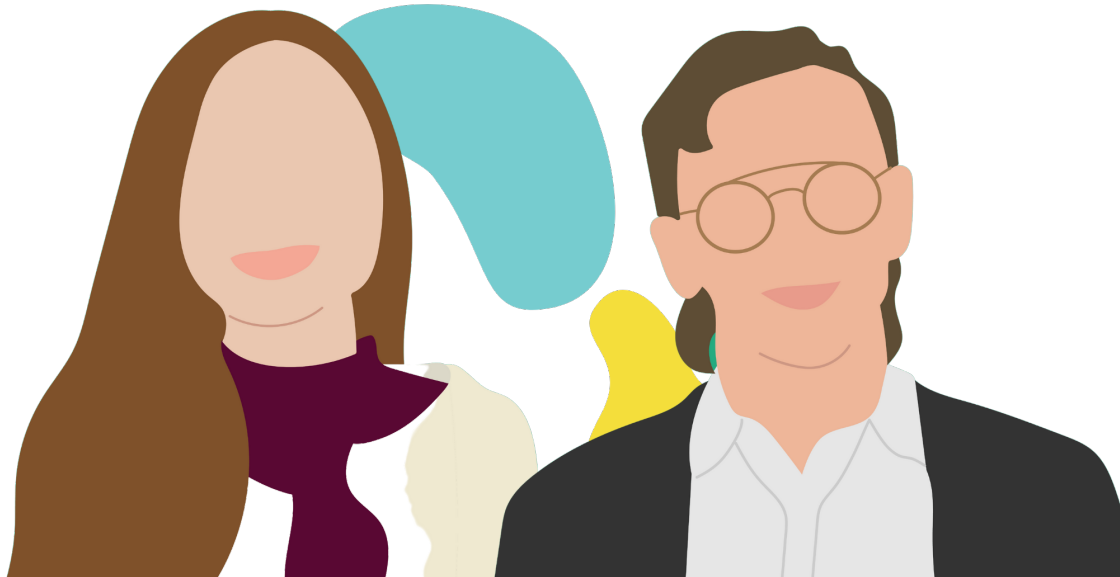
What other resources or learning materials would be helpful for your action team to review? (Pull from your toolbox!) List them below:

What questions still remain?:



## Strategies for Prevention

In addition to completing the SEM reflection exercise, we encourage your action team to explore the three levels of prevention (primary, secondary and tertiary) mentioned in the *Courage to Act* report and Chapter 1 (DeGue et al., 2014; Khan et al., 2019). We have provided a review of each prevention strategy and examples from PSIs that we have come across; however, there are many other prevention strategies utilized at PSIs that are not mentioned here. We welcome you to record any additional strategies at the end of the exercise.



### Key recommendation:

Your prevention strategies should be informed by your guiding principles. In particular, it is important that your strategies be trauma-informed. As highlighted in the report by the Council of Nova Scotia University Presidents, *Changing the Culture of Acceptance: Recommendations to Address Sexual Violence on University Campuses* (2017), “all sexual violence prevention strategies should be trauma-informed and centred on believing the victim/survivor to create an environment in which sexual violence is not tolerated” (p. 52). Refer back to your team’s definition of trauma- and violence-informed.

As we review each prevention strategy, we will invite you to think of current forms of prevention happening at your PSI. We will also provide space to brainstorm future examples. To support mapping your PSI’s prevention education strategy, we have included a few worksheets. We will explain more about this in a moment. First, let’s review the strategies of prevention.

## Primary Prevention

Primary Prevention: Strategies that work to stop violence from happening in the first place. It addresses the root causes of violence and provides more lasting change in the long term.

### Examples of Primary Prevention Strategies at PSIs:

- Workshops or curriculum series that explore and practice skills related to healthy sexuality, boundaries and relationships
- Ongoing efforts that promote healthy communication, respect and other life skills
- Bystander intervention and interruption programs that give people skills to interrupt oppressive language and work to create a healthy and non-violent community climate
- Resistance training or programs
- Community-led projects that identify specific root causes of violence and long-term, sustainable strategies

Can you brainstorm examples of **primary** prevention strategies at your PSI?:

What other **primary** prevention approaches would you like to explore?:

What other prevention strategies do you utilize?:



## Secondary Prevention

**Secondary Prevention:** Refers to the immediate responses after GBV has occurred to deal with the short-term impacts of violence and to halt any further violence from occurring.

### Examples of Secondary Prevention Strategies at PSIs:

- Training programs that explore immediate responses after GBV has occurred, such as “Responding to Disclosures of Sexual Violence”
- Education on sexual violence and GBV policies and practices
- Training on trauma-informed responses to GBV for front line workers
- Courses and research on GBV
- Partnerships with community organizations
- Bystander intervention and/or other intervention techniques

Can you brainstorm examples of **secondary** prevention strategies at your PSI?:

What other **secondary** prevention approaches would you like to explore?:

What other prevention strategies do you utilize?:

## Tertiary Prevention

**Tertiary Prevention:** Long-term responses after GBV has occurred. Includes understanding the traumatic and long-lasting impacts of gender-based violence.

### Examples of Tertiary Prevention Strategies at PSIs:

- Resources or trainings that explore long-term impacts of trauma
- Education for those who have caused harm
- Events/training on transformative justice or restorative justice
- Peer-peer support spaces
- Psychoeducational spaces for survivors of GBV
- Train-the-trainer opportunities

Can you brainstorm examples of **tertiary** prevention strategies at your PSI?:

What other **tertiary** prevention approaches would you like to explore?:

What other prevention strategies do you utilize?:



## Educational Strategies

As highlighted in the *Courage to Act* report: “Education in PSIs should combine information, discussion and engagement activities in a well-sequenced, developmentally appropriate curriculum (Khan et al., 2019, p. 87). This holistic approach could include:

- 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

Can you brainstorm examples of education strategies in use at your PSI?:

What education strategies would you like to explore?:

## Worksheet: Mapping Prevention Education Strategies

By now, your action team should have a deep understanding of GBV prevention education strategies that exist at your PSI. We have created a helpful worksheet to map out current and future prevention education at your PSI. Your worksheet can be helpful to take stock of current prevention education strategies while identifying any gaps. You can choose to use this worksheet to map out current prevention education at your PSI, or future prevention education strategies. If possible, we recommend that you complete two separate worksheets, one for mapping out current strategies, the other for mapping future strategies. The choice is yours.

### EXAMPLE WORKSHEET

We have provided you with an example of what your worksheet can look like. This was completed by a GBV educator and highlights their current prevention education strategies. From this example, we can see that this PSI uses multiple primary and tertiary prevention strategies; however, they only use one secondary prevention strategy.

TOPIC	EDUCATIONAL STRATEGY	PRIMARY PREVENTION	SECONDARY PREVENTION	TERTIARY PREVENTION
Responding to Disclosures workshop for employees	In-person and virtual training		X	
Understanding the impacts of sexual violence	In-person and virtual training			X
Sexual Assault Awareness Month	Posters, brochure, website, passive programming	X		
Education for those who have caused harm or violence	Multi-session programming			X
Healthy and safe relationships programming	Multi-session programming	X		

### Additional Notes



## YOUR WORKSHEET

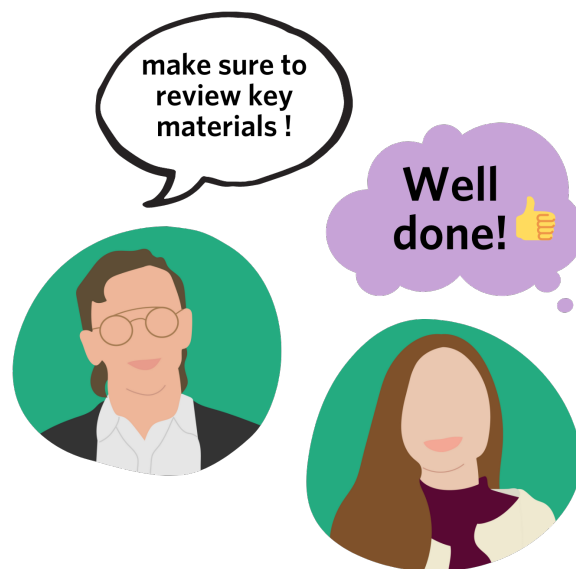
TOPIC	EDUCATIONAL STRATEGY	PRIMARY PREVENTION	SECONDARY PREVENTION	TERTIARY PREVENTION

### Additional Notes

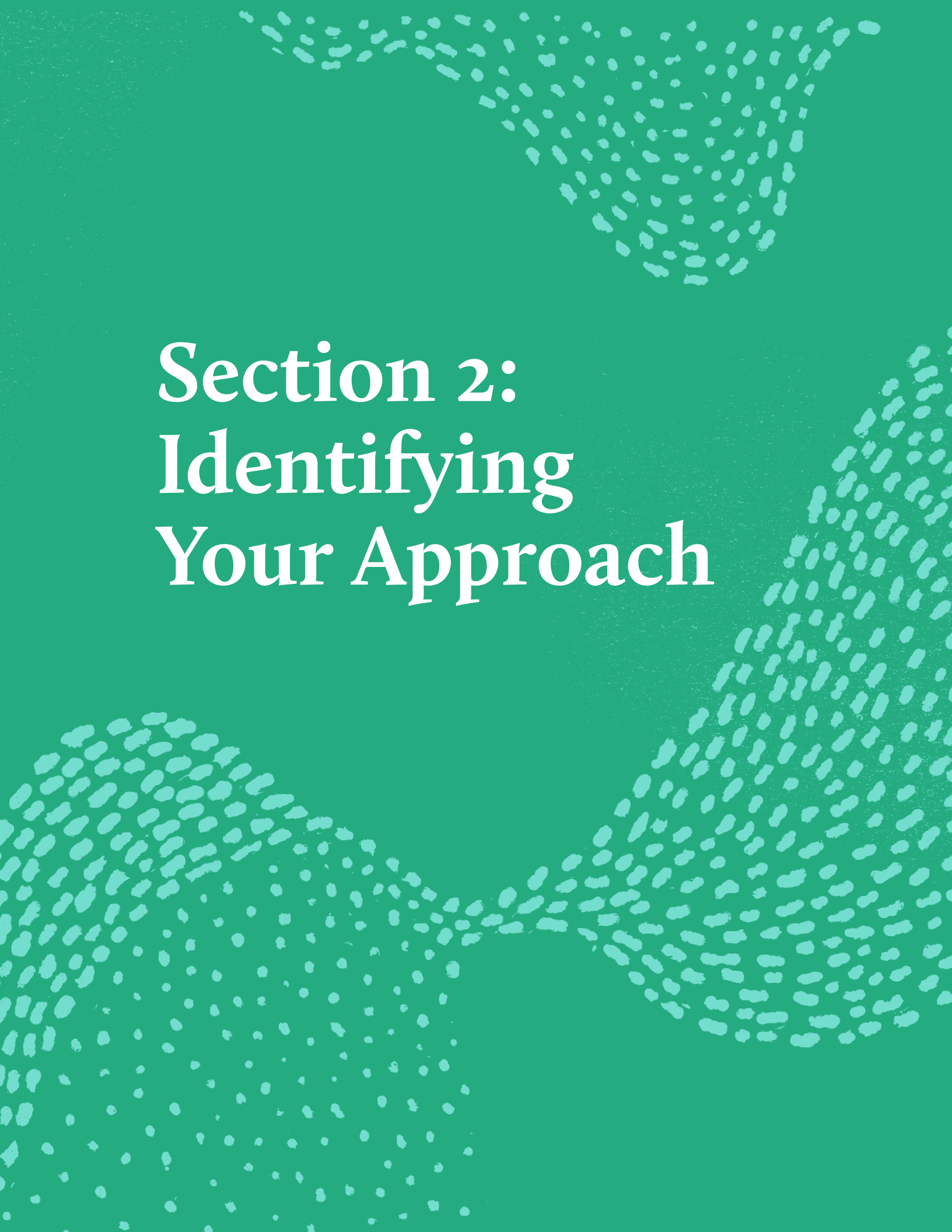
## Section 1 Checklist: Reviewing Key Materials

- Has your action team reviewed the foundational learning materials?
- Have you been able to identify research articles or research to support your action team in their learning?
- Has your action team been assigned to review learning materials on the SEM?
- Can your action team identify the different levels of prevention (primary, secondary, tertiary) available on your campus?
- Has your action team identified gaps in your prevention strategies?
- Has your action team identified current and future educational strategies at your PSI?
- Have you considered the specific context and culture of your campus community?

What else, if anything, are you curious about?







# Section 2: Identifying Your Approach

## Section 2: Identifying Your Approach

In this section, we will cover:

- Reviewing and understanding principles
- Drafting your principles

### Reviewing Principles

An important step in action planning is to develop a key set of principles that guide your work. Think of these principles as an anchor for your work. For an expanded version of these principles, review page 85 in the *Courage to Act* report (Khan et al., 2019).

To help you draft your principles, we have provided our set of guiding principles as an example. However, we welcome and *encourage* you to expand and develop principles of your own. We hope that each member of your action team can help deepen your principles to inform how they apply to your work and community. We have provided space at the end of the worksheets for you to add your own. We have also included curious questions to help. You may choose to come up with an entirely new set of principles or build off from your current principles that are already drafted. Keep in mind, we have provided you with a *road map*, but it is entirely up to you and your action team to decide your own approach.

### Here are our Nine Guiding Principles:

**1** Be culturally informed

**4** Be survivor-centred

**7** Accessibility

**2** Be trauma and violence informed

**5** Acknowledge power

**8** Allow for space making

**3** Be engaging

**6** Intersectional

**9** Peer-to-peer



## Drafting Your Principles

We now invite you to spend time identifying your own principles with your action team (if your team is already engaged with action planning, consider building in principles if you have not already). It is crucial that you seek out diverse intersectional perspectives and engage with all members of your action team. If possible, hold conversations with campus and community members outside of your action team to gain deeper insight from your community. We provide you with a list of potential membership in Section 3 of this tool and in Chapter 4.

## Questions to Consider


- ✓ What does each principle look and feel like?
- ✓ How do you envision this principle when you think about it?
- ✓ If you were to describe this principle to someone else, what might you say?
- ✓ If someone is struggling to understand the meaning of the principle, who can they ask? Where can they go to find more information or resources?
- ✓ Have you seen this principle in action? Describe what this looked like.
- ✓ Are there examples of action plans that you like?
- ✓ What resources are available within your PSI that could support the work of drafting principles? (e.g. staff, faculty members or researchers, graduate students, etc).
- ✓ What voices are missing from this discussion?
- ✓ What other information do you require?

## Exercise: Mapping Your Group's Principles

Be culturally informed:



Be trauma and violence informed:



Be engaging:





Be survivor-centred:



Acknowledge power:



Intersectional:



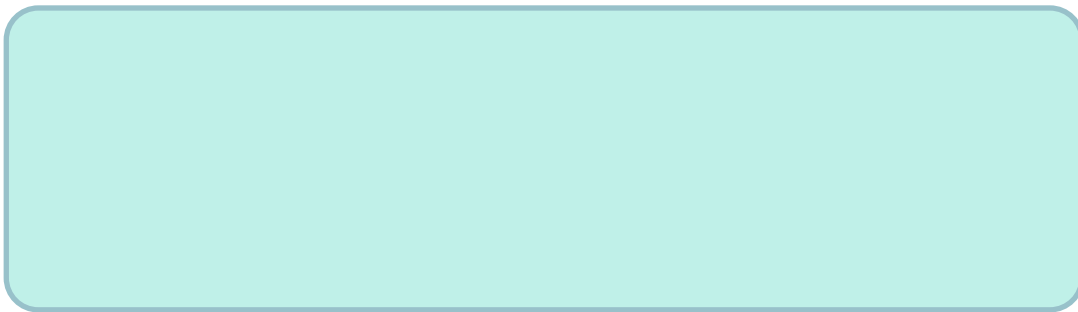
Allow for space making:




Peer-to-Peer:



Accessibility:



Draft your own set of principles:



**Promising Practice:** [University of Toronto's Guiding Principles for Sexual Violence Prevention and Education Initiatives \(2017\)](#)



## Section 2 Checklist: Identifying Your Approach

- Has your action team had enough time to review and reflect on the principles?
- Have you identified a set of principles that every member of your action team supports and agrees with?
- Do members of your action team have easy access to your guiding principles? Can they be found in an online shared drive?
- Will your guiding principles be made available to the public?
- Have you considered the specific context and culture of your campus community?

What else, if anything, are you curious about?





# Section 3: Planning



## Section 3: Planning

This section explores how to start planning your action plan. What we will cover:

- Identifying your action team
- Working with champions and building partnerships
- Setting SMART goals and outcomes
- Establishing a work plan
- Implementing your action plan

### Identifying Your Action Team

Your action team should be made up of members from your GBV education task force. Depending on the scale of your PSI and capacity, your action team may be small or large. It is up to you and your team to identify membership scope (refer to Chapter 4 for more information on membership scope). These members can also be consulted as stakeholders (more on that in a moment).

Below we have provided some examples of membership. However, we provide an extensive list and worksheet on membership in Chapter 4: Build an Education Task Force.

- GBV educator, support or response person
- Indigenous services
- Senior administrators
- Security, public safety
- Human rights and equity professionals
- Equity and diversity offices
- Director, manager, administrator of GBV/SV office
- Faculty
- Union representatives
- International students
- Facilities staff/management
- GBV/SV community organizations
- Athletics staff or coaches
- Student leaders, student clubs, student unions

Who else may be missing from this list?

## Champions and Partnerships

As outlined in the *Courage to Act* report, building and seeking partnerships with internal and external stakeholders and champions is an essential part of creating long-lasting social change (Khan et al., 2019). Whether you are working with your GBV education task force, campus departments, external organizations, student-led organizations or other PSIs, relationships are integral to supporting and implementing your action plan. Depending on the size of your action team, you may not get all the champions and stakeholders to the table, so it may be useful to identify and seek out members to consult with. This could look like one-on-one conversations, focus groups, interviews, short surveys and so on. It is crucial that people with lived experiences of GBV inform your work. By now, you should have completed the Needs Assessment Tool in Chapter 3, which will help inform and guide this process.

For more tips on conducting evaluation, refer to Chapter 2: Evaluate and Assess your Prevention Program.

**"Can we expand this project in the next few years to highlight and centre the people with lived experience and with the theoretical experience, so that they can be part of developing the more nuanced work that needs to be done? Make room to make the voices that are doing that work and elevate them and grow the work and make the education more complex."  
(Education, People Who Do the Work, Listening and Learning Participant)**





**“I just wanted to definitely emphasize even more collaboration with, like, student-run initiatives and community initiatives with funding. I just want to extra underline that, because it’s true that there [are] a lot of good things happening in different communities that working together would alleviate some of the strain that the university might feel as far as, like, employing more professionals — the professionals kind of already exist. It’s just a matter of, like, giving them access to the students and vice versa and paying them for it.” (Black, Indigenous and People of Colour, Listening and Learning Participant)**

## **Developing Goals**

With the support of your action team, champions, consultants and stakeholders, it is important to spend time developing your goals. A goal is a short statement that describes what you want your action plan to achieve. Your goals will set the overall vision for your project. When developing your goals, it can be helpful to identify short-term versus long-term goals.

For example, if your action team has set out to work together for the next year, you would want to consider short-term goals. Whereas if your action team is planning to work together over the next three years, you might consider drafting long-term goals. Your campus goals should be aligned with your institutional goals and supported by administration. If you are working with your GBV education task force or a subset of a larger GBV task force, we recommend referring to Chapter 4 to determine the length and scope of your time together. In addition, your goals should be aligned with the overall vision/scope of the task force you are a part of.

## **Deciding On Measurable Outcomes**


The next step is to identify your action plan outcomes. Your outcomes are the changes you expect to occur if your goals are met. They are specific statements that explain how things will be different as a result of your action plan. Outcomes must be realistic and achievable, as the success of your action plan will be measured against them.

**Curious Questions:**

Who are current and past champions of this work within our PSI (e.g. students, staff, faculty, consultants, etc.)? How will they be compensated?



How am I centring and engaging with 2SQTBIPOC survivors and community members? How will they be compensated?



How am I engaging with survivors of GBV in a trauma-informed way?

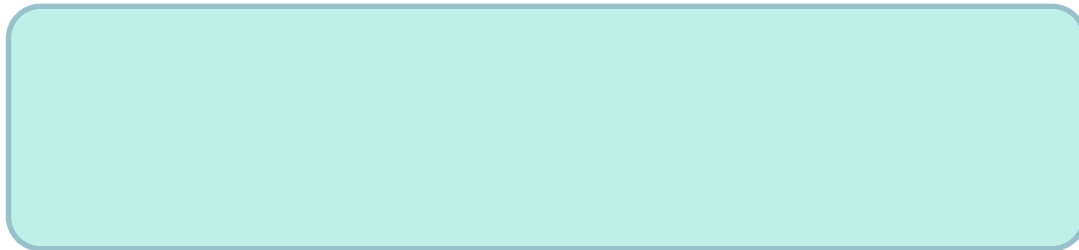


How can student-led organizations, advocacy groups, unions, etc., be involved in leading this work? How will they be compensated?





Are there researchers or faculty members at your PSI that could support this work?  
How will they be compensated?



Are there graduate students/TAs/interns that you could consult or engage? How will they be compensated?



Are there community organizations (e.g. sexual assault centres, 24/7 crisis centres, etc.) that could be consulted? How will they be compensated?



What other PSIs are already engaged in this work that you could consult with?



Who else may you want to speak with?



## Setting S-M-A-R-T Outcomes and Goals

When thinking through your action plan goals and outcomes, the SMART model can be an effective tool. Here is a quick overview:

<b>S</b>	<b>Specific:</b> Your outcomes should refer to specific changes that will take place.
<b>M</b>	<b>Measurable:</b> Your outcomes should be expressed in a way that can be measured.
<b>A</b>	<b>Achievable:</b> Your outcomes must be realistic and able to be achieved with the resources and timeframe available.
<b>R</b>	<b>Relevant:</b> Your outcomes must relate to the overall goal and the problem at hand.
<b>T</b>	<b>Time-bound:</b> Your outcomes should specify a timeframe in which the outcome will be noticeable.

## Individual Exercise: Drafting Goals and Outcomes

Below we have put together some examples to help you develop your goals and outcomes. This is a great exercise to complete individually; however, you can also complete it with a team. Let's take a look at some examples:

**Example 1:** *To prevent GBV from happening on our campus.*

This goal would not be considered SMART. Why is that? Although this goal may seem specific, it is quite broad, hard to measure and unrealistic, given that social change happens over decades. This goal is relevant to the overall action plan, but does not have a specific timeframe for when this will be achieved.

- X Not specific
- X Hard to measure
- X Unrealistic
- ✓ Relevant
- X No timeframe



Looking at the example provided below, would this be considered a SMART goal?

**Example 2:** *In three years, the completion rate of our online GBV prevention module will have increased.*

- \_\_\_ Specific
- \_\_\_ Measurable
- \_\_\_ Achievable
- \_\_\_ Relevant
- \_\_\_ Timebound

Now that you have had a chance to practice, draft your own goals and outcomes. Remember to use the SMART Checklist.

**Example:**

- \_\_\_ Specific
- \_\_\_ Measurable
- \_\_\_ Achievable
- \_\_\_ Relevant
- \_\_\_ Timebound

**Example:**

- \_\_\_ Specific
- \_\_\_ Measurable
- \_\_\_ Achievable
- \_\_\_ Relevant
- \_\_\_ Timebound

### **SMART CHECKLIST FOR SETTING GOALS AND OUTCOMES**

- Is this specific to your action plan?
- Is this easy to measure?
- How realistic is this goal?
- Is this relevant to our overall action plan?
- Is there a designated timeframe for when this will be achieved?

## Group Exercise: Drafting Goals & Outcomes

We invite you to brainstorm goals and outcomes with your action team. Use the SMART checklist as a reference when drafting goals. We recommend you aim for around three to five goals which will depend on your action plan, PSI and overall goals of your GBV education task force. Try brainstorming as many goals and outcomes as you can before narrowing your top three to five goals. Even if you already have goals and outcomes, we invite you to complete the exercise.

**GOAL:**

**OUTCOME:**

**GOAL:**

**OUTCOME:**

**GOAL:**

**OUTCOME:**



**GOAL:**

**OUTCOME:**

**GOAL:**

**OUTCOME:**

## Establishing Resources

With support from your action team, it can be helpful to identify all the resources that are required for your action plan early on. Here are some examples of resources we have identified:

### 1. STAFFING RESOURCES

Staffing can pose a real challenge for PSIs. Consider hiring consultants and/or creating roles designated to support your action plan. If you have invited current staff and faculty, ensure that they are properly compensated (not an added expectation on top of their role). It is the responsibility of managers and supervisors to adjust their employees' schedules and workloads to accommodate this work.

#### Curious questions:

How are employees recognized for their work?

Do you check in regularly with your employees about their work on the action plan/GBV education task force?



How are they being compensated for their time? Have you built a flexible schedule with them? Do you offer lieu time/flex time? What happens when the hours exceed the regular work week?



What else, if anything, should be a staffing consideration?



## 2. FUNDING RESOURCES

Budgeting for an action plan can be tedious. Some of us will have access to campus funds and the ability to allocate funds to our action items that require funding. Some of us may even have built-in operational funding. However, for many, funding can pose a large obstacle for PSIs to effectively complete this work. In Chapter 2, we outlined potential provincial and federal funding opportunities which you may find helpful.

It is important to know the amount of funding available before making decisions. It can be helpful to identify member(s) of your action team who have access to institutional funding and/or grant funds. Once you have an estimated budget, you will need to factor in the estimated costs as you move through your work plan. Examples of costs could include:

- ASL interpretation
- Live captioning services for virtual gatherings/meetings/events
- Food and beverages
- Staffing resources (e.g., time away from work, hiring external consultants, project managers, honorariums, etc.)
- Graphic and web designers
- Honorariums for community agencies
- Consultants, project managers, external companies etc.

What other costs can you think of?

What other funding resources are available?



### 3. EMOTIONAL SAFETY RESOURCES

Many people who engage in this work are survivors of GBV with real and sometimes ongoing lived experiences. It is crucial that any type of work to end GBV must be trauma- and violence-informed (refer back to your team's principles for your definition of trauma- and violence-informed). Additionally, we must centre the experiences of queer, trans, non-binary, two-spirit, Black, Indigenous, and racialized survivors of GBV who are historically and continually subjected to state and institutional violence. So, how are you actively centring these experiences when engaging in this work? This is an opportunity to put your principles into practice. We recommend creating a care plan (with consultation) that supports your action team members. Below we have provided some guiding questions to help form your framework.

KEY CONSIDERATIONS FOR EMPLOYEES	NOTES
How are the employees being cared for?	
Do they have access to free or affordable counselling support (beyond benefits if they have it)?	
Are there funds you can put aside to hire counsellors/therapists?	
What culturally grounded counselling services are available to Black, Indigenous and racialized employees?	
What does safety mean for employees? How are you creating safe spaces for employees to speak openly and honestly?	
How might whiteness show up and impact employees? How might your identity impact employees?	

Do employees have access to union information (if unionized)?	
How do you plan to check in with employees? Is that person you? If not, identify a point person.	
What other care measures can you put in place for employees?	
Have employees with lived experiences reviewed the care plan? Were they consulted in the development?	


What else should we consider for employees when building our care plan/framework?

What other resources are available for the emotional safety of employees?

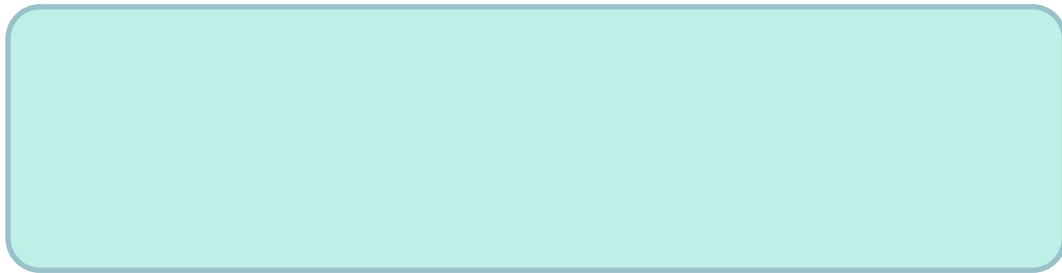


KEY CONSIDERATIONS FOR STUDENTS	NOTES
How are the students being cared for?	
Do they have access to free or affordable counselling support?	
Are there funds you can put aside to hire counsellors/therapists?	
What culturally grounded counselling services are available to Black, Indigenous and racialized students?	
How might whiteness show up and impact students? How might your identity impact students?	
What does safety mean for students? How are you creating safe spaces for students to speak openly and honestly?	
How do you plan to check in with students? Is that person you? If not, identify a point person.	
What other care measures can you put in place for students?	
Have students with lived experiences reviewed the care plan? Were they consulted in the development?	

What else should we consider for students when building our care plan/framework?



What other resources are available for the emotional safety of students?





## Technology Considerations:

During the COVID-19 pandemic, many PSIs had to shift their GBV prevention education to virtual platforms. With the ever-evolving nature of technology, we expect that many action teams will be meeting virtually. It is important to consider the technical resources required to support this work. Here are a few considerations:

- Software
- Graphic design and graphic design programs
- Social media and digital media support
- IT support
- Live captioning services for virtual meetings
- Web support and design

What other technology resources do we need?



## Group Exercise: Identify Your Resources

What resources do we have?

What resources do we need?

What are the actions we can take to get the resources we need?



Use this chart to help map out your resources:

STAFFING	FUNDING	TECHNOLOGY

<b>ADDITIONAL RESOURCES:</b>	
<b>ADDITIONAL RESOURCES:</b>	

What other resources are available for the emotional safety of students?

## Designing a Work Plan

A work plan is used to help organize large projects by keeping track of timelines and resources to deliver a certain task or action. Developing a work plan is one way to help keep track of your work and to achieve the desired outcomes and goals of your GBV prevention education action plan.

Work plans generally contain the following information:

- The specific activities, tasks and resources required to achieve each of your project outcomes
- The person or people who are responsible for leading each activity
- The timeframe in which each activity will be completed
- The material, financial and human resources required for each activity
- Any other relevant information

**“Work plans help my team and I stay organized, especially when planning large tasks or activities at the University. This helps hold each other accountable for the work. Anytime we feel overwhelmed or unsure of next steps, we always return to the work plan.”  
(GBV educator)**

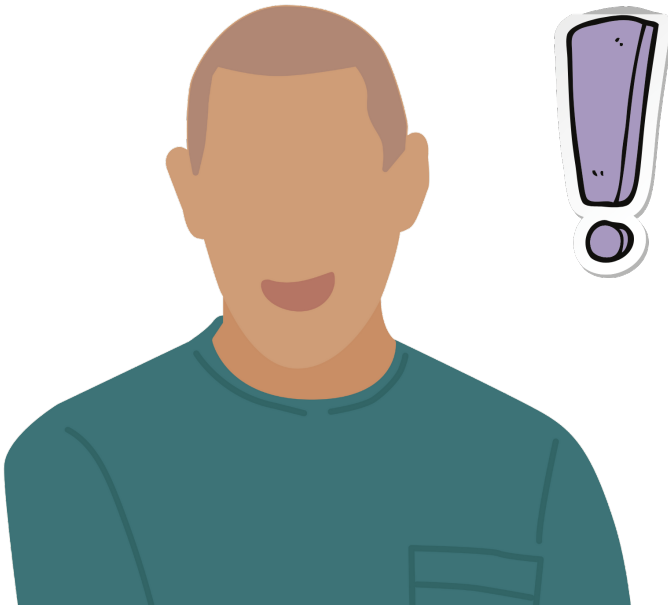


**Promising Practice:** Carleton University’s *Honouring Each other. August-October 2020 Workplan*



## Group Exercise: Building Your Work Plan

**GBV Educator Tip: It can be very helpful to complete your work plan as a team. Consider meeting with your team/group solely for the purpose of identifying and assigning as needed before getting started. Depending on how big your work plan is, consider assigning one person to be the 'holder' of the work plan."**



We have put together a template to help capture your work. There are many examples of work plans available, so we encourage you to use any template that feels right for you and your team. Whichever template you choose to use, we suggest including one column outlining decision-makers. This is important, especially when assigning tasks or action items. We recommend assigning one or two members on your action team to oversee updating and revising your work plan as needed. If possible, consider bringing on a project manager or using a free project management system.

## BUILDING YOUR WORKPLAN

TASK/ACTION ITEM	WHO IS RESPONSIBLE?	WHO ARE THE DECISION MAKERS?	TIMEFRAMES / DUE DATES	RESOURCES REQUIRED	ADDITIONAL INFORMATION

## Resources

Asana: <https://asana.com/uses/project-planning>  
Monday.com: <https://monday.com>



## Implementing Your Action Plan

Implementation will look different for each PSI. In fact, you may have already implemented several areas of your action plan. Implementation should be one of the last steps of your action plan but should be reviewed frequently as your work unfolds. We encourage you to work with your action team to create an implementation plan once most of your planning is complete.

It is important to know that your action plan will never feel truly complete. Given the complexity of this work, it will be difficult to know when to implement it. We recommend identifying a timeline and stick to it. This could be in six months, one year or even longer. Remember the goal here is to implement your intended goals and outcomes. And don't worry, there will be many opportunities in the future to revise your goals and outcomes!

Below we have provided some key considerations for implementing your action plan:

KEY CONSIDERATIONS	NOTES
What technical resources are available to support with implementation (share drives, Excel, Word, virtual platforms, etc.)	
Who is responsible for implementing your action plan? Who can help implement your action plan?	
How do you plan to communicate your action plan to the community?	
Is there a website or platform where your action plan can exist?	

How often will your action plan be updated and available to the community?	
Who is responsible for updating the communications regarding your action plan?	
Are there opportunities for your community to give feedback on your action plan?	

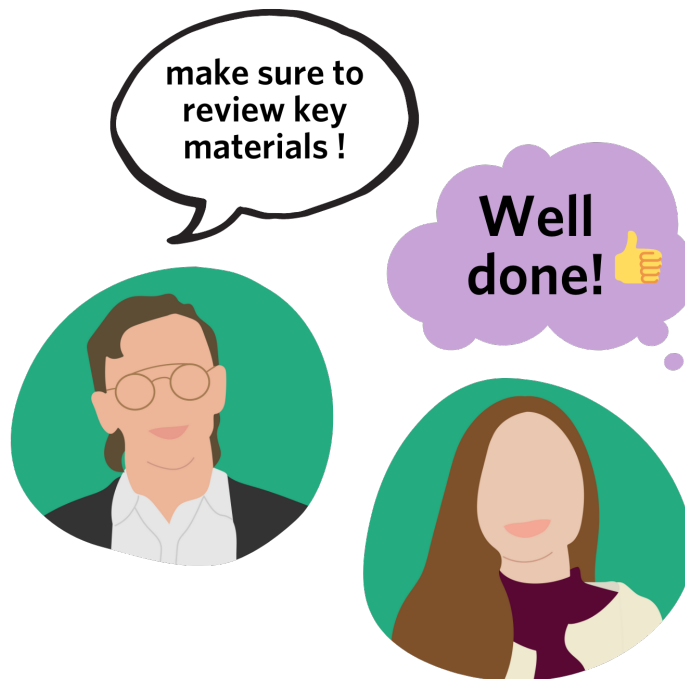
What else, if anything, would you add to this list?

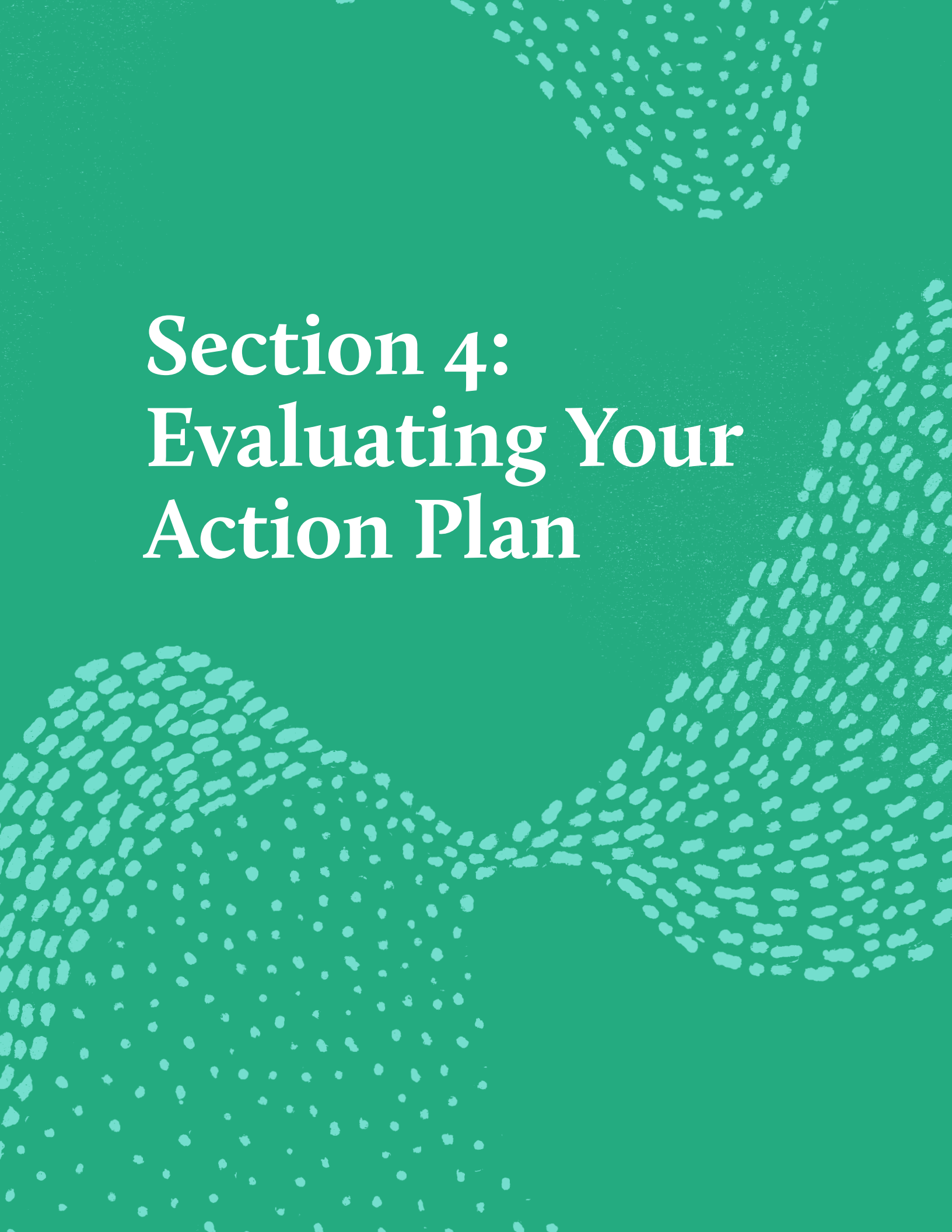


### Section 3 Checklist: Planning

- Have you identified members of your action team? Do members have a clear understanding of their roles on the action team?
- Does your action plan have clear SMART goals and outcomes?
- Have you considered all the resources required for your action plan?
- Have you considered the emotional safety of employees and students?
- Have you developed a work plan that clearly sets out the specific activities, timeframes and resources required for your action plan?
- Have you built an implementation plan?

What else, if anything, should you consider when planning your action plan?





# Section 4: Evaluating Your Action Plan



## Section 4: Evaluating Your Action Plan

In this section, we will cover:

- Evaluating your action team
- Evaluating your action plan
- Evaluating your action plan after implementation

In Chapter 2: Evaluate and Assess your Prevention Program, we discussed many different forms of evaluation and assessment.

There is no single way to evaluate your action plan. We encourage you to consult with campus or community experts when developing an evaluation plan. Although there are a plethora of ways to map out your unique plan, it is important that you do not skip this step and work with key members of your action team to support this plan. Once your GBV prevention action plan is implemented, you can evaluate almost every aspect. Your evaluation plan will depend on a number of different factors, such as the size of your PSI, your overall goals and outcomes, etc.

We strongly recommend that you spend time reviewing and making notes from Chapter 2 which will help inform your own evaluation plan.

## Evaluating Your Action Team

Once your action plan has been implemented, it is expected that you will run into roadblocks. Ensure that your action team celebrates along the way. Take inventory of the “raw” spots that may need some alterations. We have put together some questions to support with this.

KEY CONSIDERATIONS	NOTES
What are one or two things that we can celebrate about our work so far (it doesn't need to be big!)?	
What have you been hearing from your community that has been impactful?	
Where are the learning edges or resources that we require for us to keep growing?	
Has the team taken time away from the work to avoid burnout?	



Are we meeting too often or too little?	
Are we rotating note-taking, facilitation, timekeeping, etc.?	
Are the structures of our meetings working? If not, how else can we structure our time together?	
Are our physical meeting spaces meeting the needs of the group?	
Who else can we tap in to support and resource our work?	

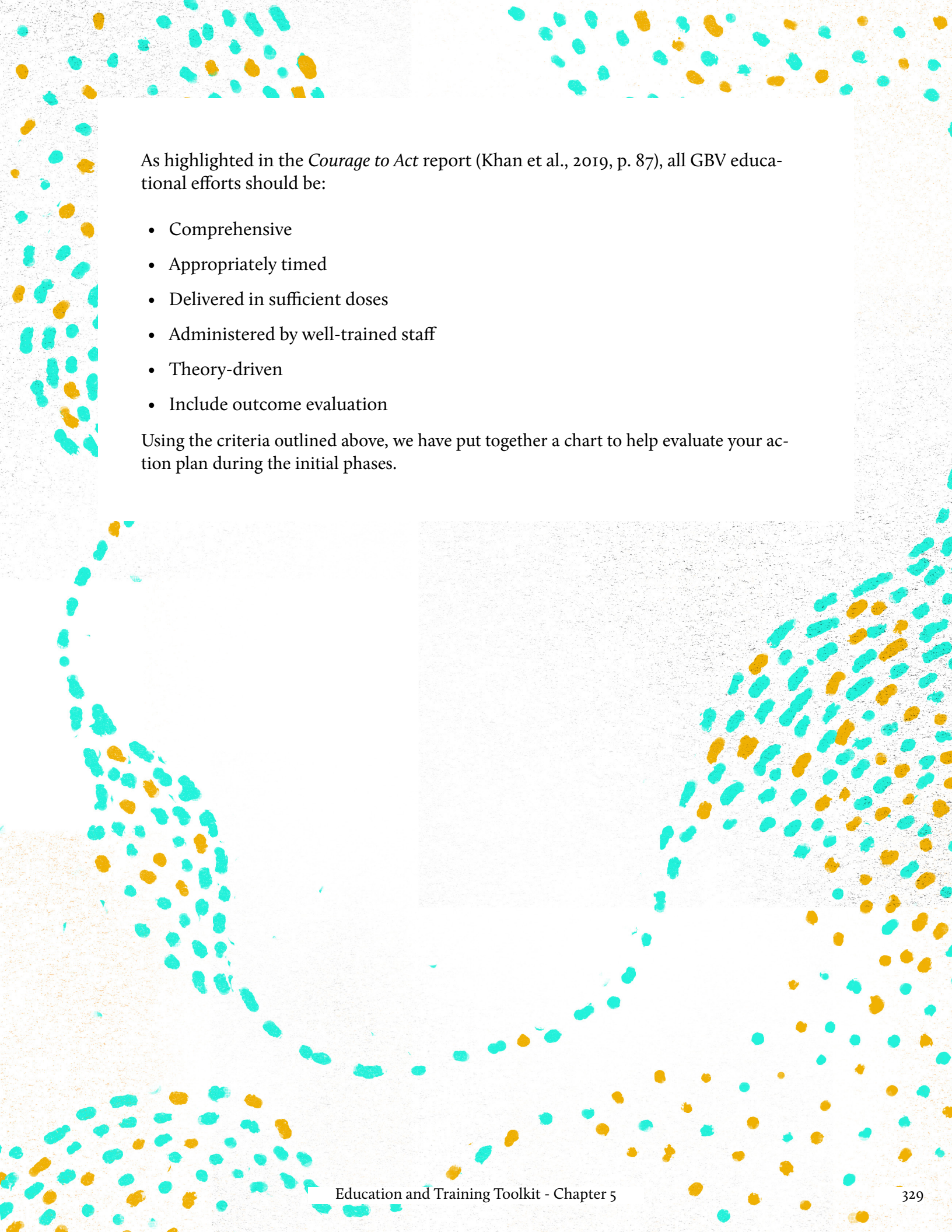
Have we built in gratitude opportunities throughout our process?	
Is burnout present? How do we know if it is present?	
Do we feel energized to continue the work? If not, what are some ways we can connect back to our initial goals?	
How will we know that our work is going in the wrong direction? What is our process for when we get “stuck”?	



## Evaluating Your Action Plan

It is important to build in opportunities to evaluate your action plan throughout each stage. It can be helpful to identify key times during your planning where you can pause to evaluate what is or is not working. Below we have provided some considerations to evaluate your action plan.

KEY CONSIDERATIONS	NOTES
When will you/your PSI administer the next campus climate survey?	
How will you measure victimization on campus and over time and the efficacy of your previous action plan?	
How will you communicate and hold your PSI accountable in sharing this information?	
What resources are needed for future campus climate surveys?	



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

- Comprehensive
- Appropriately timed
- Delivered in sufficient doses
- Administered by well-trained staff
- Theory-driven
- Include outcome evaluation

Using the criteria outlined above, we have put together a chart to help evaluate your action plan during the initial phases.



## Evaluating Your Action Plan After Implementation

Below we have provided you with a worksheet to review after your plan has been implemented. Your action plan should be revised at least every three years to ensure it is up to date with best practices and research — though depending on your community context, this may vary.

GENERAL CRITERIA		NOTES:
<p><b>Completeness</b></p> <p>Were all intended actions, activities, and community/system changes included in your plan? Did you include a wide variety of prevention and education strategies?</p>	<p>X ✓</p>	
<p><b>Clarity</b></p> <p>Was it clear who was responsible for each action item? Was it clear when each action item should be completed by? Were the decision-makers at the table? Were they clearly identified?</p>	<p>X ✓</p>	
<p><b>Sufficiency</b></p> <p>Were your goals and outcomes achieved? If not, what additional changes would need to be altered for the future?</p>	<p>X ✓</p>	

<p><b>Resources</b></p> <p>What resources were available? What resources were not available?</p>	<p>X ✓</p>	
<p><b>Flexibility</b></p> <p>Was your action plan flexible enough to respond to new opportunities, barriers and changes in the community? Were there opportunities for your goals and outcomes to be modified?</p>	<p>X ✓</p>	
<p><b>Other Factors</b></p> <p>Were there any other challenges that you experienced?</p> <p>What else, if anything, would you have changed to your current action plan?</p>	<p>X ✓</p>	



## Section 5 Checklist: Evaluating your action plan

- Have you reviewed Chapter 2?
- Have you evaluated your action team?
- Have you built in opportunities for evaluation throughout your planning?
- Have you identified key individuals to support with evaluation?
- Have you built in an evaluation plan after implementation?

What else, if anything, should you consider when evaluating your action plan?

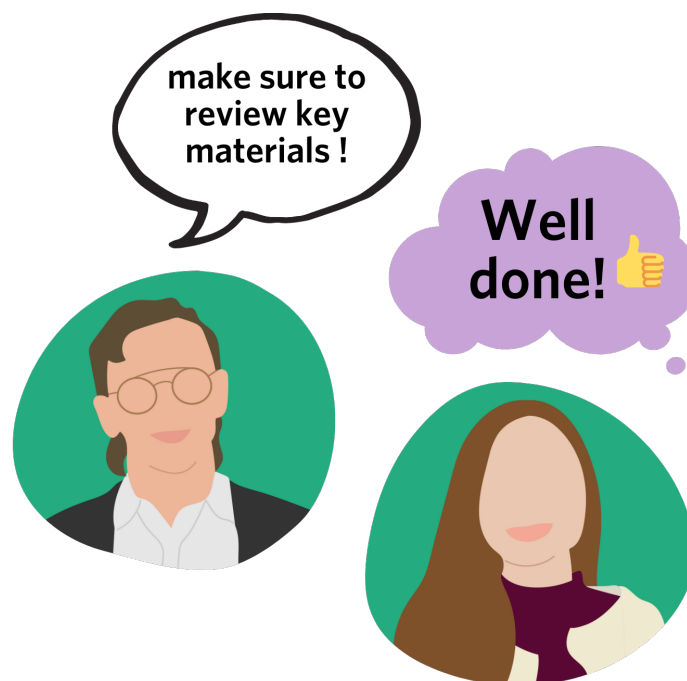
**GBV Prevention Educator Tip: It is crucial that you review your action plan at regular intervals. As knowledge and information on prevention education grow, your conditions will need to adapt.**



**Ensure to set aside time in your planning to hold community forums, climate surveys and other modes of assessment and evaluation. Review Chapter 2 for further learning.**

## In Summary

Throughout this chapter, we have provided you with many tips, questions, resources, tools, exercises and worksheets to support your GBV prevention education action plan. We hope that you were able to take what you needed from this tool and apply it to your current and future work. We know that campus-wide action planning is complex, messy, challenging and lengthy. We designed this tool as a road map and we hope that you were able to select the direction that works for your action team. As GBV prevention education moulds and forms in new ways over the years, we hope that you can build and add to this tool. We hope this tool engages your curiosity about the many possibilities of GBV prevention education action planning at your PSI.





## Promising Action Plans & Frameworks:

### **Carleton University:**

Honouring each other: A blueprint for building Consent Cultures on campus, together (2020).

### **Council of Alberta University Students (CAUS)**

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### **McGill University:**

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### **Queen's University:**

Queen's University sexual violence prevention and response framework. (2020-21).

### **Simon Fraser University:**

SVSPO intervention and prevention education plan (2020-2021).

### **Université de Montréal**

Politique visant à prévenir et combattre les inconduites et les violences à caractère sexuel (2019).

### **University of British Columbia:**

UBC sexual assault intervention and prevention education: Education plan (2015-16).

### **University of Toronto:**

Education and prevention of sexual violence: Guiding principles for sexual violence education and prevention initiatives. (2017).

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