

Prevention

Policy Booklet

January 2017



EVERY
WOMAN
TREATY

The next step in ending violence
against women & girls.

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NOTE: Memos were written using Everywoman, Everywhere, our original name.

Recommendations for a Global Treaty on Violence Against Girls and Women of All Ages

**by the Expert Special
Committee on
Advocacy and Rights Based
Programs**

January 2017

1. Introduction of Treaty Content

1.1 Introduction

The Expert Special Committee on Advocacy and Rights Based Programs discussed how a global treaty on Violence Against Girls and Women of all ages would address States parties' obligations to create, fund, and implement advocacy and rights based programs to eradicate violence against girls and women of all ages.

This Committee's recommendations on advocacy and rights based programs are focused on producing a measurable reduction in rates of Violence Against Girls and Women on the way to full eradication by:

1. implementing states' awareness raising activities to show the nature, causes, and impact of all forms of Violence Against Girls and Women;
2. mandating these activities for all state employees at all levels and entities receiving state funds;
3. mandating the state's obligation to provide funds for state and NGO awareness raising and prevention programs;
4. mandating the role of public and private media in the implementation of such programs; and
5. mandating the role of formal and informal education in eradicating Violence Against Girls and Women, including raising awareness on traditional and cultural beliefs, practices, and stereotypes which could legitimize and exacerbate the persistence and tolerance of Violence Against Girls and Women.

1.2 Legal Framework

Relevant international provisions on this matter have been stated in regional treaties on Violence Against Girls and Women in the form of awareness raising programs and activities. For example:

- Article 13 of the Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence (Istanbul Convention) includes
 - the state obligation to promote and conduct awareness-raising campaigns and programs on the different manifestations and consequences of all the forms of violence covered by this Convention.
 - affirming the need for wide dissemination of information on measures available to prevent Violence Against Girls and Women among the general public.

- Article 8.1 of the Inter-American Convention on the Prevention, Punishment, and Eradication of Violence Against Women (Convention of Belem do Pará) includes
 - States' agreement to "undertake progressively specific measures to promote awareness and observance of the right of women to be free from violence, and the right of women to have their human rights respected and protected."
- The Maputo Protocol under Article 5 (harmful practices) also considers the
 - creation of public awareness activities (programs, formal and informal education) among all sectors of society to address this issue.

2. Summary of the Committee's Discussion of Treaty Content

The Expert Committee on Advocacy and Rights Based Programs discussed recommendations for a global treaty on Violence Against Girls and Women of all ages by covering a comprehensive scope, reflecting holistic multi-disciplinary content aimed at promoting the rights of women and children and adopting an intersectional approach to eliminate Violence Against Girls and Women.

The Committee's discussion included the following topics:

- Awareness raising on all forms and types of Violence Against Girls and Women;
- Information and access to comprehensive and integrated social, health, and legal services;
- Producing a measurable reduction in rates of Violence Against Girls and Women;
- Policies and programs, giving priority to formal, informal, and nonformal education with a focus on programs to educate women and men about the importance of girls' and women's physical and mental health and well-being,
 - including the elimination of all forms of discrimination and violence against girls and women; and
 - to prevent the revictimization of women and girls from any form of violence, including harmful practices.
- Access to comprehensive and integrated social, health, and legal services, access to adequate health-care services that are responsive to trauma and include affordable, safe, effective, and good quality multi-sectoral care;
- Policies and programs on full and meaningful engagement
 - of men and boys and community leaders as strategic partners and allies in the elimination of all forms of discrimination and violence against girls and women in all their diversity in the family and in society.

- Evidence-based, informational education and communication programming through
 - developing and enhancing domestic and international standards;
 - qualitative and quantitative methodologies for use at domestic and international levels; and
 - improvement of data on women’s experiences in areas such as:
 - poverty;
 - income distribution within households;
 - participation and income of women in the informal sector;
 - unpaid care work;
 - women’s access to, control, and ownership of assets and productive resources; and
 - women’s participation at all levels of decision-making.
- Harmful practices, including
 - child, early, and forced marriage;
 - female genital mutilation;
 - through reviewing, adopting, enacting, and enforcing laws and regulations that prohibit such practices; and
 - creating awareness about harmful health consequences.

Based on the primary exploration and discussion by the Committee regarding increased focus on advocacy and rights based programs and the need to avoid overlap with other Committee discussions, the content was narrowed to:

- awareness raising;
- media and educational activities; and
- state responsibility for ensuring financial and structurally enabling environments for funding these activities.

3. Concluding Comments by the Committee on Treaty Content

“Unresolved, sensitive, potentially contentious issues:”

N/A

4. Recommendations by the Committee on Treaty Content

- States parties shall raise awareness on the nature and causes of all forms of Violence Against Girls and Women
 - as an endemic violation of human rights,
 - that jeopardizes the physical and mental health of girls and women,
 - including on their sexual and reproductive health,

- o and far-reaching, negative impact on children and families, and
 - o to produce a measurable reduction in rates of Violence Against Girls and Women of all ages on the way to full eradication of this violence.
- States parties shall fund awareness raising programs and mandate such programs for
 - o all state employees at all levels;
 - o for all entities receiving state funding; and
 - o in all formal and informal educational systems.
 - States parties shall make it mandatory for all awareness raising programs to be
 - o aired on public and private media;
 - o to have appropriate media guidelines to contribute to the eradication of Violence Against Girls and Women of all ages in all its forms; and
 - o to enhance respect for the dignity of girls and women.
 - States parties shall introduce into schools:
 - o awareness raising curricula at all levels; and
 - o human rights topics geared to eradicating harmful traditional cultural beliefs, practices, and stereotypes which legitimize and exacerbate the persistence and tolerance of Violence Against Girls and Women.
 - States parties shall include in their government budgets:
 - o adequate resources to cover activities related to the elimination of Violence Against Girls and Women of all ages; and
 - o funding for NGOs that work towards the prevention and elimination of Violence Against Girls and Women of all ages and at all levels.

Committee Member Bios:

(Chair) Gladys Mbuyah Luku – Cameroon

Gladys Mbuyah Luku holds a Master of Law degree with a specialty in International Human Rights from Georgetown University Law Center, USA, received her LLB with honors in English Private Law from the University of Yaoundé in Cameroon, and graduated with a BL from Nigeria Law School. Gladys is a Barrister and a Solicitor of the Supreme Courts of Nigeria and Cameroon. She founded and heads the Libra Law Office in Tiko Sub Division, established June 2006. She has attended many international seminars on women’s human rights and has drafted constitutions for several women’s human rights groups. Gladys has represented victims of violence (pro bono) before the law courts in the Southwest region of Cameroon. She is Vice President of the Radio Buea talk and call in show on women’s human rights called “Voices for Women,” which has been on air for over 13 years. She has written several articles published in

magazines on women's human rights, is a member of FIDA Cameroon, and a Life Member of FIDA International.

She is the immediate past FIDA International Regional Vice President for Africa, the current FIDA Cameroon Country Vice President, and a FIDA International Director. Gladys is also a Leadership and Advocacy for Women in Africa (LAWA) Fellow.

(Memo Drafter) Medea Khmelidze – Lithuania

Medea Khmelidze has worked in the field of SRHR since 2007. Her interests include HIV/AIDS and the rights of marginalized youth. Through the support of ASTRA network and ASTRA Youth Medea gained experience regarding UN working systems and high-level advocacy, and tries on a daily basis to push much of SRHR's mainstreamed agenda, including comprehensive sexuality education and access to youth-friendly SRHR services at the local level. Medea currently works as Project Manager at the Georgian Harm Reduction Network, which is made up of 26 NGOs in Georgia that work with drug users, and it is also where she previously worked as Advocacy Officer and Community Mobilizer. She represents the Georgian Union of PLHIV-Real People Real Vision in ASTRA Network and ASTRA Youth, a network operating in the ECE region for advancing SRH Rights. Medea prioritizes community strengthening and believes that actions taken jointly step by step do make a change.

(Memo Drafter) Vanessa Coria Castilla – Mexico

Vanessa Coria Castilla is a feminist and Human Rights Attorney from Mexico. She has worked for several NGOs, developing multilevel and multiple advocacy strategies seeking structural changes to advance women's human rights. As Programme Manager at Women's Global Network for Reproductive Rights (WGNRR), Vanessa has led the efforts to influence and advocate for the inclusion of sexual and reproductive health and rights (SRHR) in the ICPD Beyond 2014 Review, Beijing+20, and Post-2015 processes, and in the Inter American Human Rights System. Prior to joining WGNRR, Vanessa was the International Advocacy Project Leader at Group of Information and Reproductive Choice (GIRE). She served as the Mexico Desk Attorney at the Center for Justice and International Law (CEJIL) seated in Costa Rica and litigating more than 30 cases against Mexico before the Inter American Commission of Human Rights and 3 cases before the Inter American Court (*Fernandez Ortega, Rosendo Cantú, Cabrera García and Montiel Flores v. México*). She also formed part of the legal area at Comisión Mexicana de Defensa y Promoción de los Derechos Humanos working on femicide cases from Chihuahua and Ciudad Juárez, both at the national and regional level, among others. Vanessa also served as Legal Intern at the Inter American Court of Human Rights in Costa Rica. Vanessa has been a consultant for several organizations, leading and submitting shadow reports before the UN bodies and amicus curiae in several cases, and supporting capacity building processes with grassroots organizations. Vanessa has published papers and articles on human rights

issues and has taught several courses, diplomas, and workshops, including the diploma on “Human Rights and Women: Legal Strategies for the Advocacy” from the Women’s Rights Program of the University of Chile.

(Member) Manisha Desai – USA

Currently a Professor of Sociology and Asian and Asian American Studies at the University of Connecticut. Has a PhD in Sociology, an MSW, and a BSc in Microbiology. Manisha's current areas of research include: gender and globalization, transnational feminism, human rights, contemporary Indian society, social movements, gender and development, and South Asian American issues. She has won countless awards and written an innumerable amount of publications and articles. Manisha continues to work for and study women’s issues around the world. She recently released a book, *Subaltern Struggles in India: The Gendered Geography of Subaltern Movements Against Neoliberal Development* (Routledge, 2016).

(Member) Margaret (Meg) Nwagbo – Nigeria

Margaret Nwagbo is the past chairperson of the International Federation of Women Lawyers, Anambra State. She is also Zonal Co-Ordinator at the Centre for the Eradication of Violence Against Women and Executive Director at the Legal Redress and Justice Centre. Margaret became involved in women’s issue in 1982 when she joined FIDA. Noticing that women and the youth are affected by injustice, poverty, and lack of education, she started leadership development and began fighting violence against women through advocacy to stakeholders and advocacy on new laws as Chairperson at FIDA Anambra, the Anambra state widowhood law was translated into Igbo and the English language. Advocacy visits were paid to traditional rulers and other stakeholders in the state, explaining the law and sharing the simplified version of the law. She also created awareness of the Children’s Rights law through the media, outreach to stakeholders, interactive sessions in schools. At the local level, she is a community leader and the chairperson of her community women’s association. She renders free legal services to them and educates them on women’s human rights. In all she has provided free legal services to over 1000 women. She is a professional mediator and a member of the board of the governing council of the Chartered Institute of Mediations and Conciliations.

(Member) Zynab Binta Senesie – Sierra Leone

I started working with women in 2004. My initial engagement with women was supporting the process of mobilizing women for International Women’s Day. In the following years, I have worked on a violence against women project where I mobilized and formed 7 women’s forums/groups in 5 of the districts where we work. These were community women of whom over 80% were illiterate, however, we worked with them over a period of 3 years and by the end of these years they understood what VAW was and how to protect themselves and girls from it.

During these years, I also worked with other national organizations to reform our 3 national gender-related laws (devolution of estate, domestic violence and customary marriage, and divorce bills) and we were part of the team that gave these bills the human rights lens from a development perspective. We also raised advocacy platforms and these bills were passed into laws. We also worked with our national police force and developed an engendered training manual for them to ensure women get the right support when they seek redress. Our next phase was a project on access to justice for women. We worked in this for another 3 years with 3 women groups. In this project, we were able to address the barriers women face when they seek redress and also get them to understand the critical pathway in seeking redress. Through this project we also worked on another gender-related law reform (sexual offences bill) advocated for it till it was passed into law. Along with this project, I have also been working with community women for over 3 years now, on several issues ranging from agriculture to women's and girls' rights. For the past 4 years, I have also been working with women in emergencies and I have supported other countries such as The Gambia during their Sahel drought crisis and Sierra Leone during the Ebola crisis.

(Member) Lu Pin – China

Chief Editor of Feminist Voices, a major leading feminist alternative media in China and Column Writer of feminist commentaries. Lu Pin has been working for women's rights and promoting gender equality for almost 20 years. Her main work areas include media gender research and advocacy, eliminating violence against women, gender equality advocacy, networking of civic organizations, and development of alternative media for women.

Supporting Documents:

I. Notes on Framework

II. Rough Process Notes

I. Notes on Framework

Advocacy/Rights Based Language

- Strengthen a holistic, multidisciplinary approach to promote the rights of women and children and adopt a gender responsive, child-sensitive, and age-responsive approach to eliminate violence against women and violence against children in regions which includes effective laws, legislations, policies, and measures.
- States shall raise awareness of the nature and cause of all forms of violence against women and girls as an endemic violation of human rights jeopardizing the physical and

mental health of women and girls, including in many instances their sexual and reproductive health and far-reaching and negative impact on children, families, and the wider community.

- States shall provide information and access to comprehensive and integrated social, health, and legal services for all women and girl victims/survivors of all types of violence and address all health consequences including the physical, mental and sexual, and reproductive health consequences, of violence against women and girls by providing improved access to adequate health-care services that are responsive to trauma and include affordable, safe, effective, and good quality multi-sectoral care.
- States must develop policies and programmes, giving priority to formal, informal, and nonformal education, that support girls and women, enabling them to acquire knowledge, develop self-esteem, and take responsibility for their own lives, and to place special focus on programmes to educate women and men about the importance of girls' and women's physical and mental health and well-being, including about elimination of all forms of discrimination and violence against girls, to prevent revictimization of women and children from any form of violence including harmful practices.
- States must develop policies and programmes on full and meaningful engagement of men and boys and community leaders as strategic partners and allies in the elimination of all forms of discrimination and violence against women and girls in all their diversity in the family and in society; design and implement national policies that aim to transform those social norms that condone violence against women and girls by addressing the root causes of gender inequality such as unequal power relations, social norms, practices, and stereotypes that perpetuate discrimination against women and girls; and engage them in efforts to promote and achieve gender equality and the empowerment of women and girls.
- States must implement targeted evidence based informational education communication programming through developing and enhancing international standards and qualitative and quantitative methodologies, for use at domestic and international levels, to improve data on women's experiences in areas such as poverty, income distribution within households, participation and income of women in the informal sector, unpaid care work, women's access to control and ownership of assets and productive resources, and women's participation at all levels of decision-making, access to quality health services including sexual and reproductive health and rights services, violence against women and girls in all contexts including sexual violence in conflict, and women's and girls' access to justice, reparations, and remedies for all human rights and violations, including to monitor the progress on the state level for women and girls.
- States must eliminate all harmful practices, including child, early, and forced marriage; female genital mutilation through reviewing, adopting, enacting, and enforcing laws and regulations that prohibit such practices; and creating awareness around the harmful health consequences, including those concerning the minimum legal age of marriage,

raising the minimum age for marriage where necessary, and generate social support for the enforcement of these laws in order to end the practice of child, early, and forced marriage.

- States must fund and mandate such programs for: all state employees at all levels, for all entities receiving state funding, and in all formal and informal educational systems.
- States must mandate that such programs be aired as a public service by media through developing appropriate media guidelines to contribute to the eradication of violence against women in all its forms, and to enhance respect for the dignity of women, girls, and children.
- States must promote the education and training of all those involved in the administration of justice, police, and other law enforcement officers as well as other personnel responsible for implementing policies for the prevention, punishment, and eradication of violence against women.

II. Rough Process Notes

2 Feb 2017

Dear Gladys, Vanessa, Medea, Manisha,

Wishing you much peace and happiness for the coming year.

Please find attached the final version of the memo.

Can you please review the yellow highlighted sections for a quick review and let us know if you have any objections? The rest of the content remains unchanged.

Please also check your bios at the end of the document.

I must submit this to the Global Drafting Committee as soon as possible. They will spend this year reviewing and analyzing the 17 memos and deciding how best to integrate the content into the Draft Treaty document.

With Gratitude,

Vidya Sri

21 Dec 2016

Dear Manisha, Gladys, Vanessa, Medea, Margaret, Zynab and Lu Pin,

Congratulations and many, many thanks on the excellent memo and your hard work on the Advocacy/Rights Based Programs committee. The final version is attached, and we so appreciate your dedication to this project.

The Everywoman Everywhere team will be taking a break for self-care (including sleep!) in the month of December. We will return in January, full of energy to continue our work and will be back in touch with you then.

Meanwhile, we wish all of you a very restful, peaceful and happy holiday season.

Thank you again for your leadership and commitment.
Warm Regards,
Millicent Bogert

14 August 2016

Dear Members,

We are currently in the final stages of drafting our memo with our recommendations for a
Global Treaty on VAW.

Our memo drafters (Medea and Vanessa) have been working hard to develop the memo over
the past few months. Manisha and Gladys have been extremely helpful to this process -
thank you!

I am sharing the final recommendations with Zynab, Lu Pin, and Margaret for the first time
below - these recommendations have taken us several months to develop with extensive
and detailed discussion and deliberation.

Since you have not been available for meetings, please tell me if you have any questions which
you would like to discuss with me on the recommendations below.

These are recommendations relating ONLY to Advocacy and Rights Based Programs.

1. States parties shall conduct specific rights based awareness raising programs and support diverse groups to conduct a broad range of programs and activities addressing the nature, cause, and prevalence of all forms of violence against women and girls and the far reaching negative economic, community, political, and public health impacts.
2. States parties shall allocate funds and implement funding provisions for state and non-state programs and activities for public/private partnerships
3. States parties shall mandate the education and training of all government/public employees (especially those involved in the administration of justice, police and law enforcement as well as other personnel responsible for implementing policies for the prevention, punishment and eradication of violence against women); and shall promote such programs for employees in the private, non-government, informal and marginalized sectors
4. States parties shall support rights based awareness raising programs on Violence against Women and Girls utilizing all forms of public and private media and information communication technologies;
5. States parties shall facilitate via funding provisions the development of Media guidelines for all types of Media to contribute to the eradication of violence against women in all its forms.

Vanessa is currently drafting section 1 of the final memo (guide attached again to this email).
Vanessa, Medea, and I plan to meet in early September to move the memo drafting forward.

We are on track to complete and deliver the final memo to the drafting committee by October.

Warm Regards,

Vidya Sri

4 August 2016

Dear Gladys, Vanessa, Medea,

Manisha and I met today and had a very productive session.

We did a final revision of our recommendations for the memo. Please see below for content.

This is LAST CALL for your feedback on the language below.

I am coordinating a meeting with Medea and Vanessa to complete the remaining smaller portions of the memo so we can have a draft memo soon to share with the larger group for final feedback.

Advocacy/Rights Based Recommendations for the Final Memo:

1. States parties shall conduct specific rights based awareness raising programs and support diverse groups to conduct a broad range of programs and activities addressing the nature, cause, and prevalence of all forms of violence against women and girls and the far reaching negative economic, community, political, and public health impacts.
2. States parties shall allocate funds and implement funding provisions for state and non-state programs and activities for public/private partnerships
3. States parties shall mandate the education and training of all government/public employees (especially those involved in the administration of justice, police and law enforcement as well as other personnel responsible for implementing policies for the prevention, punishment and eradication of violence against women); and shall promote such programs for employees in the private, non-government, informal and marginalized sectors
4. States parties shall support rights based awareness raising programs on Violence against Women and Girls utilizing all forms of public and private media and information communication technologies;

5. States parties shall facilitate via funding provisions the development of Media guidelines for all types of Media to contribute to the eradication of violence against women in all its forms.

27 June 2016

Dear Members,

We are making progress!

The memo team has been working hard on developing the language for the Treaty.

Medea, Vanessa, and I will meet on July 6, 9:30 am Boston time to work on the language for the definition.

The larger Committee is invited to meet on July 20 at 11 am Boston time to give feedback on the definition that we will share by then AND to give your feedback on the preliminary treaty outline that was shared with you early last week.

The larger committee will meet in July and August - these are the 2 final meetings.

The memo team will continue to work to complete and deliver the memo by October, 2016.

Vidya Sri

27 June 2016

Dear Members,

We will ask for your preliminary thoughts/questions on the Treaty Outline that was shared with you early last week.

We will also share some early sections of the treaty content the memo team has been developing for your feedback.

Look forward to seeing you today. Zoom link is below:

Topic: Advocacy/Rights Based Committee

Time: Jun 27, 2016 11:30 AM (GMT-4:00) Eastern Time (US and Canada)

Warm Regards,

Vidya Sri

July 20 current version:

Notes from Vidya - July 20

Current version of bullets after today's discussion: (prior version of bullets are Medea's email at the bottom)

1. States parties shall conduct specific advocacy and rights based programs and support diverse groups to conduct a broad range of programs and activities addressing the nature, cause, and prevalence of all forms of violence against women and girls because it is an endemic violation of human rights jeopardizing their physical and mental health with far reaching negative economic, community, political, and public health impacts to member states.
2. States parties shall commit to supporting awareness raising programs on Violence against Women and Girls utilizing all forms of public and private media and information communication technologies;
3. States parties shall allocate adequate funds in their annual budget, for awareness raising programs and mandate such programs for employees in the public, private, government, non-government, informal, and marginalized sectors.
4. States parties shall provide an enabling environment for state and non-state programs and activities to facilitate public/private partnerships to eliminate violence against women and girls.
5. Remove this bullet
6. Pending review

Pending:

- we can integrate the "media guidelines" point in bullet 2
- we are considering a separate bullet on implementation and outcomes where we would connect the budget allocation with measurable outcomes and create a feedback loop within that bullet for states to use when deciding on the actual budget allocation number.
- please review what Medea shared today in the attachment to the prior reminder
- We need to decide whether we need a definition of "what is an advocacy and rights based program" or leave it open to states.
- Please consider any missing items in this list of final recommendations which will go under section 1d in the final memo (final memo guide attached to this email). We will integrate your feedback on August 4.
- Victoria, please send out a zoom invite and country table for the next memo meeting on Thursday, August 4 at 10:00 am Boston time.

Thank you for your leadership and expertise!

Warm Regards,

Vidya

July 18 meeting – prior version:

1. States parties shall conduct specific advocacy and rights based programmers and support diverse groups to conduct a broad range of programs and activities addressing the nature, cause, and prevalence of all forms of violence against women and girls because of the far reaching negative economic, community, political, and public health impacts to member states.
2. States parties shall commit to supporting awareness raising programs on Violence against Women and Girls utilizing all forms of public and private media and information communication technologies;
3. States parties shall fund awareness raising programs and mandate such programs for employees in the public, private, government, non-government informal and marginalized sectors.
4. States parties shall implement an enabling environment including the government allocation of funding provisions for state and non-state programs and activities to facilitation public/private partnerships.
5. States parties shall implement an enabling environment for all type of Media including the government allocation of funding provisions and media guidelines to contribute to the eradication of violence against women in all its forms;
6. States must promote the education and training of all those involved in the administration of justice, police and other law enforcement officers as well as other personnel responsible for implementing policies for the prevention, punishment and eradication of violence against women;

From June 27 meeting:

Gladys: we should not allow reservations/denunciations

Article 1: Purpose: Should we add the word "Punish" - but it makes sense because we are including SSV in this treaty. States must accept this Treaty so it is difficult to use the word "Punish" with them.

From Vidya, June 13

I am writing with an update on what we achieved today in our very productive session with the memo drafting!!!

a very special thank you to Manisha for joining in briefly at the very last minute with no notice-so appreciative:)

1. We reviewed the current draft of 5 bullets that Gladys shared with us on June 3:

This review included us considering actual prevailing text in other regional conventions on the same subject to be clear on the precedent for using certain words in our language since it will be difficult to convince states to accept language they do not already use (one of the biggest challenges with the Istanbul Convention)

This review included the consideration of "awareness raising" vs. "advocacy and rights based campaigns" and the implications of both phrases

This review included the need to separate out "States parties shall conduct..." and "States parties support diverse groups..." to avoid the exclusion of certain groups and the huge variety of potential programs/activities.

This review included removing the defining of vaw since other committees are working on specific definitions currently and this goes outside of the scope of this committee.

This review included expanding on the negative impact to all of society by developing a bridge to and argument for negative impacts to states.

2. We integrated the input from Manisha today to rephrase the first bullet specifically her inclusion of the word "prevalence" and the need to spell out the far-reaching impact, and we will continue to integrate Manisha's input on funding in the second bullet.

3. It took us considerable time to re-draft the first bullet which was very helpful for us to gain perspective and learnings on being inclusive vs. exclusive which will always be our biggest challenge!

4. Vanessa, Medea, and I are confirmed to come back together again on Tuesday June 21 at 9:30 am Boston time for an additional 90 minutes to complete the final draft of the remaining bullets.

5. Vanessa and Medea will be further reflecting on the new first bullet and pending additional bullets, as they stand currently, and make their own notes to bring to next Tuesday's discussion.

6. Once we complete next Tuesday's session, we will share the revised bullets with you for your insights.

7. I am sharing the revised first draft bullet below, in case you would like to comment. Please know that there will be several more stages of feedback from a wide range of participants including the drafting committee before we complete this process!!

States parties shall conduct specific advocacy and rights based programmes and support diverse groups to conduct a broad range of programs and activities addressing the nature, cause, and prevalence of all forms of violence against women and girls because of the far reaching negative economic, community, political, and public health impacts to member states.

8 April 2016

HI Medea and Vidya

As per our last meeting, below is the language based on the 4 conventions/protocols that you circulated.

States shall fund holistic, multidisciplinary, and multi-sector public awareness and participation programs that: (1) promote a culture of human rights for women and girls; (2) raise awareness of the nature and cause of all forms of violence against women and girls; and (3) disseminate ways in which everyone can participate in the prevention and elimination of all forms of violence against women and girls.

States shall fund and mandate such programs for: all state employees at all levels; for all entities receiving state funding; in all formal and informal educational systems.

States shall mandate that such programs be aired as public service by media.

Manisha

4 April 2016

Dear Committee Members,

Thank you for your time and expertise today.

Please see below the 4 links we discussed - specifically related to current language on advocacy/rights based/awareness raising campaigns:

1. [ASEAN Declaration on VAW, Page 3, Point 3.](#)
2. [Maputo Protocol, Page 7, Article 5](#)
3. [Belem do Para Convention, Chapter III, Article 8](#)
4. [Istanbul Convention, Page 11, Article 13](#)

Current Action Items:

1. Please email any preliminary inputs you have on actual treaty language for the global treaty on VAW on the specific issue of advocacy and rights based campaigns to Medea by Friday, April 8.

2. Please block Monday, May 9 at 11 am Boston time for our next meeting - we will plan for 90 minutes so we can cover more ground.
3. Meeting recording is attached for your reference.

Warm Regards,
Vidya Sri

Recommendations for a Global Treaty on Violence Against Girls and Women of All Ages

**by the Expert Special
Committee on
Education and Training**

January 2017

1. Introduction of Treaty Content

1.1 Introduction

The overall purpose of this proposed global treaty is to eradicate violence against girls and women of all ages (VAGW) and improve women's human rights. To this end, one of the major contributions of this proposed new instrument is to strengthen the infrastructure for how states address the prevention of violence against women, and to bring onto a treaty basis specific ways that states can prevent and respond to violence against girls and women to produce a measurable reduction in rates of violence against girls and women.

Governments should work together with communities to create an enabling environment including social, institutional, and economic structures that are supportive of girls and women. A criminal justice approach to gender-based violence is an inadequate methodology to address the underlying causes of violence and to prioritize prevention of violence occurring. States should support a wide range of formal and informal prevention, education, and training programs that promote gender equality, non-violent relationships, and safe communities to produce a measurable reduction in rates of violence against girls and women.

This memo's recommendations highlight the strategic need for states to develop and adopt a national training and education plan to address and prevent violence against girls and women. The recommendations provide key elements needed for the state to support education and training programs in diverse sectors and to create a coordinated and enabling environment for NGOs and other entities working to produce a measurable reduction in rates of violence against girls and women. The recommendations also provide guidance related to best practices, target audiences, and key content to include in the education and training plan.

1.2 Legal Framework

Our approach has been broad, noting that in the human rights treaties there are a range of measures that States parties can take to prevent harm.

- All appropriate legislative, administrative, social, and educational measures (Convention on the Rights of the Child, 1990).

We have surveyed existing international and regional treaties as well as soft law and new targets such as the Sustainable Development Goals to add specificity and certainty to the obligations, building on what has previously been accepted by states.

- We have aimed for coherence with the 1979 Convention on the Elimination of All Forms of Discrimination against Women ("CEDAW") and General Comments from the CEDAW Committee.

The requirement for education and training then should work backwards from the premise that

girls and women have a right to be free from violence in both the public and private spheres and the state is accountable to prevent, punish, and eradicate violence against girls and women. Rather than specifying particular types or protocols, this memo provides recommendations based on best practices to address and prevent violence against girls and women through education and training to produce a measurable reduction in rates of violence against girls and women.

This memo also addresses the need for the proposed global treaty to address the role of States parties in prioritizing education and training as a key way of preventing violence against girls and women (as one protective factor) to produce a measurable reduction in rates of violence against girls and women.

2. Summary of the Committee's Discussion of Treaty Content

1. The need for **strategic framing and broad language** to make this treaty relevant and adoptable/adaptable in very diverse contexts (193 states):
 - Stress “enabling environments,” e.g.
 - “States shall enable NGOs to perform this work by providing research, access to archival materials[,] and media/information.”
 - Introduce role of NGOs and the need to invite people to participate in preventing violence against girls and women.
 - Important language:
 - inclusion of civil society
 - frontline responders
 - multidisciplinary
 - intersectionality
 - structural factors
 - culturally relevant programs
 - address primary, secondary, and tertiary prevention and education
 - survivor-centered (“trauma-informed”)
 - community collaboration and engagement
 - comprehensive prevention
 - Include language to support marginalized populations such as:
 - Undocumented “non-citizens,” refugees, women and girls with disabilities, sexual violence in the military, religious educational institutions, and professional organizations.
2. **Include different sectors:** Ensure States parties have a plan and mechanisms for multi-sectoral coordination for provisions of training, e.g. task forces/coordinating bodies in-country with different partners:

- NGO, women’s groups, educators, judges, legal, police, health, educational institutions/schools, social services, faith communities, etc.,
- Clarify the role of human rights defenders, women’s organizations, local NGOs, or community-based organizations, and
- Acknowledge that some regions don’t have independent NGOs.

3. **Map training responsibilities in existing conventions** (most don’t mention prevention) and ensure this treaty complements CEDAW, UN Sustainable Development Goals, national human rights monitoring bodies, and other mechanisms.

4. Provide **guidance** on

- the need for regular training and education,
- who needs to be trained (different sectors),
- responsibility of states to provide funding for training/education and intersectoral coordination,
- who will provide training, and
- basic content of training.

5. Other discussions related to:

- How will mandatory training and education programs be funded, who will conduct them, which personnel do we want trained? What’s the difference between training officials and community education?
- Quality or features of education (evidence-driven, comprehensive data, survivor-driven, pedagogically sound, culturally relevant).
- Monitoring and implementation. Outputs vs. outcomes, theory of change, what prevention looks like, root causes.
- Include tangible questions to guide states: e.g., do you have a law that deals with sexual harassment? What types of services do you have at the police? Need for gender justice training that includes victim survivors and NGO participation.
- Address differences between developing and more developed countries. What is the responsibility of the “developed world” to the “developing world”? Obligation of private philanthropy? Make treaty compatible with development agenda and financing.
- Make certain things obligatory (e.g., basic services, training, coordination) and some things recommended (e.g., regional funding). Identify champions within the different states. Offer examples of best practices in various sectors from countries like Sweden; include more prevention, social media, building new social norms.
- Strategies to provide vocational/economic education and training (addressed by another committee).
- States are encouraged to provide counselling and referrals for women in shelters and hospital emergency departments.

- Encourage early education and training on VAWG in school curricula, trauma-informed care for first-line responders, and parenting skills for youth and young adults.

Notes to be considered by the drafting committee:

- How prevention is framed within the overall treaty. We had numerous discussions about the importance of creating a prevention infrastructure, and how this is not addressed adequately in current international treaties.
- The synergies between Article 12 and Article 13 (Advocacy and Rights Based Programs) of the draft outline of the Global Treaty on Violence Against Girls and Women of All Ages, reference and ensure consistency with Advocacy and Rights Based Program Committee Recommendation: “States parties shall *mandate* the education and training of all government/public employees (especially those involved in the administration of justice, police, and law enforcement as well as other personnel responsible for implementing policies for the prevention, punishment, and eradication of violence against women); and shall promote such programs for employees in the private, non-government, informal, and marginalized sectors.” Note that the Education and Training Committee decided to not use the word “mandate” so that states would not oppose the treaty.
- Definitions. We have offered definitions specifically related to our committee. These definitions may be included in Article 2: Definitions (2e).
- Measuring state commitments towards fulfilling the recommendations need to be incorporated in the broader memo.

3. Concluding Comments by the Committee on Treaty Content

“Unresolved, sensitive, potentially contentious issues”:

- Certification may be challenging for the vast majority of rural and indigenous communities as well as the informal groups that are likely to provide training in many areas with no resources.
- Will violence in same-sex relationships be addressed by the treaty and if yes, how?

4. Recommendations by the Committee on Treaty Content

PREVENTION, EDUCATION, TRAINING

The proposed treaty should oblige States parties to adopt an Education and Training Plan as part of its national violence against girls and women action plan in accordance with Article 31.2 of the draft outline of the Global Treaty on Violence Against Girls and Women of All Ages, with the features of Article 12 (2e) above.

- **4.1 Proposed Definitions**

- **Comprehensive Prevention** refers to an ongoing, integrated strategy that addresses diverse risk and protective factors as they occur in relation to violence against girls and women and involves consistent messaging and action across levels of the ecological framework¹ before, during, and after the violence takes place. In this memo, we refer to prevention messages and action as part of regular and ongoing education and training programs in a variety of institutions.
 - For example, education of students, members of law enforcement and other sectors, survivors of violence, and community members are all part of comprehensive prevention.
 - Prevention is not one program, activity, or strategy, but includes various approaches that ensure individuals can identify the systemic dynamics of VAWG and the tools they need to mitigate, intervene, and/or abolish those systemic dynamics.²
- **VAGW Education** refers to receiving or giving instruction in formal and informal educational settings to inform learners across the life cycle about VAWG.
- **VAGW Training** refers to educational programs or “on-the-job” training that are provided to inform workers/professionals in multiple sectors that directly or indirectly address VAWG.

- **4.2 That each state has a high-level task force** or other national entity for ensuring coordination among sectors in developing, implementing, monitoring, and evaluating the education and training plan to produce a measurable reduction in rates of violence against girls and women.

- **4.3 States parties to have mechanisms to ensure** that the plan is developed, implemented, and evaluated in coordination with affected populations, community members, practitioners, and ultimate recipients of the trainings to produce a measurable reduction in rates of violence against girls and women.

- **4.4 States should provide funding** for training and education programs related to this treaty, shall allow NGOs to receive additional local and/or international funding to implement this work, and that NGOs working on VAGW Education and Training shall be protected by law.

- **4.5 The VAGW Education and Training Plan should include:**

¹ See: <http://www.who.int/violenceprevention/approach/ecology/en/>

² Definition adapted from: *Sexual Assault Prevention on U.S. College Campuses: A National Scan*, CALCASA, 2015.

- **(WHY)** Overarching principles governing this treaty (Part I), including a commitment to be survivor-centered, address compounding structural inequalities, and maintain contextual sensitivity.
- **(WHO)** Comprehensive and coordinated strategies to provide education and training to a broad range of sectors and populations (including, for example: schools, law enforcement, health, social services, faith communities, survivor-victims, women at risk for violence, and others) and reaching men and women as well as youth.³
- **(HOW)** Guidelines for the education and training to be delivered, including a variety of proposed content and modes of delivery, including participatory learning.
 - That states should incorporate evaluation mechanisms in training and education programs to improve effectiveness and document outcomes and changes in knowledge, behaviors, protocols, and practices.⁴ Moreover, states, coalitions of states, funders, and government agencies can support improved measurement by investing in long-term outcome studies and research on the cumulative impact of comprehensive prevention, incorporating experiential evidence from practitioners, and prioritizing community-specific evaluation.⁵
- **(WHAT)** That *all* VAWG Education and Training Programs shall include content covering:
 - The human rights of women and girls and in particular, the right of women and girls to be free from violence.
 - The root causes of VAWG, including gender inequality and derogatory stereotypes relating to women and girls, rigid gender roles, and violence supportive attitudes in society.⁶
 - Risk factors for VAWG, including structural inequalities (e.g., racism, ableism, and homophobia) resulting from systematic discrimination against groups of people by dominant social institutions that intersect with and compound VAWG. The overlapping or intersecting social identities⁷ for girls and women may make them at higher risk for violence. For example, a young woman who is also of lower socioeconomic condition, a migrant worker, disabled, or imprisoned is at a higher risk for violence because of her different social circumstances than a woman

³ This recommendation is intended to reinforce and build upon General Comment 19, CEDAW 24 (b), which focuses primarily on training for judicial and law enforcement officers as well as the WHO Global Plan of Action as a key tool for implementing violence-related Sustainable Development Goals as per the 69th World Health Assembly, Resolution WHA 69.5.

⁴ See also: CEDAW General Comment 19, paragraph 24 (c).

⁵ Drawn from: Sexual Assault Prevention on U.S. College Campuses: A National Scan (CALCASA) (January 2015).

⁶ See also: CEDAW, Article 5 (a) and Article 10.

⁷ Sometimes referred to as “intersectionality.”

who is affluent, not disabled, or not incarcerated. Learners should know that risk factors can be modified and prevented by adopting positive norms, laws, and education (that require the participation of all members of a society).

- Definitions of VAWG as articulated in this treaty, including violating and potentially violating patterns of behavior.
- Direct and indirect effects of violence on victims and the various costs of VAWG on individuals, families, societies, and countries.
- Information regarding existing laws and policies that promote women's human rights and address VAWG, including mechanisms for reporting violence to local authorities and/or to international entities.⁸
- Available services and resources, including medical, legal, shelters, financial assistance, counseling, and other resources.
- Learners should be provided with documentation of successful completion of a training program listing the main areas of training.

- **4.6 IN ADDITION, RECOMMENDATIONS FOR TRAINING FOR FRONT-LINE PROFESSIONALS**

- That training programs directed towards professionals involved in response and intervention related to VAWG and first points of contact for survivors and victims—including but not limited to public officials, law enforcement, health care workers, justice officials, lawyers, social workers, teachers, and faith leaders—shall additionally include content and skills related to:
 - Development of sector-specific protocols and practices that facilitate a survivor-centered approach (e.g., training, certification, referrals, reporting, and safety planning, among others) and care, including listening with respect, honoring the survivor's choice, and not revictimizing the person who has experienced violence.
 - Documentation of evidence and reporting related to VAWG (e.g., accurately describing events so they do not minimize the perpetrator's violence or hold the victim responsible).
 - Culturally relevant response and support in a diverse range of communities, prioritizing the needs of the indigenous, disabled, and marginalized.
 - Information about implementation of new legislation, policies, or mandates and of any updates to existing ones when they are enacted to ensure that professionals are aware of changes and competent to fulfill their duties.
 - Assessing the level of danger and patterns of violence (to enable the

⁸ See: Optional Protocol to CEDAW.

professional to make better assessments based on the larger context of abuse as opposed to looking at incidents in isolation).⁹

- Development of the institution's ongoing prevention and awareness programs.

Committee Member Bios:

(Chair) Halah Eldoseri – Saudi Arabia

Halah Eldoseri is a health researcher, writer, and blogger on women's rights and violence against women. Her area of expertise is in women's rights and violence research in Saudi Arabia and the Eastern Mediterranean region. Halah's work includes writing reports and articles and contributing to research on the region's politics and women's position.

(Memo Drafter) Lisa Hoffman – USA

Lisa Hoffman has twenty-five years of experience working with grassroots groups, governments, and grant making foundations around the world, primarily related to prevention of gender-based violence. Fluent in English, Russian, Spanish, and French, she has worked with shelters, hotlines, and prevention programs in the United States, Russia, Hungary, Haiti, Peru, and the Dominican Republic. Her passion is supporting organizations to articulate their institutional identity and to navigate international funding systems. She is an expert facilitator in intercultural processes for organizational development and social change, including strategic planning, theory of change, curriculum development, participatory evaluation, gender analysis, and peer learning communities. She has developed innovative grant making strategies and capacity-building initiatives and has co-authored numerous publications related to the prevention of gender-based violence, community mobilization, youth-led social change, working with faith communities, and social change philanthropy.

(Memo Drafter) Heidi Guldbaek – Perth, Australia

Heidi is passionate about equality and social justice and has spent the last 7 years working in the community legal sector specializing in policy and law reform advocacy and community legal education to achieve access to justice for women, particularly in relation to areas of law where family and domestic violence is prevalent. She is the Coordinator of the Domestic Violence Legal Workers Network and recently finished her terms as the National Law Reform Coordinator for Women's Legal Services Australia. Heidi is also the Founder of Towards Freedom, a social justice business providing training and education to create a movement of socially conscious people who disrupt societal beliefs and practices that contribute to violence against women. She is a behavioral scientist and community development practitioner and has previously

⁹ There are good examples of danger assessment tools currently used in the health care sector, such as that developed by Jacquelyn Campbell (1986): <https://www.dangerassessment.org/About.aspx>.

worked with refugee communities as well as with women escaping family and domestic violence. Heidi holds a Masters in Human Rights.

(Memo Drafter) Susan Harris Rimmer – Australia

Associate Professor Susan Harris Rimmer is an Australian Research Council Future Fellow in the Griffith Law School and Adjunct Reader in the Asia-Pacific College of Diplomacy at the Australian National University. She is also a Research Associate at the Development Policy Centre in the Crawford School. Sue was appointed an Associate Fellow, International Economics at UK think-tank Chatham House (the Royal Institute of International Affairs) in December 2015. Susan was selected as an expert for the official Australian delegation to the 58th session of the UN Commission on the Status of Women in New York in March 2014 and is Australia's representative to the W20 (gender advice to the G20), with Anne Fulwood. She has provided policy advice on the UNSC, G20, IORA, and MIKTA. Sue was previously the Advocacy lead at the Australian Council for International Development (ACFID). She has also worked for the UN High Commissioner for Refugees, the National Council of Churches, and the Parliamentary Library. She currently serves on the national board of the Refugee Council of Australia and is an Ambassador for the Australian Refugee Trust. She is a policy adviser to the digital activism site for gender equality in Australia Fair Agenda. She is a National Board member of the International Women's Development Agency.

(Member) Suntariya Muanpawong – Thailand

Suntariya Muanpawong is a Chief Judge in the Research Justice Division of the Supreme Court of Thailand. After finishing her Bachelor of Law from Thammasat University and Barrister at Law, she obtained a Master and Doctorate Degree in Public Law from Muenster University, Germany. She practiced briefly as a lawyer and was a teacher in a Southeast Asian refugee camp. Suntariya spent five years as a legal officer in the Harbor Department, then became a Judge at the Court of Justice. She was the first supervisor of the Judicial Research Institute, where she played a significant role in developing the accountability and responsiveness of the judiciary. Suntariya has joined various human rights programs held by international institutions. She has conducted research projects on justice reform, child's rights protection, gender justice, prisoners' rights, and environmental jurisprudence. As the Chief Judge of the Juvenile and Family Courts, she created some innovative programs to work with the communities. To develop women's human rights, Suntariya has worked with prominent scholars and women study institutions, including UN Women. She was an editor of a book on the court and gender equality.

(Member) Sisi Liu – Hong Kong/China

Sisi Liu has been the Director of the Hong Kong Federation of Women's Centres since 2009. Prior to working as the Director, she worked on human rights research, in particular on China. She has a Bachelor of Social Science in Government and Public Administration (The Chinese

University of Hong Kong), as well as a Master of Science in Gender Studies (London School of Economics and Political Science), and a degree in Chinese Law (Tsinghua University). She also has a Diploma on Women's Health Studies from the Chinese University of Hong Kong. As the director of the Hong Kong Federation of Women's Centres, she oversees the operations of the organization and advocates for women's rights in policy-making, as well as provides gender sensitivity training workshops.

(Member) Ann-Marie Loebel – Australia

Ann-Marie has over 25 years' experience working in community-based services and with vulnerable people, in particular in the areas of disability, ageing, and child protection. Ann-Marie worked in policy, research, and in learning and development across these sectors. This included developing training resources for staff, facilitating workshops, and evaluating program initiatives. In particular, Ann-Marie's work emphasis has been on working within a strengths-based approach, and in assisting people in developing access to ordinary life opportunities.

Supporting Documents:

I. Notes on Framework

II. Rough Process Notes

III. Background Notes

IV. Partial Summary/Notes of Discussion

V. Legal Framework

VI. Committee Consultation Feedback

I. Notes on Framework

The Big Q: How do we want to see VAW education and training addressed in this treaty?

The Goal: To develop broad language that every member state can adopt in their context.

Considerations (things we've discussed):

- Funding (Maputo) States parties to undertake to adopt all necessary measures and in particular shall provide budgetary and other resources for the full and effective implementation of the rights hereinafter recognized (Vidya clarified funding is being addressed by another committee).
- Theory of change/program model logic outputs vs. outcomes.
- Multidisciplinary/intersectional/collaboration.
- Monitoring and implementation (I think Vidya clarified another group is looking at this

also).

- List of actors—what level of specificity will go into the treaty (need also to invite people to participate/victims/survivors).
- Qualities/features of training: evidence driven, best practice, pedagogically sound.
- Obligation of developed countries to support developing.
- Obligatory obligations vs. recommended obligations.
- Structural inequalities.
- Ontario law commission curriculum framework principles, objectives, core competencies, curriculum content, course formats, and pedagogical technique.
- Education and training should have a 3-pronged approach:
 - Survivor-centered
 - Community collaboration and engagement (includes community)
 - Comprehensive prevention (across sectors)
- I.e., judicial education (training) specific protocol, regular program of training, evaluated comprehensive, mandatory gender-sensitivity training curricula for courses on women's health and human rights, in particular gender-based violence.
- Practitioners should have an appropriate level of skill and training.
- Knowledge and experience of dealing with cases, of sexual violence and in particular are familiar with proper interview techniques, terminology and strategies, and strategies to respond sensitively to disclosures.
- Train staff to deal with trauma.
- Clarify role of human rights defenders and women NGOs.
- Ensure State has a plan and mechanisms for interdepartmental (multi-sectoral) coordination for provision of training task/force coordinating body in country with different partners.
- ***In some jurisdictions, legislation ostensibly adopted for the purposes of preventing and punishing violence against women has been drafted or applied in ways that further violate the rights of women...***

Language of international law:

I've themed these into comments relating to either gender sensitivity/gender equality education and training more broadly OR violence against women specific education and training.

- A) **GENDER SENSITIVITY/GENDER EQUALITY TRAINING; EDUCATION; CAMPAIGNS**
- Adopt education and public information programs which help eliminate prejudices and current practices that hinder the full operation of the principle of the social equality of women. – **General Rec No 3 1987**
 - "Modify social and cultural patterns of conduct of men and women, with a view to achieving elimination of prejudices and customary and all other practices which are

based on the idea of the inferiority or superiority of either sexes or on stereo-typed roles of men and women.” – **CEDAW**

- (j) Raise awareness of the responsibility of the **media** in promoting non-stereotyped images of women and men, as well as in eliminating patterns of media presentation that generate violence, and encourage those responsible for media content to establish professional guidelines and codes of conduct; also raise awareness of the important role of the media in informing and educating people about the causes and effects of violence against women and in stimulating public debate on the topic (Beijing Dec 125).
 - (o) Develop awareness of the human rights of women and provide, as appropriate, human rights education and training to military and police personnel operating in areas of armed conflict and areas where there are refugees (Beijing Dec 147).
 - (i) Provide gender-sensitive human rights education and training to public officials, including, inter alia, police and military personnel, corrections officers, health and medical personnel, and social workers, including people who deal with migration and refugee issues, and teachers at all levels of the educational system, and make available such education and training also to the judiciary and members of parliament in order to enable them to better exercise their public responsibilities (Beijing Dec 232).
 - Accelerate public awareness, education, and training to discourage the demand that fosters all forms of exploitation (CSW 57 Agreed Conclusions).
 - Legislation should mandate: regular and institutionalized gender-sensitivity training (UN Handbook for Legislation on Vaw).
 - Judicial training to avoid gender stereotyping (Special Rap Vaw—Due Diligence Standard as a Tool).
 - Gender-sensitive training of judicial and law enforcement officers and other public officials is essential for the effective implementation of the Convention (CEDAW General Recs).
 - (f) Effective measures should be taken to overcome these attitudes and practices. States should introduce education and public information programs to help eliminate prejudices that hinder women's equality (recommendation No. 3, 1987 CEDAW General Recs).
 - (ii) Preventive measures, including public information and education programs to change attitudes concerning the roles and status of men and women (CEDAW gen recs).
 - Ensure that the training curricula of health workers includes comprehensive, mandatory, gender-sensitive courses on women's health and human rights, in particular gender-based violence (CEDAW gen recs).
- B) VIOLENCE AGAINST WOMEN TRAINING; EDUCATION; CAMPAIGNS**
- By Governments, including local governments, community organizations,

non-governmental organizations, educational institutions, the public and private sectors, particularly enterprises, and the mass media, as appropriate (Beijing Dec 125).

- (d) Support initiatives of women's organizations and non-governmental organizations all over the world to raise awareness on the issue of violence against women and to contribute to its elimination (Beijing Dec 125).
- (e) Organize, support, and fund community-based education and training campaigns to raise awareness about violence against women as a violation of women's enjoyment of their human rights and mobilize local communities to use appropriate gender-sensitive traditional and innovative methods of conflict resolution (Beijing Dec 125).
- (f) Recognize, support, and promote the fundamental role of intermediate institutions, such as primary health-care centers, family-planning centers, existing school health services, mother and baby protection services, centers for migrant families, and so forth in the field of information and education related to abuse (Beijing Dec 125).
- (g) Organize and fund information campaigns and educational and training programs in order to sensitize girls and boys and women and men to the personal and social detrimental effects of violence in the family, community, and society; teach them how to communicate without violence and promote training for victims and potential victims so that they can protect themselves and others against such violence (Beijing Dec 125).
- By Governments, employers, trade unions, community and youth organizations, and non-governmental organizations, as appropriate (Beijing Dec 126).
- (b) Develop programs and procedures to educate and raise awareness of acts of violence against women that constitute a crime and are a violation of the human rights of women (Beijing Dec 126).
- Training for medical professionals to effectively identify and treat women subjected to violence, as well as forensic examinations by appropriately trained professionals (CSW 57).
- w) Adopt and fund policy reforms and programs, and support education, in order to sensitize, train, and strengthen the capacity of public officials and professionals, including the judiciary, police, and military, as well as those working in the areas of education, health, social welfare, justice, defense, and immigration; and hold public officials accountable for not complying with laws and regulations relating to violence against women and girls in order to prevent and respond to such violence in a gender-sensitive manner, end impunity, and avoid the abuse of power leading to violence against women and the revictimization of victims and survivors (CSW 57).
- Legislation should mandate: regular and institutionalized capacity-building on violence against women for public officials UN Handbook for VAW legislation).

- Development of awareness-raising campaigns and the provision of training for specified professional groups. The forms of violence covered by these interventions include: domestic violence, sexual assault, trafficking, “honor crimes,” and sexual harassment. These programmes tend to view violence against women as a stand-alone issue and there are relatively few examples of linkages being made between violence and other systems of oppression (Special Rap VAW- Due Diligence Standard as a tool).
- Most States are conducting broad-based public education campaigns on violence against women, using posters, magazine advertisements, websites, and television and radio commercials (Special Rap VAW- Due Diligence Standard as a tool).
- Recommended that mandatory training be provided for law enforcement personnel on, inter alia, the definition of domestic violence and on gender stereotypes (Special Rap Vaw- Due Diligence Standard as a tool).
- The introduction of appropriate educational and training programs and seminars based on research findings about the problems arising from female circumcision (CEDAW General Recs).
- Specially trained health workers (CEDAW General Recs).
- 3.2 Training Practitioners should have the appropriate level of skills and training to undertake documentation of sexual violence. In particular, practitioners should (CEDAW gen recs):
 - Ensure that all members of the team, including interviewers, interpreters, analysts, and support staff are appropriately vetted and trained to document violations according to the basic standards as set out in this Protocol.
 - Ensure that all members of the team have knowledge and experience of dealing with cases of sexual violence and, in particular, are familiar with the proper interview techniques, terminology, and strategies to respond sensitively to disclosure of sexual violence by both female and male survivors/witnesses.
 - Where possible, train staff in dealing with trauma and the ways in which to recognize and respond to post-traumatic stress disorders and risks of suicide and self-harm.
- Training on coordinated multiagency cooperation to allow for a comprehensive and appropriate handling of referrals in cases of violence covered by the scope of this convention (Istanbul).
- Professionals are trained to assist victims and refer them to appropriate services (Istanbul).
- Instill awareness of and prevent secondary trauma (Istanbul).
- To improve initial responses and foster multiagency collaboration, consistent and specialized training is required for early and advanced career police officers, judges, and magistrates.

- Specialized training for professionals in the criminal justice system should be developed in collaboration with the women’s sector to foster communication across agencies and to overcome collaboration barriers resulting from superior attitudes among the police force toward social support agencies (Garrett, 2004). Philosophical ideas of prevailing policies and legislations, which centre on victim protection and offender accountability, need to be translated into practical responses to increase victims’ confidence in utilizing the criminal justice system for IPV-related support and protection.

C) **BOTH**

- Legislation should mandate: specific training and capacity-building for relevant public officials when new legislation is enacted, to ensure that they are aware of and competent to use their new duties; and that such training and capacity-building be developed and carried out in close consultation with non-governmental organizations and service providers for complainants/survivors of violence against women (UN Handbook on VAW Legislation).
- Training and awareness-raising programs directed at different professional groups have been developed by many states, including the development of training materials for police, prosecutors, and members of the judiciary. States have also developed specific training materials on the prevention of violence against women for health-care professionals including: doctors, nurses, and social workers. A number of states, such as El Salvador, have created educational curricula on gender equality and non-violent communication strategies for use in schools (Special Rap – Due diligence as a Tool).
- To promote education and training of all those involved in the administration of justice, police and other law enforcement officers as well as other personnel responsible for implementing policies for the prevention, punishment, and eradication of VAW (Belem de Para).
- Parties shall provide or strengthen appropriate training for the relevant professionals dealing with victims or perpetrators of all acts of violence covered by the scope of this convention on the prevention, detection of such violence, equality between women and men, the needs and rights of victims, as well as how to prevent secondary victimization (Istanbul).

Stated Actors:

Note overlaps and inconsistencies

Mass media; military and police personnel; corrections officers; health and medical personnel; social workers; teachers at all levels of education; judiciary; members of parliament; local governments; community organizations; NGOs; educational institutions; public and private

sectors; enterprises; intermediate institutions; primary health centres; family planning centres; school health services; centres for migrant families; employers' trade unions; youth organizations; personnel responsible for implementing policies for prevention, punishment, and eradication; practitioners; interviewers; analysts; those working in areas of education health social welfare, justice defense, and immigration; medical professionals.

Questions/observations:

- Whether or not vocational education and training for women (in terms of promoting gender equality) (Maputo/Istanbul/CEDAW etc.) is included?
 - Vocational training and personal development learning:
 - To provide women who are subjected to violence to access to effective readjustment and training programs to enable them to fully participate in public, private, and social life (Belem de Para).
 - Professional and vocational training for survivors (Maputo).
- Is it preferred to use the language of primary, secondary, and tertiary prevention education or is it preferable that we go with prevention education and mandatory violence against women training?
- Do we dictate content of training per sector or is it preferable to recommend that actors adopt a framework? For example, "Frameworks should include principles governing their formation, objectives to be satisfied within the curriculum/training, core competencies to be developed (for example in areas of knowledge, skills, best practice, professional roles[,] and ethics), curriculum content, [and] course content pedagogical techniques)"—like the Law Commission of Ontario.
- AND/OR Do we actually set out that states must adopt a national prevention framework so that there is a national explanatory model of violence against women that all programs and frameworks feed into (so that they're all mutually reinforcing) and national standards for frameworks/programs (i.e., program logic, intersectional/structural issues (to cater for diversity), evaluation/implementation, evidence, community engagement/multi-sector collaboration/survivor-centered/involvement).
- Should we define gender sensitivity vs. VAW training?

Draft Recommendations:

- Not sure if this is complete

II. Rough Process Notes

4 March 2016

Key points – Mandatory VAW Education / prevention

- Include voices and experiences of disabled and indigenous people in all aspects.
- Holistic, intersectional approach to VAW. **Comprehensive** approaches to

Address and prevent VAW.

- **Survivor-centered, trauma-informed approach** – requires institutions, policy-makers, prevention practitioners, advocates, and others to pay attention to the varying needs of survivors and avoid a “one size fits all” approach. Each survivor comes to their experience of VAW with varying community influences. Recognize complex relationships individuals may have with interpersonal violence based on culture, race, gender, religion, disability, and other factors. Create policies and education/prevention programming that focuses on the diverse needs of survivors, especially those from traditionally marginalized communities.

- **Support survivors and hold offenders accountable.**

- **Interculturality**, building on lived experiences of participants, culturally relevant – support local organizations and systems to facilitate participatory processes. Community-based resources. Supporting local women and mothers through peer education (promotora model).

- **Engage diverse sectors** in the community – education systems (primary and secondary schools, colleges/universities/vocational schools), health, faith communities, social services, law enforcement. Involve stakeholders in a collaborative process to develop effective, culturally relevant, comprehensive efforts that build upon each other to promote safety, foster empowerment, and build community norms to prevent VAW.

- **Need funding to support training and education.**

- **Prevent systems abuse (revictimization).**

- **Add best practices under UN umbrella.**

- **Policies, procedures, and protocols** to fund, implement, and monitor education and prevention programs (e.g., Clery Act in U.S. for higher education).

- **Ways to measure the success of Prevention/Education efforts (evaluation).**

PREVENTION LANGUAGE

- Prevention (primary, secondary, tertiary). Alter the conditions that facilitate VAW, including sexual assault, domestic violence, dating violence, stalking, social inequality, oppression, cultural norms, and practices that normalize, excuse or tolerate violence, weak and/or inconsistent community and social sanctions for perpetrators of violence, and social mores that hold victims accountable for their own victimization.

- “Effective prevention programs seek to develop healthy, robust, and just communities that support and give voice to survivors, encourage respectful relationships and interactions, value empathy and compassion, and take measures to ensure that persons

of any gender, race, ethnicity, religion, class, age, disability, sexual orientation or gender identity, or any other group that has been marginalized have equal access to power, resources, status, and rights. Prevention is not one program, activity, or strategy, but includes various approaches that ensure individuals understand the systemic dynamics of VAW and the tools they need to mitigate, intervene, and/or abolish those systemic dynamics. Prevention programs should focus on altering the individual, relationship, community, and institutional risk factors that facilitate VAW. Further, efforts should promote individual, relationship, community, and institutional practices that support positive social norms.” (CALCASA Campus Prevention Report, See also: Nation, M., Crusto, C., Wandersman, A., Kumpfer, K. L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). What works in prevention: Principles of Effective Prevention Programs. *American Psychologist*, 58, 449–456.)

- *Primary prevention programs* mean programming, initiatives, and strategies **informed by research or assessed for value, effectiveness, or outcomes**, that are intended to stop dating violence, domestic violence, sexual assault, and stalking **before they occur** through the promotion of positive and healthy behaviors that foster healthy, mutually respectful relationships and sexuality, encourage safe bystander intervention, and **seek to change behavior and social norms in healthy and safe directions**.

Principles of Effective Prevention Programs¹⁰

In the article, *What works in prevention: Principles of Effective Prevention Programs*, the authors used a review-of-reviews approach across four areas (substance abuse, risky sexual behavior, school failure, and juvenile delinquency and violence) to identify characteristics consistently associated with effective prevention programs.

- **Comprehensive:** Strategies should include multiple components and affect multiple settings to address a wide range of risk and protective factors of the target problem.
- **Varied Teaching Methods:** Strategies should include multiple teaching methods, including some type of active, skills-based component.
- **Sufficient Dosage/Exposure:** Participants need to be exposed to enough of the activity for it to have an effect.
- **Theory Driven:** Preventive strategies should have a scientific justification or logical rationale.
- **Positive Relationships:** Programs should foster strong, stable, positive relationships

¹⁰ Nation, M., Crusto, C., Wandersman, A., Kumpfer, K. L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). What works in prevention: Principles of Effective Prevention Programs. *American Psychologist*, 58, 449–456. <http://psycnet.apa.org/index.cfm?fa=buy.optionToBuy&id=2003-05959-007>. See also: Maury Nation, Dana Keener, Abraham Wandersman & David DuBois (2005) Applying the Principles of Prevention: What Do Prevention Practitioners Need to Know About What Works? http://www.mentoring.org/downloads/mentoring_4.pdf.

between children and adults.

- **Appropriately Timed:** Program activities should happen at a time (developmentally) that can have maximal impact in a participant's life.
- **Socio-Culturally Relevant:** Programs should be tailored to fit within cultural beliefs and practices of specific groups as well as local community norms.
- **Outcome Evaluation:** A systematic outcome evaluation is necessary to determine whether a program or strategy worked.
- **Well-Trained Staff:** Programs need to be implemented by staff members who are sensitive, competent, and have received sufficient training, support, and supervision.

Considerations and Questions for Discussion re: VAW Prevention Education

To advance the practice of VAW prevention on college campuses, it is necessary to continue to generate evidence about what prevention activities appear to be working/not working, along with an analysis of additional factors that may be contributing to the positive or negative impact of those activities. Given that VAW prevention requires a deep level of critical thinking and capacity building on the part of all stakeholders, this report recommends the following considerations when assessing a prevention program:

1. Does the program adhere to the principles of effective prevention?
2. Does the program draw on evidence to inform decision-making about the program? Does it help to generate evidence about what works and doesn't work in a particular college context?
3. Does it work across the ecological model to create shifts in the culture and norms that contribute to VAW?
4. Can it be implemented? Can it be implemented well? Are there adequate resources to adapt and implement it in diverse communities? Can it be tailored to meet the specific needs of the college and its students, including subcultures and languages within the campus community?
5. What are the desired impacts? Do the desired changes in knowledge, attitude, beliefs, and behavioral intent contribute to changes in underlying norms or associated risk and protective factors that will shift actual behaviors?
6. Are the activities appropriate, respectful, and effective in the community? Does it include a range of prevention activities, including effective campus policies and responses, social norms change, bystander, and gender equity?
7. Is it attentive to the needs of survivors? Does it draw on the experience of a variety of survivors? Is it in alignment with available survivor services and response systems?
8. Does it take into account the range of VAW experiences and also how to prevent VAW among peers in different circumstances and violence perpetrated by authority figures, family members, and other acquaintances?

Additional Resources that may be helpful for our discussions:

Handbook for Legislation on VAW – UN (2010)

<http://www.un.org/womenwatch/daw/vaw/handbook/Handbook%20for%20legislation%20on%20violence%20against%20women.pdf>

Addressing VAW and Girls in Education Programming (May 2014) – specific to school settings:

[http://www.ungei.org/resources/files/VAWG_and_Education_Guidance_Note_Part_A_-_FINAL\(1\).pdf](http://www.ungei.org/resources/files/VAWG_and_Education_Guidance_Note_Part_A_-_FINAL(1).pdf)

Preventing Intimate and Sexual Violence in Michigan – Prevention Plan Highlights for 2010–2015:

https://www.michigan.gov/documents/mdch/Michigan_IPSV_Prevention_Plan-Executive_Version_305696_7.pdf

California Statewide Policy Recommendations for the Prevention of Violence Against Women:
Includes policy recommendations and rationale.

https://www.cdph.ca.gov/services/boards/phac/Documents/StatewidePolicyRecommendation_sforPreventionofViolenceAgainstWomen.pdf

Pillars of Prevention – specifically related to preventing sexual abuse of children

<http://www.preventconnect.org/2015/03/pillars-of-policy-for-child-sexual-abuse-prevention-a-discussion/>

III. Background Notes

Overview of findings:

In general, I could not find any training (domestic violence, violence against women more broadly, or even gender sensitivity) for the legal profession (mandatory or otherwise) that was modelled on best practice/had been evaluated in the literature.

Most studies that referred to training noted (as would be expected) that training drastically improved accountability of perpetrators and safety of victims. I've included excerpts below of both law enforcement (improved evidence collection and prosecution) and legal profession examples (improved safe custody arrangements in family law). However, most studies didn't comment on what the training comprised of that generated said improvements...

I did find an article by a woman named Donna Corker who teaches a law school course called

domestic violence and social justice which “is organized around a structural intersectional framework to encourage students to recognize how structural inequalities inform the types of abuse perpetrated, individual and community responses to abuse, meanings that a victim ascribes to abuse, and factors that increase the risk of abuse. The course challenges the dominant neoliberal ideology focus on individual responsibility that eclipses shared responsibility. The course combines experiential exercises, a presentation by members of a community-based survivor organization, discussion of a hypothetical case with a legal practitioner, and court observation to help students apply theoretical insights to practical issues of individual representation and policy-making.”

Another paper I read noted that the American Bar Association Commission on DV has identified 4 competencies for law schools (included below).

The Law Commission of Ontario has developed a pretty comprehensive but flexible framework for incorporating VAW issues into law curricula. It includes principles, objectives, core competencies, curriculum content (which really covers quite an extensive array of laws), course formats, and pedagogical techniques.

I also had another look at the UN handbook on VAW legislation because I know it recommends mandated training, but it didn't express what that should include, although based on the recommendations of what should be included in VAW legislation is a macro-level insight regarding what competencies you would expect to be covered.

In summary—not a total dead-end, but definitely not the most advanced sector in this space.

- Eileen M. Luna-Firebaugh

Violence Against American Indian Women and the Services-Training-Officers-Prosecutors Violence Against Indian Women (STOP VAIW) Program, Violence Against Women, February 2006 12: 125–136, doi:10.1177/1077801205280932

Impact of Training

Widespread improvements in police training, including report writing and documenting evidence of abuse, resulted in a 36% increase in the arrest of offenders and an increase in complaints filed by prosecutors of more than 400%. Tribal police officers and their departments were observed to be more efficient in their police work and more thorough in their investigations.

Enhancement of law enforcement response to violence against Indian women.

When law enforcement officers received appropriate, continual, and high quality domestic violence training in conjunction with the development of domestic violence police protocols, perpetrator arrests increased and mutual battery arrests decreased. Persistent, high quality training of law enforcement officers clearly helped change opinions and bring the views of police officers more in line with the literature and research about the dynamics of domestic

violence. When officers fully accept training, it appears to make a measurable difference.

Australian recs for FV training in legal sector

<https://www.alrc.gov.au/publications/31.%20Education%20and%20Data%20Collection/key-focus-areas-education-and-training>

- Silke Meyer

Seeking Help for Intimate Partner Violence: Victims' Experiences When Approaching the Criminal Justice System for IPV-Related Support and Protection in an Australian Jurisdiction

Feminist Criminology October 2011 6: 268-290, first published on August 8, 2011 doi:10.1177/1557085111414860

Findings from this study show that victims were often confronted with gendered power imbalances and stereotypical beliefs about battered women when seeking help from the criminal justice system. Despite the changing policy environment toward greater victim protection and offender accountability over the last two decades in Australia and worldwide, some of the experiences described by study participants still identify a male-dominated system with little understanding for the gendered dynamics of IPV and the complex issues surrounding the help-seeking processes of victimized women. While Australian state and federal level policies and legislation stipulate victim protection and offender accountability (Braaf, 2008; Douglas, 2008), women interviewed for this study experienced system responses that suggest male immunity from adverse police and court responses and female accountability to protect themselves and their dependent children.

These findings confirm earlier observations of unsatisfactory police responses to IPV in Queensland, which were associated with dismissive behavior and a lack of action taken by officers attending the incidents (CMC, 2005). One of the main reasons for the inadequate criminal justice responses observed in this and previous studies can be found in a lack of understanding and empathy on behalf of so-called "general sources of support," including the police, judges, and magistrates, who frequently encounter victims of IPV but lack the specialized knowledge to adequately address victims' needs (Hart, 1993; Hunter & Stubbs, 1999). In addition, there seems to be an ongoing reluctance to collaborate with specialized services across the women's sector. Disturbingly, both the lack of specialized knowledge and understanding as well as the reluctance to collaborate with non-law enforcement agencies have emerged from past criminal justice research for more than three decades (Buzawa & Buzawa, 1990; Dobash & Dobash, 1979; Garrett, 2004; Hart, 1993; Pagelow, 1981), which highlights the continuing importance of specialized IPV training for police officers, judges, and magistrates along with greater collaboration between criminal justice agencies and the women's sector. While law enforcement professionals frequently encounter IPV victims due to victims' greater awareness of the availability of "general sources of support" as opposed to specialized victim services, these professionals still reportedly lacked the relevant knowledge about IPV-related

matters and were therefore unable to understand the dynamics of abusive relationships and the factors associated with victims' different responses to IPV. Consequently, victims often faced stereotypical beliefs, victim-blaming attitudes, and an underestimation of risks involved for them and their dependent children when seeking help. Despite the prevailing policy orientation and legislative landscape toward victim protection and offender accountability, victims experienced a reluctance to arrest the offender, treat the incident as a criminal matter, issue no contact DVOs, include dependent children on an issued DVO, and prosecute breaches of DVOs when approaching different professionals in the criminal justice system.

As highlighted by the findings from this study and supported by past research (see, for example, Leone et al., 2007; Stewart, 2001), victims showing diverse and proactive help-seeking patterns are often in great need for support and protection by the time they approach the criminal justice system. It is important to note at this point that the reluctance of police officers, judges, and magistrates to treat IPV and its consequences as a criminal matter needs to be addressed using a holistic approach. While victim dissatisfactions are often associated with a lack of initial action taken when attending the incident (CMC, 2005; Robinson & Stroshine, 2005), it would be negligent to simply recommend a broader enforcement of pro-arrest policies because past research on the usefulness of an offender's arrest has highlighted the risks and adverse effects of police intervention that include arrest without subsequently charging the offender (Braaf, 2008; Phillips & Gillham, 2010). Holistic approaches toward greater victim safety and offender accountability require greater collaboration between criminal justice professionals and agencies within the women's sector.

Past research shows that while responses to IPV can offer initial de-escalation and safety if utilized appropriately, long-term restoration of victims' well-being and safety often requires subsequent criminal justice actions paired with psychosocial support (Hovell et al., 2006; Stover et al., 2010; Ursel, 2002). To improve initial responses and foster multi-agency collaboration, consistent and specialized training is required for early and advanced career police officers, judges, and magistrates.

This has been called for in the Australian context for a number of years due to the inconsistent amount of hours currently allocated to IPV-related information during recruit training and the voluntary nature of follow-up training for continuing police officers in IPV-related matters across jurisdictions (Department of Families, Housing, Community Services and Indigenous Affairs [FaHCSIA], 2009; NSW Ombudsman, 2006). Specialized training for professionals in the criminal justice system should be developed in collaboration with the women's sector to foster communication across agencies and to overcome collaboration barriers resulting from superior attitudes among the police force toward social support agencies (Garrett, 2004). Philosophical ideas of prevailing policies and legislations, which centre on victim protection and offender accountability, need to be translated into practical responses to increase victims' confidence in utilizing the criminal justice system for IPV-related support and protection. More specialized

criminal justice responses further need to be evidence-based, drawing on knowledge derived from evaluations of best practice models implemented in different national and international sites. Such models include integrated and consistent responses to IPV, combining police and court responses with specialized multi-agency responses to facilitate specialization at the criminal justice level and ensure adequate responses to victims' needs for support and protection (Clapp, 2000; Home Office, 1995; Hovell et al., 2006; Robinson, 2006; Sadusky, 2003). These integrated response models aim to ensure the collaboration and exchange of expertise between professionals in the criminal justice system and the women's sector and have been supported by governments in Great Britain and the United States since the mid-90s (Hague, Malos, & Dear, 1996; Home Office, 1995; Joseph, 2006; Richards & Baker, 2003; Sadusky, 2003). Following the international trend, pilot projects were implemented in a small number of police and court districts of different Australian jurisdictions since early 2000 and the Victorian government has been the first to fund a statewide implementation of its "Integrated Domestic Violence Services Strategy" (Domestic Violence Resource Centre Victoria [DVRCV], 2004, 2010; Rodwell & Smith, 2008). While integrated, multi-agency responses are promoted in the most recent Strategic Plans to tackle domestic and family violence in the remaining Australian jurisdictions, their full implementation is yet to be seen (see, for example, Government of Western Australia, 2009; New South Wales Government, 2010; Queensland Government, 2009).

- Daniel G. Saunders,
- Kathleen C. Faller,
- and Richard M. Tolman

Beliefs and Recommendations Regarding Child Custody and Visitation in Cases Involving Domestic Violence: A Comparison of Professionals in Different Roles, Violence Against Women, May 2016 22: 722–744, first published on October 15, 2015 doi:10.1177/1077801215608845

Research is lacking on differing perspectives regarding custody cases involving domestic violence (DV).

In a survey of judges, legal aid attorneys, private attorneys, DV program workers, and child custody evaluators (n = 1,187), judges, private attorneys, and evaluators were more likely to believe that mothers make false DV allegations and alienate their children. In response to a vignette, evaluators and private attorneys were most likely to recommend joint custody and least likely to recommend sole custody to the survivor. Legal aid attorneys and DV workers were similar on many variables. Gender, DV knowledge, and knowing victims explained many group differences.

Custody evaluators, sometimes in alignment with judges and private attorneys, tended to view mothers as most likely to make false allegations and alienate the children, and fathers least likely to do so. DV workers, often in alignment with legal aid attorneys, tended to hold the

opposite views. Legal aid attorneys and DV workers were also more likely to believe that a reluctance to co-parent does not hurt the child and that DV is important in custody determinations. Gender, age, DV knowledge, and knowing victims were significant factors in explaining group differences in the importance of DV for custody decisions, false allegations, and alienation. Such beliefs seem important in explaining custody-visitation recommendations as well. Findings from a separate analysis of the judges and evaluators showed that several beliefs—that victims try to alienate the child, make false DV allegations and similar beliefs—were strongly related to the recommendation of sole or joint custody to the perpetrator in the vignette (Saunders et al., 2011; Saunders et al., 2013).

Despite the above limitations, this study has important implications for practice. Although the majority of professionals reported knowing about post-separation violence, screening, and assessing dangerousness, judges and private attorneys reported the lowest rates of such knowledge. More training on these specific topics is especially desirable because this knowledge is related to a decreased tendency for evaluators to believe that victims make false allegations or alienate the children (Saunders et al., 2013). Increasingly, states require initial and/or continuing DV education for judges, attorneys, mediators, and custody evaluators. Recent trainings apply research findings on different types of DV, leading to more individualized guidelines for custody, mediation, and visitation (e.g., Jaffe & Crooks, 2007; Saunders, 2015; see also special issues of *Family Court Review*, Issue 3, Vol. 46, 2008; and *Journal of Child Custody*, Issue 3, Vol. 6, 2009).

Practice can also be improved through the application of standards and guidelines (e.g., AFCC, 2006; for a review see Saunders, 2015). The American Law Institute offers a guide for judges and advocates to bring greater justice to DV cases (Sussman, 2010). Guidebooks of the National Council of Family and Conciliation Courts emphasize that extensive training and experience in DV are essential because DV is its own specialty (Bowles, Christian, Drew, & Yetter, 2008; Dalton, Drozd, & Wong, 2006). These guidebooks also emphasize the limits of psychological testing and the reasons that “Parental Alienation Syndrome” should not be used. States have increasingly adopted factors for considering the best interests of the child that give extra weight to DV and give exemptions in DV cases to the “friendly parent” standard. Some states also stipulate that if parents make allegations of DV or child abuse in good faith, such allegations cannot be used against them in custody decisions. Further implementation of such guidelines, policies, and training, along with research to refine them, is likely to lead to custody-visitation determinations that will prevent further harm to family members.

- Kristin Heffernan,
- Betty Blythe,
- and Paula Nicolson

How do social workers understand and respond to domestic violence and relate this to organizational policy and practice? *International Social Work*, November 2014 57: 698-713, first

published on November 1, 2012 doi:10.1177/0020872812453188

This study explores British social workers' abilities to recognize incidents of interpersonal violence, how much domestic violence training social workers typically receive, and how awareness of organizational policies and practice experiences impact workers' attitudes about domestic violence. Based on our findings we suggest that traditional higher education teaching methods of lecture and seminar combined with a service-learning component to course work should be explored. Additionally, local authorities and other health and social care agencies need to take more responsibility for ensuring their employees understand agency policy regarding domestic violence and how to apply it.

Additionally, there have been numerous changes to policy and laws regarding domestic violence cases in the UK, which further introduced a range of reports (Home Office, 1999, 2000) as well as specific guidance and planning for certain professional groups (Crown Prosecution Service, 2009; Department of Health, 2000; Her Majesty's Crown Prosecution Service Inspectorate and Her Majesty's Inspectorate of Constabularies, 2004; Home Office, 2002). There is very little evidence, however, that the changes in domestic violence guidance and legal options have affected services offered to children and families who are victims of domestic violence (Rivett & Kelly, 2006). Specifically, the UK National Health Service (NHS) has adopted a highly visible "zero tolerance" framework, which includes mandatory organizational and police reporting of violent acts. As an example, screening for violence during antenatal care is required as part of this policy. The Government's Proposal on Domestic Violence addresses prevention, protection, and support strategies (Home Office: Safety and Justice). While it may be promising, the mixed reviews (Feder et al., 2005) and limited research suggest it is premature to draw conclusions on the policy's effects on actual practice. Saunders (2004) also underscores the limited application of some of the recent legal changes to actual practice.

Studies in Australia and the United States (Danis, 2003) have concluded that social workers often feel unprepared to deal with the complexities of domestic violence once they get into the field.

Interestingly, there is a significant difference between the distribution of men's and women's beliefs about the frequency of domestic violence in the community, with a higher proportion of male social workers (46.4%) than female social workers (28.8%) believing that one in four women experience domestic violence from a male partner.

Identifying attitudes and explanations of domestic violence was the second aim of the project. We found there were some gender differences in the attribution of causes of man-to-woman domestic violence.

Just over one-half of the female social workers (53.6%) believed domestic violence was drug/alcohol-related while a little over one-third of male social workers (39.1%) did so. Male

respondents (78.2%) are slightly more likely than female respondents (61.6%) to consider seeing domestic violence at home while growing up as causing men to subsequently commit acts of domestic violence. A slightly higher proportion of female (20.5%) than male (17.3%) respondents consider the explanation that society accepts domestic violence as a reason for male violence while 89.2% of female respondents and 78.2% of male respondents believe that men are violent in order to be in control.

As a group, all the social workers participating in the survey support the view that women are entitled to help, and that more public money should be spent on services for women and children who have experienced domestic violence. They also agree that whether or not a woman returns to her partner should not affect her entitlement to services. However, the interviews suggested that there may be contradictory views about the role of some women in the abusive/violent relationship.

Respondents indicated a general lack of adequate training in issues regarding domestic violence. Nearly half of the sample reported having had no training while one-third had post-qualifying training. Of the respondents who had post-qualifying training, two-thirds did not believe that their training had been adequate. During the interviews, we also inquired as to whether there were possibilities for training on mandatory/statutory duties and found that once again there was a lack of training specific to domestic violence. Some of the respondents' remarks, however, overlapped skill and knowledge training with the need to understand their organizations' policies on domestic violence.

There appears to be a disjuncture between their understanding of what constitutes domestic violence and their perceptions of how often their clients actually experience domestic violence. In short, while they know domestic violence exists, they are less likely to believe it is happening to their clients. This may be due to lack of training regarding the prevalence of domestic violence and how to screen individuals for domestic violence.

Additionally, university curricula need to incorporate evidence-based practice techniques for working with women and children who experience or are at risk of experiencing domestic violence. At the same time, local authorities need to provide settings that foster evidence-based practice, thereby further allowing students to practice their skills. Introducing students to the complexities of issues involved in working with women and children who may be in abusive relationships is a priority. Knowledge or classroom instruction is not enough however, and persons who have experienced domestic violence should be involved in guiding best practice to develop this social work training.

- Donna Coker

Domestic Violence and Social Justice: A Structural Intersectional Framework for Teaching About Domestic Violence, Violence Against Women 1077801215625851, first published

on February 1, 2016 doi:10.1177/1077801215625851

My Domestic Violence and Social Justice law school course is organized around a structural intersectional framework to encourage students to recognize how structural inequalities inform the types of abuse perpetrated, individual and community responses to abuse, meanings that a victim ascribes to abuse, and factors that increase the risk of abuse. The course challenges the dominant neoliberal ideology focus on individual responsibility that eclipses shared responsibility. The course combines experiential exercises, a presentation by members of a community-based survivor organization, discussion of a hypothetical case with a legal practitioner, and court observation to help students apply theoretical insights to practical issues of individual representation and policy-making

Research finds that law students suffer significant levels of mental and emotional distress (Sheldon & Krieger, 2007). Researchers connect student suffering, at least in part, to the nature of legal education, particularly that of the first year. Legal education is said to strip students of their capacity for moral reasoning by “push[ing] to the margins of discourse...matters of morality and social context” (Mertz, 2007, p. 212). Students conclude the first year with a hyper-focus on legal doctrine and the development of new analytical skills, but a limited understanding of the importance of the historical, political, and social context in which legal disputes are decided or the relations of power that shape legal processes (Mertz, 2007). Through combining a study of social history, social science research, policy analysis, social movement history, and the application of legal doctrine, with connecting students with local organizers and practitioners, Domestic Violence and Social Justice teaches a model of social justice lawyering that responds to these critiques of legal education. Furthermore, by learning that social inequalities are not “natural,” but rather are the result of identifiable government policies and social practices, students reclaim their belief in the possibility for social change. By grounding theoretical understanding in “real-world” experiential learning—the court visit, the dialogue with S.O.S. members, the Legal Representation Exercise—students grasp the dialectic between theory and practice. The following student comments capture this relationship: “[After completing the Legal Representation Exercise,] I finally understood the connection between the background, history, and theory portion of the class and the legal aspect of the class. By the end of the course, I realized that this was the most practical course...I have taken in law school and the [Legal Representation] exercise was probably the most practical exercise in law school.” (Student 1)

“[I]t [was]...so important to have the members of the [S.O.S.]...come and give their stories...because it remind[ed] us, as young lawyers, why we are actually doing the work we do. Like the account we read on the first day of class, we need to remember the people involved and [not] just have blinders on for legal arguments.” (Student 2)

My law school course, Domestic Violence and Social Justice, is built around a structural intersectional framework (Cho, Crenshaw, & McCall, 2013) through which students are

encouraged to recognize the complex ways in which structural inequality simultaneously informs the types of abuse perpetrated, individual and community responses to abuse, meanings that a victim ascribes to abuse (Erez, Adelman, & Gregory, 2009,) and factors that increase the risks that abuse will occur (Coker, 2000). The course emphasizes the often overlooked importance of economic injustice to the phenomenon of intimate partner violence. In addition, the course highlights the results of “system intersectionality” (Roberts, 2012, p. 1478)—how systems (e.g., welfare, criminal justice, child welfare, and immigration) intersect to create a web of control in poor communities, particularly those of color, that in turn creates social conditions that foster violence and thwarts efforts to prevent and respond to intimate partner violence. I adopt throughout the course a client-centered approach to lawyering (Newman, 2007; Shalleck, 1997). I encourage students to adopt a capacious view of legal practice as fundamentally rooted in problem-solving (López, 1992) in which the legal arena is just one of several avenues for advocacy and to see themselves as system change agents, both through their representation of individuals (Sharpless, 2012) and through policy work and activism. By highlighting the importance of system intersectionality, students understand the importance of working in coalition with other organizations that seek to advance civil and human rights.

The American Bar Association Commission on DV has identified core competencies for law school curriculum:

- What DV is including dynamics and breadth
- Safety planning
- Confronting stereotypes about victims and perpetrators
- Understanding survivors of DV
- The need for competent legal representation

The Law Commission of Ontario has developed a framework for inclusion of VAW issues in law curricula

<http://www.lco-cdo.org/violence-against-women-modules-final-report.pdf>

The framework is composed of the following elements:

1. **Principles governing its formation** (i.e., things like “law students need to learn about lawyering as well as about ‘the law’”)
2. **Objectives to be satisfied by including these issues in the curriculum**

At the macro-level, curriculum on violence against women has the objective of preparing students to enter the profession of law with the following characteristics:

- a comprehensive understanding of the issue of violence against women and its implications across all areas of the practice of law;

- the skills needed to competently manage files involving violence against women's issues;
- the knowledge required to play a role in working to shape social policy responses to violence against women; and
- the knowledge required to play a role as members of their professional community in bringing an end to violence against women.

3. Core competencies to be developed by students

- Knowledge:** Law students should develop the following competencies with respect to their knowledge of issues around violence against women:
 - familiarity with the dynamics and types of abuse, including how, when, and where it can happen, and the ability to recognize some of its indicators in clients and files;
 - an understanding of the differing ways in which violence against women is manifested in different communities;
 - an understanding of the impact of violence against women on both women and children;
 - an understanding of the relationship between violence and various legal issues and areas of law;
 - an understanding of the impact of violence on a victim's ability to interact with legal systems; and
 - familiarity with characteristics of abusers and how these affect the abuser's relationship with legal issues, areas of law and legal systems.
- Best practices:** Law students should develop the following competencies with respect to implementing best practices in relation to violence against women:
 - establish safe environments for all clients to allow disclosure of abuse where appropriate;
 - create a professional relationship of trust with clients once abuse has been disclosed;
 - create a physical and emotional safety plan for clients as well as for herself or himself and the law practice generally; and
 - integrate knowledge of abuse into how he or she handles the case/file.
- Skills:** Law students should develop the skills to allow them to do the following in their cases with respect to violence against women:
 - screen for violence against women/domestic violence;
 - be aware of violence against women risk factors;
 - know when to refer for a full assessment;
 - be able to respond appropriately to a disclosure of abuse or violence;

- make effective referrals to community services;
 - conduct an effective interview with a client who has experienced abuse;
 - conduct an effective interview with a client who has perpetrated abuse;
 - manage files involving violence against women appropriately; and
 - manage the impact of this work on themselves.
- d. **Professional role(s):** Law students should develop competences that are necessary for them when they deal with violence against women in the following roles:
- legal counsellors to their clients;
 - officers of the court; and
 - members of a professional community.
- e. **Ethics:** Law students should learn how to ensure the following ethical conduct in relation to violence against women:
- identify and respond to violence against women regardless of their professional role or area of law practiced;
 - address ethical issues that arise when they suspect violence against women has occurred or is occurring;
 - understand the ethical issues involved in representing victims/alleged victims and abusers/alleged abusers; and
 - understand the issues related to children in a family in which violence against women has or is occurring.
4. **Curriculum content:** topics proposed include:
- a. **Setting the foundational context • Explain why violence against women requires recognition in the curriculum. • Establish an approach based on the intersectionality of factors such as culture, race, gender, ability, religion, age, sexual orientation, citizenship status, geographic location, and other characteristics reflective of Canada’s pluralism and diversity. • Explain the importance of a gendered analysis. • Introduce practices in other jurisdictions.**
 - b. **What is violence against women? • Provide definitions of violence against women. • Explain and discuss how violence against women occurs in the public sphere. • Explain and discuss how violence against women occurs within the family. • Explain and discuss different ways the law addresses violence against women. • Briefly discuss what “violence against women” means in other jurisdictions.**
 - c. **Family law • Establish the statutory framework. • Identify provisions and case**

law relating to custody and access. • Identify the law governing child protection. • Explain and discuss the impact of violence against women on family court proceedings. • Explain and discuss issues relevant to representing abusers/alleged abusers. • Explain and discuss other processes for addressing the consequences of violence against women (e.g., mediation). • Explain the relationship between Family and Criminal Court and the Domestic Violence Court.

- d. Criminal law • Provide an overview of criminal law and violence against women. • Identify key issues in domestic violence (e.g., mandatory charging, victim response to charges/prosecution, bail) and sexual violence (e.g., production of third party records, consent, trafficking of women and children). • Explain and discuss the role of the “victim.” • Explain and discuss issues involved in representing persons accused of committing violence against women. • Explain plea bargaining in the context of violence against women. • Identify evidentiary issues relevant to violence against women. • Identify and discuss sentencing options. • Identify and discuss restorative justice processes.
- e. Immigration and refugee law • Establish the statutory and regulatory framework for immigration and refugee law. • Explain and discuss the difference and similarity of and relationship between individual and state violence. • Explain and discuss the role of violence in the refugee claimant’s home country. • How violence against women might occur, responses to it, and issues that arise among immigrant communities in Canada.
- f. Social welfare law • Explain and discuss social assistance issues for victims of violence against women. • Explain and discuss housing issues for victims of violence against women. • Explain and discuss disability pensions for victims of violence against women.
- g. Tort law • Explain the use of tort law in cases of sexual violence, including institutional cases. • Explain a cost/benefit analysis of tort law in domestic violence cases. • Explain and discuss challenges and barriers to the use of tort law in domestic violence cases.
- h. International law • Identify international instruments that could be used to address violence against women (e.g., Committee on the Elimination of Discrimination Against Women; Protocol to Prevent, Suppress, and Punish Trafficking in Persons, Especially Women and Children [the Palermo Protocol]; Inter-American Commission on Human Rights; International Court of Justice). • Explain and discuss the use of these instruments to address violence against women in Canada, particularly violence against aboriginal women, and including

trafficking of women and children. • Explain and discuss the challenges and barriers to the use of these instruments.

- i. **Quasi-legal remedies** • Identify the applicability of human rights codes and commissions. • Identify the applicability of administrative law processes and remedies. • Identify the applicability of workplace safety legislation (e.g., Part III.0.1 of the Occupational Health and Safety Act). • Identify the applicability of the Criminal Injuries Compensation Board. • Identify the applicability of proceedings governed by professional colleges.
 - j. **Alternative dispute resolution** • Identify and discuss the following forms of dispute resolution in cases of violence against women, including when appropriate, advantages and disadvantages, and special issues to be noted: mediation; arbitration; collaborative family law; and plea bargaining.
 - k. **Public policy** • Discuss working with government to effect violence against women policy reform. • Explain and discuss related non-legal issues that require policy attention (e.g., housing, income security). • Explain and discuss issues that arise in supporting women who do not want to engage with the law. • Explain and discuss the role of the community in preventing and responding to violence against women (e.g., initiatives such as “Neighbours, Friends and Families”).
 - l. **Other areas of law and violence against women** • Explain the following in courses such as real estate, contracts, wills and estates, and administrative law: when violence against women can arise; how to recognize it; and how to handle it.
 - m. **Ethics, professionalism, and practice considerations** • Explain the importance of being ready for the possibility of violence against women and/ or domestic violence with any client. • Explain how to screen for violence against women/domestic violence without “looking” for it. • Explain the duty to report and circumstances when solicitor/client privilege may be breached. • Explain the Crown and police duty to report to child protection authorities. • Identify and discuss practice tips for working with an abuser as well as a survivor. • Identify and discuss special conflict of interest/confidentiality considerations. • Identify issues relating to file management. • Identify the need for and issues related to safety planning for the lawyer and her/his staff.
5. **Course formats:** variety of proposed ways to format courses
 6. **Pedagogical techniques:** diverse array of teaching techniques
- The appendix to the framework also provides sample modules for 5 areas: setting the

foundational context; what is violence against women; family law; criminal law; and ethics, professionalism, and practice considerations.

[UN Handbook on VAW Legislation](#)

3.2.3. Training and capacity-building for public officials' Recommendation Legislation should mandate regular and institutionalized gender-sensitivity training and capacity-building on violence against women for public officials; specific training and capacity-building for relevant public officials when new legislation is enacted, to ensure that they are aware of and competent to use their new duties; and that such training and capacity-building be developed and carried out in close consultation with non-governmental organizations and service providers for complainants/survivors of violence against women.

Doesn't specify what should be included in training, but the mere specification of what should be included in legislation provides some insight into what macro-level competencies would be recommended

IV. Partial Summary/Notes of Discussion

19 May 2016

March 2016 Meeting

- Address primary, secondary, tertiary prevention and education
- Include different sectors: healthcare, police, legal, educational institutions/schools, social services, faith communities, etc.
- Map training responsibilities in existing conventions (most don't mention prevention at all) and ensure this treaty complements CEDAW, UN SDGs, national human rights monitoring bodies, and other mechanisms.
- Clarify role of human rights defenders, women's organizations, local NGOs, or community-based organizations.
- Memo to provide guidance on 1) need for mandatory training and prevention education; 2) who needs to be trained (different sectors); 3) responsibility of states to provide funding for training/education and intersectoral coordination; 4) who will provide training; 5) basic content of training.

April 2016 Meeting

- Need for strategic framing and broad language to make this treaty relevant and adoptable/adaptable in very diverse contexts (193 states).
- Discussion:
 - How will mandatory training and education programs be funded, who will conduct them, which actors do we want trained? What's the difference between

- o training officials and community education?
- o Quality or features of education (evidence-driven, decent data, survivor-driven, pedagogically sound, culturally relevant).
- o Monitoring and implementation. Outputs vs. outcomes, concept of theory of change, what prevention looks like, root causes.
- o Include in memo tangible questions to guide: e.g., Do you have a law that deals with sexual harassment? What types of services do you have at the police?
- o Need for gender justice training (if state does it on its own without victim survivors and NGO participation, not effective)
- Acknowledge that some regions don't have independent NGOs. Stress **"enabling environment," e.g.,** "Enable NGOs to perform this work by providing research, access to archival materials, access to media/information." Introduce role of NGOs, need to invite people to participate.
- Ensure state has a plan and mechanisms for interdepartmental (multi-sectoral) coordination for provision of training, e.g., task force/coordinating body in-country with different partners: NGO, women's groups, educators, judges, lawyers, police, health, etc.
- IMPORTANT LANGUAGE: Social exclusion, marginalization from mainstream, inclusion of civil society and enabling environment, frontline responders, multi-disciplinary, intersectional framework (define), culturally relevant (intercultural).

May 2016 Meeting

- Electronic library/research database on VAW with focus on legal and implementation gaps: <http://projects.iq.harvard.edu/violenceagainstwomen/home>
- Address differences between developing and more developed countries. What is the responsibility of the "developed" world to the "developing world"? Obligation of private philanthropy? SDGs—make compatible with development agenda and financing.
- Make certain things obligatory (e.g., basic services, training, coordination) and some things recommended (e.g., regional funding).
- Identify champions within the different states.
- Legal sector—not much on best practices. DV and social justice, structural, intersectional framework.
- Justice system—lack of understanding about VAW, how collaboration/coalition mechanisms could function (model countries such as Sweden), practical examples, more prevention, social media, building new social norms.
- Social welfare sector—good practices on service provision (not much specifically in training and education). Principles and protocols.
- Education and trainings should have 3-pronged approach:
 - o Survivor-centered (consistent with being "trauma-informed")
 - o Community collaboration and engagement
 - o Comprehensive prevention

- Marginalized populations: Undocumented “non-citizens;” refugees; women and girls with disabilities; sexual violence in the military; religious educational institutions, professional organizations.

Training & Mandatory VAW Education Committee: April 5, 2015

Present: Lisa, Heidi, Susan, Suntariya, Sisi, Halah

1. Reading of the Pledge & Introductions of Members

2. Updates re: 18 sub-committees

- Global working group member recommendations—globally inclusive process as much as we can manage.
 - Our Goal: Draft a memo that will contain actual treaty language in plain English. How do you want to see training and mandatory VAW education addressed in the treaty? This committee will meet every month until August. After August, 1–2 months to complete the memo.
 - Memo drafting committee: Heidi and Susan, Lisa with note-taking, Halah and Vidya.

3. Brainstorming Session

- a. How to make this real, with strategic framing, in diverse contexts, with realistic chances of being adopted (in face of opposition).
- b. Language to be as global as possible—193 states. The more we include re: detail, the more we exclude. “That’s not how we do things.” Goal to develop broad language that every member state can adapt to their context.
- c. **Lisa –**
 - i. FUNDING mechanisms/commitments (how will mandatory training and education programs be funded, who will conduct them) (States parties undertake to adopt all necessary measures and in particular shall provide budgetary and other resources for the full and effective implementation of the rights herein recognized. (Maputo/achpr.org).
 - ii. Implementation and Monitoring (being covered by another committee).
 - iii. More specifics on early education/prevention (e.g., in schools).
Prevention across the life cycle.
 - iv. Multi-sector commitment, implementation, monitoring (not just police/justice systems, but also education, health and welfare, economic development, media, local authorities, workplaces, faith institutions, etc.).
 - v. Role of “communication(s)” in education programs (both interpersonal communication as well as media communications, messaging).

- vi. Access to justice and equal protection before the law as part of training and education (e.g., support to local, national, regional, and continental initiatives directed at providing women access to legal services, including legal aid).
 - vii. Strengthen and enforce existing national mechanisms with assistance of NGO stakeholders. The crucial role of women’s civil society organizations in preventing violence against women is a critical element of a human rights approach (Abdul Aziz & Moussa, 2014). wwda.org.au, p. 26.
- d. **Susan** –
- i. Idea of prevention of VAW under-developed. Need qualitative measurements.

Which actors do we want trained? What’s the difference between training officials and community education?

- ii. Quality or features of education (evidence-driven, decent data, survivor-driven, pedagogically sound).
 - iii. Interdepartmental coordination of governments in provision of training. State has a plan and strategic coordination lined up to prevent VAW.
 - iv. Monitoring and implementation. Role of women’s organizations. “States should fund front-line women’s organizations.” See those actors/first responders as critical.
 - v. How are we going to measure prevention? E.g., reframe justice system so that it looks like DV as a precursor to homicide.
 - vi. Draft—put the best things we can think of in and be ambitious—then we can slowly weed out. Training not expensive compared to a justice system or health system response.
- e. **Vidya** – data, evidence, implementation, monitoring—being looked at by other committees. Implementation/Assessment committee; governing bodies. Funding—big piece we’ve been reflecting on for last three years. Needs to be an important part of treaty. Not sure how it will be put in there. Istanbul only one that has clear priority on funding. National VAW legislation and strategy. Countries that already have laws in place may not have combined, holistic approach—idea to have them implement national VAW protocol to bring parties together. Need clear implementation guidelines.
- f. **Halah** – Primary and Secondary levels
- i. What is evidence-based, what is proven, what is not. WHO policy guidelines—accumulation of strategies that work to empower women, primarily in health care settings (also social workers, police).
 - ii. Focus first on primary prevention.

- iii. Accreditation process—requirements. Tangible questions to guide people to test their system. Do you have a law that deals with sexual harassment? What types of services do you have at the police (x, y, z). Turn research into policy.

g. **Suntariya** – Mandatory Training

- i. Need special training on gender justice. If state does it on own without victim survivors/NGO participation, not effective.
- ii. Need special education board/task force/coordinating body in the country with different partners: NGO, women’s groups, educators, judges, lawyers, police, health, etc.

h. **Framing/Language**

- i. Content of the training – Definitions – what constitutes violence, what should be the focus of training for different sectors, include the law, how to access the justice system.
- ii. Use of word “funding” – in my region, don’t have NGOs working independently – they are managed by the state, may not be accountable to an international treaty or constituencies. Stress “**enabling environment**” – to not restrict the work of human rights defenders – NGOs should not be prevented from seeking funds, not be targeted. “Enable NGOS to perform this work by providing research, access to archival materials, access to media/information” – difficult to list NGOs in the treaty (in terms of holding government accountable).
- iii. Social exclusion, marginalization from mainstream, enabling environment, frontline responders.

i. **Sisi** –

- i. Education of different sectors and stakeholders (police, health, social workers, judges, etc.) re: prevention and intervention – starting from very early childhood, general public education.
- ii. Language should be an issue – difficult to find translation of “due diligence” in Chinese. “Zero Tolerance” – easier to understand.
- iii. Evaluation of how training is successful. E.g., Hong Kong government is doing gender training; some of it is good, but not clear if it’s effective in terms of content, involvement of people, scope, how it is delivered.

j. **Heidi** –

- i. Outputs vs. outcomes – needing to include the concept of theory of change, what prevention looks like. Define or provide an explanatory

model of what prevention is – but we're just doing training and education (not all of prevention).

ii. Multidisciplinary, intersectionality.

k. **Finalize list of actors** – define if that level of specificity will go into treaty language.

- i. Some countries very State-dominated (lack of community-based NGOs). May be Ministries of Justice – in this case, need to invite the people to participate. Listening to victim-survivors. Introduce role of NGO.
- ii. Need to hold government accountable.
- iii. Include best practices.

I. **Next steps**

- i. Next meeting: Tuesday, May 10th 8 pm Boston time / Wednesday May 11th
 - ii. Identify different sectors or actors. Each person comes back with summary of best practices, principles, and actionable items for different sectors. Share with group one week prior to next meeting. Add material to Google Drive.
- Halah – Health
 - Sisi – Social Welfare Sector
 - Heidi – Legal
 - Lisa – General approach/definition re: prevention education and training; educational settings (colleges and universities, middle schools, elementary schools); faith communities.
 - Suntariya – Justice Systems (prosecutors, law enforcers)
 - Susan – Reporting on CEDAW wonderful reports (Norway, Canada, Philippines) on training and education. Useful to see how they frame it (use WHO primary/secondary/tertiary; VAW and girls is preventable; all VAW and children is a crime). If you adopt a zero-tolerance approach (asymmetric power relationship in peacekeeping) – people don't get a critical gender perspective; reinforces in soldiers' minds that women are vulnerable. List of questions/typology we need to answer. Suggest products (recommended protocols, templates, drafts that states are encouraged to use) – offer as commentary, skeleton of what it would look like.

Training & Mandatory VAW Education Committee: May 10, 2016

Present: Vidya, Halah, Heidi, Susan, Ann Marie, Sisi, Suntariya, Lisa

1. Reading of the Pledge & Introductions of Members

2. Updates

- Task: Review treaty outline (within the next week) and propose which sections are most relevant for this committee to address.
- We will meet as a large group at the end of June so everyone has time to review the treaty outline and provide feedback.
- Memo drafting team will discuss how to address the outline.
- Hard deadline for final memo: October 30, 2016.
- Electronic library/research database on VAW with focus on legal and implementation gaps:
<http://projects.iq.harvard.edu/violenceagainstwomen/home>. Able to showcase articles – please send suggestions and submissions and pieces that global working group members have written.

3. Agreements and updates

- How to make this real, with strategic framing, in diverse contexts, with realistic chances of being adopted (in face of opposition).
- Language to be as global as possible – 193 states.
- Funding should be allocated by the state.
- Inclusion of civil society.
- Different recommendations.

4. Address funding and differences between developing and more developed countries

- Susan – In reviewing CEDAW Country Reports, there are differences between developing countries and countries like Sweden, etc. **Work SDGs into this document – compatible with development agenda and financing.**
- UK clause – UK will provide in its development assistance (and U.S. in IVAWA).
- What is the responsibility of the “developed” world to the “developing world”? Expectation that requires resources. Wanting to make states prioritize VAW education. Transfer of resources from developed to developing states. In treaty text itself or in explanatory note? This is a way to channel developmental assistance.
- Most obvious objection to our work is that developing countries can’t afford to do this. How can we address this? What is the obligation of private philanthropy?
- Halah – Include funding as an article or clause. Make certain things obligatory and some things recommended. Recommend basic services for developing countries, how to coordinate resources, encourage regional funding, things that could be funded through other sources. E.g., in Arab region, regional bodies that

could be charged with funding these types of efforts.

- Vidya – identify champions within the different states, meeting states where they are, need other stakeholders to get involved.

5. Health – Halah

- WHO document (a bit dated), evidence-based. Range of recommendations. Women-centered care, first line responders, what needs to be included in care, trauma-informed care, specific guidelines.
- Looking for newer research.

6. Heidi – Legal Sector

- Couldn't find any training that was modeled on best practices or had been evaluated in the literature. Focused on a particular aspect or element such as risk assessment. They improved knowledge, attitudes, behavior. Looked at law enforcement and legal sector more broadly.
- May be better outcomes for protecting children, holding perpetrators accountable, keeping victims safer – yet no details on what training included.
- Law school's curriculum – article by Donna Quarker – DV and social justice – uses a structural, intersectional framework – learning about structural inequalities to guide their understanding of VAW, practical theory.
- Ontario Law Commission – flexible framework for incorporating VAW into law curriculum. Principles, objectives, core competencies, curriculum content, course formats, pedagogical techniques.
- Will send notes tomorrow.
- UN Handbook on VAW Legislation with recommendations about training. Macro level insight.

7. Suntariya – Justice System

- Lack of understanding about violence against women (verbal/mental/physical)—need more right understanding/knowledge and sensitizing programs, such as listening to victims/role playing, etc.
- Lack of understanding about each problem in detail—such as rape/marital rape/forced marriage/trafficking—need more explanation/debate about values to protect
- Lack of ideas about different treatments of the female survivors/offenders/witnesses—need to learn about the different treatments towards different roles
- Lack of ideas, how the cooperation/coalition mechanism functions—need to see best practices/examples from model countries, especially referral system, collective case management, women and justice commission, female judge's association, etc.
- Lack of ideas about the rehabilitative programs—need real practical examples, varieties

of modern transformative programs/teamwork of justice and health personnel/social workers/educators, etc.

- Lack of ideas about prevention—need to work more with the upstream units, such as communities/civil society, medias, and need to learn more proactive role of the courts and justice officers in prevention process (may be examples from other countries, if they have)
- Publications, online info, including communities of practice through social medias should be more introduced
- Lack of working with the public—need to work with men, LGBT, and all members of society to build the new social values/norms on gender justice.
- Handbook on legislation on VAW produced by UN in 2010 (Halah has posted in shared folder). Look at Sweden protocols for training, multi-sectoral approach to VAW, best practices.

8. Ann Marie – Disability

- Women/girls with disabilities 40% more likely to experience VAW. Often seen as a separate category. Fall between the gaps. May have communication issues.
- Start in schools with early education, including disability perspective.

9. Sisi – Social Welfare Sector

- There are good practices available in combating VAW in service sector, but not so much specifically on training and education. Principles, protocols. May be one line—“ongoing training for all staff involved in service provision.”
- Good practices—produced by EU for rape prevention.

Anyway, as what I just mentioned, there are good practices in combating violence against women in service provision but not specifically on training and education. The two materials I referred to are:

1. The report of the expert group meeting, "Good practices in combating and eliminating violence against women" Expert Group Meeting Organized by: United Nations Division for the Advancement of Women in collaboration with United Nations Office on Drugs and Crime 17 to 20 May 2005 Vienna,

Austria, <http://www.un.org/womenwatch/daw/egm/vaw-gp-2005/docs/FINALREPORT.goodpractices.pdf>. It's p. 22–29 are about service provision.

2. Overview of the worldwide best practices for rape prevention and for assisting women victims of rape by the

EU, [http://www.europarl.europa.eu/RegData/etudes/etudes/join/2013/493025/IPOL-FEMM_ET\(2013\)493025_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/etudes/join/2013/493025/IPOL-FEMM_ET(2013)493025_EN.pdf). There is a chapter on good practices on service provision.

10. Lisa – General Prevention Language and Education Systems¹¹

- The CDC's Evidence Project¹² offers, "A comprehensive framework for understanding evidence and evidence-based decision-making that includes three types of evidence (best available research evidence, contextual evidence, and experiential evidence)." There is a dearth of research in peer-reviewed journals that demonstrate proven effective approaches to prevent (sexual) violence¹³, therefore we must also lift up contextual and experiential evidence based on the work of stakeholders who have been involved in VAW prevention education.
- Education and trainings should have a 3-pronged approach:
 - Survivor-centered (consistent with being "trauma-informed")
 - Community collaboration and engagement
 - Comprehensive prevention
- Prevention education in education settings—recommend supporting intentional processes that:
 - Are informed by evidence (including contextual evidence and experiential evidence);
 - Are tailored to meet the specific needs of each campus (including non-traditional schools, community colleges, trade schools, and others);
 - Are survivor-centered;
 - Emphasize collaboration between community-based partners such as rape crisis centers and the college systems; and
 - Involve students and other stakeholders in a collaborative process to develop effective, culturally relevant, comprehensive efforts that build upon each other to promote safety, foster empowerment, and build community norms to prevent VAW in educational settings.
- Effective, comprehensive prevention includes a mix of primary, secondary, and tertiary prevention activities along with awareness, systematic response, and norms change.¹⁴ The term "primary prevention" refers to a classification system used by the CDC to describe sexual violence prevention activities according to when they occur in relation to the violence:¹⁵

¹¹ Based on report developed for CALCASA and Centers for Disease Control

¹² http://www.cdc.gov/violenceprevention/pdf/evidence_project_overview2013-a.pdf; <http://www.cdc.gov/violenceprevention/pub/UnderstandingEvidence.html>; Understanding Evidence Learning Module <http://vetoviolence.cdc.gov/evidence/#&panel1-1>

¹³ Sarah DeGue (2014) Preventing Sexual Violence on College Campuses: Lessons from Research and Practice Prepared for the White House Task Force to Protect Students from Sexual Assault, <https://www.notalone.gov/assets/evidence-based-strategies-for-the-prevention-of-sv-perpetration.pdf>

¹⁴

<http://www.preventconnect.org/2014/03/using-a-comprehensive-approach-to-preventing-sexual-violence/>

¹⁵ See: Centers for Disease Control and Prevention. Sexual violence prevention: beginning the dialogue.

- *Primary Prevention*: Approaches that take place before sexual violence has occurred to prevent initial perpetration or victimization.
- *Secondary Prevention*: Immediate responses after sexual violence has occurred to deal with the short-term consequences of violence.
- *Tertiary Prevention*: Long-term responses after sexual violence has occurred to deal with the lasting consequences of violence.
- Primary prevention programs involve developing comprehensive strategies that stop violence before initial perpetration or victimization, especially those that make community and society level change.¹⁶ Efforts to change social norms and promote healthy relationships, respectful sexuality, community and social support for survivors, and gender equity are examples of primary prevention.
- Prevention includes a range of activities, programs, and strategies to create a campus culture and environment that promotes health and safety and prevents violence and exploitation. Prevention efforts require acknowledging the complex relationships individuals have with interpersonal violence based on culture, race, gender, religion, and other factors. Effective prevention programs seek to alter the conditions that facilitate VAW, including sexual assault, domestic violence, dating violence, stalking social inequality, oppression, cultural norms and practices that normalize, excuse, or tolerate sexual violence; weak and/or inconsistent community and social sanctions for perpetrators of violence; and social mores that hold victims accountable for their own victimization.¹⁷
- Effective prevention programs also seek to develop healthy, robust, and just communities that support and give voice to survivors, encourage respectful relationships and interactions, value empathy and compassion, and take measures to ensure that persons of any gender, race, ethnicity, religion, class, age, disability, sexual orientation or gender identity, or any other group that has been marginalized have equal access to power, resources, status, and rights.
- Prevention is not one program, activity or strategy, but includes various approaches that ensure individuals understand the systemic dynamics of sexual violence and the tools they need to mitigate, intervene, and/or abolish those systemic dynamics. Prevention programs should focus on altering the individual, relationship, community, and institutional risk factors that facilitate sexual violence. Further, efforts should promote individual, relationship, community, and institutional

Atlanta, GA: Centers for Disease Control and Prevention; 2004.
<http://www.cdc.gov/violenceprevention/pdf/svprevention-a.pdf>.

¹⁶ D.S. Lee, L. Guy, B. Perry, C. K. Sniffen, S. A. Mixson, (2007) Sexual Violence Prevention, *The Prevention Researcher*, Volume 14(2), pp. 15–20. (Available at <http://www.preventconnect.org/2009/04/sexual-violence-prevention/>).

¹⁷ <http://www.cdc.gov/violenceprevention/sexualviolence/prevention.html>.

practices that support positive social norms.¹⁸

- **Safe, Healthy, and Ready to Learn: Policy Recommendations to Ensure Children Thrive in Supportive Communities Free from Violence and Trauma (May 2015):** The working group developed a set of recommendations that will support each of these seven goals:
 - Invest early in parents and young children
 - Help schools promote positive school climates, be trauma-sensitive, and raise achievement
 - Train educators, health-care workers, and other child-serving professionals about preventing and responding to youth violence and trauma
 - Prevent violence and trauma
 - Improve intra- and inter-governmental coordination and alignment
 - Increase the availability of trauma-informed services for children and families
 - Increase public awareness and knowledge of childhood violence and trauma

11. Susan – Structural, Review of International Mechanisms

- Judicial – issue around undocumented, “non-citizens.” – International commission on refugees. Have found that border officials key source of threat and violence for women.
- Five points in my review of what states interpret as training obligations:
 - 1) Judicial education (strongest part of CEDAW). Framed as response and not prevention. Primarily judges (not legal sector as a whole). Police common. Increasing discussion of health, but not a fundamental requirement of CEDAW.
 - 2) Best reports have specific protocol. Regular program of education. Evaluated. Only 3–4 states that are actually doing it.
 - 3) Increasingly offering incentives to private sector – e.g., workplace leave entitlements, superannuation credits for people experiencing violence, workplace trainings.
 - 4) Institutional approach. Sexual violence in the military. Disability care. Religious educational institutions. A lot of these sectors have strong gatekeepers. Professional organizations and legal organizations—bar associations, judicial colleges—need institutional reform of the sector (which is difficult). Most education delivered through the partner.
 - 5) Some countries talking about the political economy of violence in their country—health costs, lost productivity, impact on children’s outcomes—case for investment in prevention. Cost analysis of a human rights intervention

¹⁸ Nation, M., Crusto, C., Wandersman, A., Kumpfer, K. L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). What works in prevention: Principles of Effective Prevention Programs. *American Psychologist*, 58, 449-456.

(Fiji, Australia KPMG, Iceland, paragraph in UK report) – context of budget restraint.

- o Training that states deliver is a large part of their report, outputs. Reports full of training but not very evidence-based or rigorous.

12. General

- o Important to mention why it's important for countries to invest in training and education.
- o Lisa – will look for cost-benefit analysis language/report. Send to e-library.

13. Next Meeting – End of June

May 18th – memo drafting meeting.

Larger group meeting – Tuesday, June 21st – 8 pm Boston Time /Wednesday, June 22 – Australia

V. Legal Framework

Mapping exercise: What does the current state of international law say about prevention of VAW in relation to training and education obligations?

Recommendation: reflect UN-agreed language where possible, emphasize coherence with existing IHRL and IHL.

Susan Harris Rimmer – content provider – Expert Special Sub-Committee – Training and Mandatory VAW Education, Everywoman Everywhere

3 March 2016

1. HUMAN RIGHTS LAW

Summary: States have to achieve certain due diligence standards in relation to VAW:

1. prevention
2. investigation
3. prosecution
4. compensation

Prevention can include passing clear legislative prohibitions, training of key personnel around implementation of provisions, community education initiatives, countering gender stereotypes.

Primary sources of international human rights law re due diligence standard of prevention of VAW

Convention on the Elimination of all Forms of Discrimination Against Women, art. 5(a), Dec. 18, 1979, 1249 U.N.T.S. 13.

States parties must *modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women.*

The right to life—Article 6(1) of the *International Covenant on Civil and Political Rights* (ICCPR):

Every human being has the inherent right to life. This right shall be protected by law. No one shall be arbitrarily deprived of his life.¹⁹

General Recommendation No. 3 (sixth session, 1987)

Urges all States parties effectively to adopt education and public information programs, which will help eliminate prejudices and current practices that hinder the full operation of the principle of the social equality of women.

Soft law/guidance

- **Committee on the Elimination of Discrimination Against Women, General Recommendation 19 (11th session, 1992)**
- **Declaration on the Elimination of Violence Against Women, art. 4(c), U.N. Doc. A/RES/48/104 (Dec. 20, 1993)**
- **United Nations Commission on Human Rights Res. 1994/45: Question of integrating the rights of women into the human rights mechanisms of the United Nations and the elimination of violence against women (Mar. 4, 1994)**

Political agreements/evidence of state practice

Beijing Declaration and Platform for Action

125. By Governments, including local governments, community organizations, non-governmental organizations, educational institutions, the public and private sectors, particularly enterprises, and the mass media, as appropriate:

¹⁹ UN General Assembly, *International Covenant on Civil and Political Rights*, opened for signature 16 December 1966, 999 United Nations, *Treaty Series* 171 (23 March 1976 except Article 41 which came into force 28 March 1979).

(d) Support initiatives of women's organizations and non-governmental organizations all over the world to raise awareness on the issue of violence against women and to contribute to its elimination;

(e) Organize, support, and fund community-based education and training campaigns to raise awareness about violence against women as a violation of women's enjoyment of their human rights and mobilize local communities to use appropriate gender-sensitive traditional and innovative methods of conflict resolution;

(f) Recognize, support, and promote the fundamental role of intermediate institutions, such as primary health-care centres, family-planning centres, existing school health services, mother and baby protection services, centres for migrant families and so forth in the field of information and education related to abuse;

(g) Organize and fund information campaigns and educational and training programs in order to sensitize girls and boys and women and men to the personal and social detrimental effects of violence in the family, community, and society; teach them how to communicate without violence and promote training for victims and potential victims so that they can protect themselves and others against such violence;

(j) Raise awareness of the responsibility of the media in promoting non-stereotyped images of women and men, as well as in eliminating patterns of media presentation that generate violence, and encourage those responsible for media content to establish professional guidelines and codes of conduct; also, raise awareness of the important role of the media in informing and educating people about the causes and effects of violence against women and in stimulating public debate on the topic.

126. By governments, employers, trade unions, community and youth organizations, and non-governmental organizations, as appropriate:

(b) Develop programs and procedures to educate and raise awareness of acts of violence against women that constitute a crime and a violation of the human rights of women;

147 (o) Develop awareness of the human rights of women and provide, as appropriate, human rights education and training to military and police personnel operating in areas of armed conflict and areas where there are refugees.

232 (i) Provide gender-sensitive human rights education and training to public officials, including, inter alia, police and military personnel, corrections officers, health and medical personnel, and social workers, including people who deal with migration and refugee issues, and

teachers at all levels of the educational system, and make available such education and training also to the judiciary and members of parliament to enable them to better exercise their public responsibilities.

CSW 57 Agreed Conclusions -

[http://www.un.org/womenwatch/daw/csw/csw57/CSW57_Agreed_Conclusions_\(CSW_report_excerpt\).pdf](http://www.un.org/womenwatch/daw/csw/csw57/CSW57_Agreed_Conclusions_(CSW_report_excerpt).pdf)

- Accelerate public awareness, education, and training to discourage the demand that fosters all forms of exploitation.

- Training for medical professionals to effectively identify and treat women subjected to violence, as well as forensic examinations by appropriately trained professionals.

- Adopt and fund policy reforms and programs, and support education, in order to sensitize, train, and strengthen the capacity of public officials and professionals, including the judiciary, police, and military, as well as those working in the areas of education, health, social welfare, justice, defense and immigration; and hold public officials accountable for not complying with laws and regulations relating to violence against women and girls, in order to prevent and respond to such violence in a gender-sensitive manner, end impunity, and avoid the abuse of power leading to violence against women and the revictimization of victims and survivors.

UN Policy

UN Handbook for Legislation on Violence against Women, DESA 2010, p. 18

Legislation should mandate:

- regular and institutionalized gender-sensitivity training and capacity-building on violence against women for public officials;
- specific training and capacity-building for relevant public officials when new legislation is enacted, to ensure that they are aware of and competent to use their new duties; and
- that such training and capacity-building be developed and carried out in close consultation with non-governmental organizations and service providers for complainants/survivors of violence against women

Customary Law

In 2006, the Special Rapporteur on Violence Against Women, its Causes and Consequences affirmed that this standard of due diligence is a universal one, as well as a rule of customary international law. **Special Rapporteur on Violence Against Women, its Causes and Consequences, The Due Diligence Standard as a Tool for the Elimination of Violence Against Women**, 29, U.N. Doc. E/CN.4/2006/61 (Jan. 20, 2006) (prepared by Yakin Ertürk).

Extract – pp. 10–11

Prevention

38. As a general rule, States have sought to discharge their due diligence obligations of prevention of violence against women through the adoption of specific legislation, the development of awareness-raising campaigns and the provision of training for specified professional groups. The forms of violence covered by these interventions include; domestic violence, sexual assault, trafficking, “honor crimes[,]” and sexual harassment. These programs tend to view violence against women as a stand-alone issue and there are relatively few examples of linkages being made between violence and other systems of oppression.

39. Some States have adopted or are in the process of drafting specific legislative provisions on domestic violence. The majority of this legislation makes provision not only for criminal sanctions but also for civil remedies such as restraining or expulsion orders. Importantly, Switzerland has moved away from an emphasis on mediation in cases of domestic violence towards a preventive paradigm that emphasizes investigation and the laying of criminal charges.

In some jurisdictions, detailed legislation has also been adopted in relation to trafficking in women, on sexual harassment and on honor crimes.

40. There is little information or follow-up in relation to law enforcement or the impact of legislation in curbing violence against women. In some jurisdictions, legislation ostensibly adopted for the purposes of preventing and punishing violence against women has been drafted or applied in ways that further violate the rights of women...

41. Many States have adopted national action plans on violence against women in an effort to coordinate activities between and within government agencies and to take a multi-sectoral approach to prevent violence. In a number of countries, specialized committees on violence against women have been established and commissioners or ombudsmen have been appointed to act as focal points. There are some examples of mixed commissions or committees that also contain representatives from civil society organizations, but these tend to be the exception rather

than the rule...

42. Most States are conducting broad-based public education campaigns on violence against women, using posters, magazine advertisements, websites and television[,] and radio commercials.

Many States have established national days of action on gender violence and a number of States mentioned that they organize awareness-building activities during the 16 days of activism against gender violence or that they have run “zero tolerance” campaigns and called upon high-profile personalities to condemn violence against women.

43. In a number of States, efforts have been made to involve men and boys in prevention activities. For example, in Austria, Denmark, and the Republic of South Korea, counselling and anger-management programs are made available to men and boys...

44. Training and awareness-raising programs directed at different professional groups have been developed by many States, including the development of training materials for police, prosecutors[,] and members of the judiciary. States have also developed specific training materials on the prevention of violence against women for health care professionals including[:] doctors, nurses[,] and social workers. A number of States, such as El Salvador, have created educational curricula on gender equality and non-violent communication strategies for use in schools.

45. The National Commission on the Role of Filipino Women has organized “gender justice awards” in partnership with several government bodies, a number of intergovernmental organizations, local non-governmental organizations and businesses. The awards were given out to judges who rendered gender-sensitive decisions in cases of violence against women.

46. While States have initiated various preventive programs, there is little evidence of active State engagement in overall societal transformation to demystify prevailing gender biases or to provide support to civil society initiatives in this regard.

Complaints/Case law

In *V. K. v. Bulgaria*²⁰ the CEDAW Committee having found the State to have failed to protect V.K. effectively against domestic violence recommended that mandatory training be provided for law enforcement personnel on, inter alia, the definition of domestic violence and on gender

²⁰ CEDAW Committee, Views: Communication No 20/2008, 49th sess, UN Doc CEDAW/C/49/D/20/2008 (17 August 2011) (*V.K. v Bulgaria*).

stereotypes.

Vertido v. Philippines, Committee on the Elimination of Discrimination Against Women, 3.1, U.N. Doc. CEDAW/C/46/D/18/2008 (2010). Judicial training to avoid gender stereotyping

In the case of *Vertido v. Philippines*, the Committee on the Elimination of Discrimination Against Women emphasized that States parties to CEDAW have an obligation to “take appropriate measures...to modify or abolish not only existing laws and regulations, but also *customs and practices* that constitute discrimination against women.”

Mapping of training and mandatory VAW education obligations under CEDAW General recommendations made by the Committee on the Elimination of Discrimination against Women

General Recommendation No. 14 (ninth session, 1990)

Female circumcision

(iv) The introduction of appropriate educational and training programs and seminars based on research findings about the problems arising from female circumcision;

General Recommendation No. 19 (11th session, 1992)

Violence against women

...

Specific recommendation

24. In light of these comments, the Committee on the Elimination of Discrimination against Women recommends that:

(a) States parties should take appropriate and effective measures to overcome all forms of gender-based violence, whether by public or private act;

(b) States parties should ensure that laws against family violence and abuse, rape, sexual assault, and other gender-based violence give adequate protection to all women, and respect their integrity and dignity. Appropriate protective and support services should be provided for victims. Gender-sensitive training of judicial and law enforcement officers and other public officials is essential for the effective implementation of the Convention;

(c) States parties should encourage the compilation of statistics and research on the extent, causes and effects of violence, and on the effectiveness of measures to prevent and deal with violence;

(d) Effective measures should be taken to ensure that the media respect and promote respect

for women;

(e) States parties in their reports should identify the nature and extent of attitudes, customs, and practices that perpetuate violence against women and the kinds of violence that result. They should report on the measures that they have undertaken to overcome violence and the effect of those measures;

(f) Effective measures should be taken to overcome these attitudes and practices. States should introduce education and public information programs to help eliminate prejudices that hinder women's equality (recommendation No. 3, 1987);

(g) Specific preventive and punitive measures are necessary to overcome trafficking and sexual exploitation;

(h) States parties in their reports should describe the extent of all these problems and the measures, including penal provisions, preventive, and rehabilitation measures that have been taken to protect women engaged in prostitution or subject to trafficking and other forms of sexual exploitation. The effectiveness of these measures should also be described;

(i) Effective complaints, procedures, and remedies, including compensation, should be provided;

(j) States parties should include in their reports information on sexual harassment, and on measures to protect women from sexual harassment and other forms of violence or coercion in the workplace;

(k) States parties should establish or support services for victims of family violence, rape, sexual assault, and other forms of gender-based violence, including refuges, specially trained health workers, rehabilitation, and counselling;

(l) States parties should take measures to overcome such practices and should take account of the Committee's recommendation on female circumcision (recommendation No. 14) in reporting on health issues;

(m) States parties should ensure that measures are taken to prevent coercion in regard to fertility and reproduction, and to ensure that women are not forced to seek unsafe medical procedures such as illegal abortion because of lack of appropriate services in regard to fertility control;

(n) States parties in their reports should state the extent of these problems and should indicate the measures that have been taken and their effect;

(o) States parties should ensure that services for victims of violence are accessible to rural women and that where necessary special services are provided to isolated communities;

(p) Measures to protect them from violence should include training and employment opportunities and the monitoring of the employment conditions of domestic workers;

(q) States parties should report on the risks to rural women, the extent and nature of violence

and abuse to which they are subject, their need for and access to support and other services, and the effectiveness of measures to overcome violence;

(r) Measures that are necessary to overcome family violence should include:

- (i) Criminal penalties where necessary and civil remedies in cases of domestic violence;
- (ii) Legislation to remove the defense of honor in regard to the assault or murder of a female family member;
- (iii) Services to ensure the safety and security of victims of family violence, including refuges, counselling, and rehabilitation programs;
- (iv) Rehabilitation programs for perpetrators of domestic violence; and
- (v) Support services for families where incest or sexual abuse has occurred.

(s) States parties should report on the extent of domestic violence and sexual abuse, and on the preventive, punitive, and remedial measures that have been taken;

(t) States parties should take all legal and other measures that are necessary to provide effective protection of women against gender-based violence, including, inter alia:

- (i) Effective legal measures, including penal sanctions, civil remedies, and compensatory provisions to protect women against all kinds of violence, including inter alia violence and abuse in the family, sexual assault, and sexual harassment in the workplace;
- (ii) Preventive measures, including public information and education programs to change attitudes concerning the roles and status of men and women; and
- (iii) Protective measures, including refuges, counselling, rehabilitation, and support services for women who are the victims of violence or who are at risk of violence.

(u) States parties should report on all forms of gender-based violence, and such reports should include all available data on the incidence of each form of violence and on the effects of such violence on the women who are victims; and

(v) The reports of States parties should include information on the legal, preventive, and protective measures that have been taken to overcome violence against women, and on the effectiveness of such measures.

General Recommendation No. 24 (20th session, 1999)

(article 12: Women and health)

(b) Gender-sensitive training to enable health-care workers to detect and manage the health consequences of gender-based violence;

Article 12 (2)

(f) Ensure that the training curricula of health workers includes comprehensive, mandatory, gender-sensitive courses on women's health and human rights, in particular gender-based violence.

1 Adopted by the Committee at its 24th meeting on 11 August 1983.

INTERNATIONAL HUMANITARIAN LAW

ICRC Customary IHL

Rule 142. Instruction in International Humanitarian Law within Armed Forces

Rule 142. States and parties to the conflict must provide instruction in international humanitarian law to their armed forces.

Summary

State practice establishes this rule as a norm of customary international law applicable to States in time of peace, as well as to parties to international or non-international armed conflicts. The term armed forces, as used in the formulation of this rule, must be understood in its generic meaning. The practice collected does not indicate that any distinction is made between instruction in international humanitarian law applicable in international armed conflicts or that applicable in non-international armed conflicts.

Rule 93. Rape and Other forms of Sexual Violence

Rule 93. Rape and other forms of sexual violence are prohibited.

Summary

State practice establishes this rule as a norm of customary international law applicable in both international and non-international armed conflicts.

Rule 94. Slavery and Slave Trade

Rule 94. Slavery and the slave trade in all their forms are prohibited.

Summary

State practice establishes this rule as a norm of customary international law applicable in both international and non-international armed conflicts.

Rule 134. Women

Rule 134. The specific protection, health, and assistance needs of women affected by armed conflict must be respected.

Rule 143. Dissemination of International Humanitarian Law among the Civilian Population

Rule 143. States must encourage the teaching of international humanitarian law to the civilian population.

Summary

State practice establishes this rule as a norm of customary international law. The practice collected does not indicate that any distinction is made between teaching international humanitarian law applicable in international armed conflicts and that applicable in non-international armed conflicts.

Rule 132. Return of Displaced Persons

Rule 132. Displaced persons have a right to voluntarily return in safety to their homes or places of habitual residence as soon as the reasons for their displacement cease to exist.

Summary

State practice establishes this rule as a norm of customary international law applicable in both international and non-international armed conflicts. The right to return applies to those who have been displaced, voluntarily or involuntarily, on account of the conflict and not to non-nationals who have been lawfully expelled.

Refugee and Humanitarian – GBV training

UNHCR Handbook for Protection of Women and Girls:

<http://www.unhcr-centraleurope.org/pdf/who-we-help/women/unhcr-handbook-for-the-protection-of-women-and-girls.html>

Guidelines for Gender-based Violence Interventions in Humanitarian Settings Focusing on Prevention of and Response to Sexual Violence in Emergencies.

<http://www.unhcr.org/453492294.pdf>

UK Protocol

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/319054/PSVI_protocol_web.pdf

3.2 Training Practitioners should have the appropriate level of skills and training to undertake documentation of sexual violence. In particular, practitioners should:

- Ensure that all members of the team, including interviewers, interpreters, analysts, and support staff are appropriately vetted and trained to document violations according to the basic standards as set out in this protocol.
- Ensure that all members of the team have knowledge and experience of dealing with cases of sexual violence and, in particular, are familiar with the proper interview techniques, terminology, and strategies to respond sensitively to disclosure of sexual violence by both female and male survivors/witnesses.

- Where possible, train staff in dealing with trauma and the ways in which to recognize and respond to post-traumatic stress disorders and risks of suicide and self-harm.

VI. Committee Consultation Feedback

Suntariya on May 10th:

Comments on Justice personnel

- lack of understanding about violence against women (verbal/mental/physical)—need more right understanding/knowledge and sensitizing programs, such as listening to victims/role playing, etc.
- lack of understanding about each problem in detail such as rape/marital rape/forced marriage/trafficking—need more explanation/debate about values to protect
- lack of ideas about different treatments of the female survivors/offenders/witnesses—need to learn about the different treatments towards different roles
- lack of ideas, how the cooperation/coalition mechanism functions—need to see best practices/examples from model countries, especially referral system, collective case management, women and justice commission, female judges' association, etc.
- lack of ideas about the rehabilitative programs- need real practical examples, varieties of modern transformative programs/teamwork of justice and health personnel/social workers/educators, etc.
- lack of ideas about prevention—need to work more with the upstream units, such as communities/civil society, medias and need to learn more proactive role of the courts and justice officers in prevention process (may be examples from other countries, if they have)
- publications, online info, including communities of practice through social media should be more introduced
- lack of working with the public—need to work with men, LGBT, and all members of society to build the new social values/norms on gender justice, etc.

Sue on May 11th:

Sweden report for CEDAW on VAW training issues:

45. In 2012 the Equality Ombudsman set up an audit unit that is responsible for supervising that employers and education providers comply with the provisions on “active measures” in the Discrimination Act (see point 115 of the core document). More information about this part of the Equality Ombudsman’s activities is given under Article 10 and Article 11.

46. The Equality Ombudsman has both training services and advisory services for the social partners, business, the public sector, civil society, and individuals. In addition to arranging its

own training courses the Equality Ombudsman cooperates with other parties so that they will then go on to spread knowledge and conduct training in the area. In 2012 the agency set up a special function for coordination, development, and quality assurance of its partnership and training services.

47. The courses that focus particularly on gender discrimination are those that deal with pay surveys. The purpose of the courses is for participants to learn what the law says about gender equal pay and how they can go about doing a pay survey. In practice discrimination against women is one of the aspects given most space. The Equality Ombudsman takes up the Parental Leave Act and its prohibition of the disadvantaging of people on parental leave in all courses for the social partners. Experience from groups and individuals who have been victims of discrimination is one important source of knowledge that has been drawn on in work to develop these courses. One result of this development work is that training courses focus more clearly on increasing the ability of participants to do active preventive and promotion work in their own organizations.

Lisa May 17th:

Hello everyone,

I am attaching the link to the toolkit that I helped to write regarding making the case for the cost-effectiveness of VAW prevention. This is a practical workbook for NGOs that are wanting to make the case to gain support for their programs and is intended to be very hands-on and accessible language (not so much policy oriented).

http://www.transformcommunities.org/sites/default/files/users_guide_cost-effectiveness_of_prevention_2010.pdf

However, it does have links to other more policy-oriented resources such as Health Care Reform Policy Brief by Prevention Institute and the California Endowment • Fact Sheet Summarizes U.S. Cost of Violence • Cost of Intimate Partner Violence Against Women in the U.S. • Criminal Justice Center's Domestic Violence Statistics • Costs of Sexual Violence in Minnesota – see page 18.

Also, here are some new resources that just came out on prevention on U.S. college campuses:

<http://campaign.r20.constantcontact.com/render?m=1114973702222&ca=6639f51f-cce8-4b8a-af71-bc410b4d6262>

I helped to develop the resources for the recommendations on addressing/preventing sexual assault on U.S. college campuses and the Student Summit. PreventConnect is an excellent online resource and learning community organized by the California Coalition Against Sexual

Assault (CALCASA). Anyone can join—It's primarily U.S. focused and in English but has relevance for our international work as well.

Finally, here are some resources on working with diverse faith communities to address VAW:
http://www.transformcommunities.org/sites/default/files/one_in_spirit_online_publication_final_links_updated_3.19.15.pdf

I wrote One in Spirit and contributed to many of the other prevention publications available through TC-TAT: <http://www.transformcommunities.org/tc-tat-prevention-tools>

Si-si on May 10th:

There are good practices in combating violence against women in service provision but not specifically on training and education. The two materials I referred to are:

1. The report of the expert group meeting, "Good practices in combating and eliminating violence against women" Expert Group Meeting Organized by: United Nations Division for the Advancement of Women in collaboration with United Nations Office on Drugs and Crime 17 to 20 May 2005 Vienna, Austria, <http://www.un.org/womenwatch/daw/egm/vaw-gp-2005/docs/FINALREPORT.goodpractices.pdf>. Its pp. 22–29 are about service provision.
2. Overview of the worldwide best practices for rape prevention and for assisting women victims of rape by the EU, [http://www.europarl.europa.eu/RegData/etudes/etudes/join/2013/493025/IPOL-FEMM_ET\(2013\)493025_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/etudes/join/2013/493025/IPOL-FEMM_ET(2013)493025_EN.pdf). There is a chapter on good practices on service provision.

Lisa on 4th of March:

I am also in touch with colleagues at Futures Without Violence who have worked on the International Violence Against Women Act (see: <https://aaf1a18515da0e792f78-c27fdabe952dfc357fe25ebf5c8897ee.ssl.cf5.rackcdn.com/1839/IVAWA+Frequently+Asked+Questions.pdf?v=1427820927000>). While it never made it into legislation, there was a lot of work done to implement most of the policies and programs and there is a strong desire to do this on a larger scale. Will share more at the next meeting as relevant.

