

# Addressing Sexual Violence: Changing Attitudes, Changing Lives Public Education Forum Report

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On June 23 and 24, 2011, one hundred and fifty stakeholders from the Violence Against Women sector gathered at a bilingual forum in Toronto. They set out to examine sexual violence public education campaigns from Ontario and other jurisdictions, share expertise on innovative and effective ways to educate others about sexual violence and preventing sexual violence and work towards identifying approaches that will work best in Ontario. All participants received a Best Practices Guide and a Comprehensive Checklist for Effective Sexual Violence Public Education Campaigns produced by Dr. Lori Haskell. The Comprehensive Checklist was designed to provide key elements of effective sexual violence public education campaigns.

Participants heard from a line-up of plenary speakers and from leaders of Action ontarienne contre la violence faite aux femmes (AOcVF), and the Ontario Coalition of Rape Crisis Centres (OCRCC). A total of five workshops addressed the areas related to sexual violence prevention:

- Campaigns about Consent
- Campaigns that Support Women
- Campaigns that Involve Bystanders
- Campaigns that Teach Boys and Men
- Campaigns that Address Human Trafficking

Each participant attended three workshops. They were asked to use a simplified version of the Checklist to evaluate presentations. The full agenda for the forum is available in Appendix I and the Simplified Checklist is available in Appendix II.

As the forum drew to a close, participants came together in English and French speaking round table discussions to reflect upon what they had learned and to offer suggestions on how to shape an effective sexual violence prevention campaign in Ontario. This report outlines some broad accords that emerged from those discussions. Much of the report uses the voices of participants to illustrate the points being made. Point form notes were taken at each discussion table. The author of this report has taken the liberty of expanding the point form notes into a more narrative form. The original notes are available in Appendix III.

This report follows the structure of Dr. Lori Haskell's Best Practice Guide. It provided a useful and workable framework for organizing the input received from forum participants. This report summarizes and illustrates the thinking of Violence Against Women stakeholders on these important elements of a sexual violence prevention campaign:

- How to Frame the Issue
- Key Elements of Effective Social Marketing
- Applying Social Norms Theory: How to Change Behaviour
- Engaging Bystanders: An Important Strategy
- Campaign Message Considerations
- The Campaign Messenger: Who Should Deliver the Message

## FRAMING THE ISSUE

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Participants in the forum provided many ideas about how to frame the issue of sexual violence in a public education campaign. They emphasized that any campaign needs to begin with a clear understanding of why sexual violence is happening with comments like the following:

*"[We] need to be direct, naming it for what it is – name the cause."*

*"It is important to speak about the broader context in which sexual assault occurs: criteria that define masculinity and femininity in our society: for example, dominator-dominated, homophobia, violence against women. In this context in which we all suffer because of this socialization, feminism is not only good for women but also for men."*

*"Things must be named to break down taboos and clarify misconceptions: 'Mettre les mots aux maux.' (A French play on words that means "put words on what is hurting.)"*

*"Whatever the campaign, a context is necessary - sexual assault must be named."*

*"There should be a context. Do not put up a poster without a context."*

*"Address the real blind spot to the frequency of events and impact it has. Address individuals' tendency to minimize what happens."*

*"Address the socialization of women & girls. It must be understood that often women face numerous pressures (fear of losing their job, fear of disobeying, respect of authority, etc.) and are caught up in socialization messages (be gentle, please others, etc.). The gender socialization of girls early on that tells them to be quiet, be objects for men, internalize emotions, be good, service others."*

Many participants agreed that an effective campaign will demonstrate how sexual violence might be addressed. They drew on their expertise and experience to provide an array of suggestions. Below is a sampling of ideas from each of the theme areas discussed. More detailed suggestions are listed as key messages in the notes from discussions. (See Appendix III)

Forum participants who discussed campaigns about consent wanted to:

*“Promote open discussion of issues related to sexuality. Teach healthy sexuality.”*

*“Discuss the difference between affection and sexuality and reflect different types of relationships (long term, one night stand, etc.)”*

*“Give information to survivors in order that they might ask themselves, have I truly consented? Is it truly what I wanted to do? Have I truly said yes?”*

*“Indicate that consent should be part of the entire sexual relationship not just at the beginning and be clear that there is no consent for someone who is underage.”*

*“Show what a healthy relationship looks like.”*

Forum participants who discussed campaigns about supporting women wanted to:

*“Provide those persons close to a woman with tools and advice so they can properly respond to the woman’s needs in the event that she discloses sexual assault.”*

They wanted those close to survivors to have these messages:

- *Always believe what the women says*
- *Do not make the woman feel guilty*
- *Do not hold the woman accountable or blame the woman for what she experienced*
- *Survivors and victims are not responsible for the actions of the perpetrator*
- *Perpetrators must be held accountable for their actions*
- *Know where to get help*

Forum participants who discussed campaigns about bystanders wanted to:

*“Address individuals’ tendency to minimize what happens.”*

*“Give adults the skill set to articulate messages to children/youth about healthy relationships and gender equality.”*

*“Train people to be able to lead these discussions.”*

Forum participants who discussed campaigns about engaging men and boys wanted to:

*“Focus on the role that men can play.”*

*“Have a two pronged strategy to inspire change within and change others.”*

Forum participants who discussed campaigns about human trafficking wanted to:

*“Inform people that trafficking exists in Canada and inform them that there are services to help victims.”*

*“Discuss safety for women and support workers.”*

*“Highlight the gender specific aspect of trafficking.”*

*“Educate bystanders about warning signs for recognizing women who are victims of trafficking.”*

*“Provide information about what women can do and what bystanders and support workers can do.”*

*“Contest the false notion that every immigrant woman abuses Canadian hospitality.”*

Participants emphasized the importance of linking sexual violence to the gender inequality that exists in our society and they identified the promotion of equality between men and women as a key message. Clear statements explained this:

*“Sexual violence is linked to the inequality between men and women in our society.”*

*“Sexual assault is an imbalance of power.”*

*“We need to make connections to the system piece and tie the problem to gender inequality issues.”*

Other participants addressed the issue of gender inequality through comments about the prevailing definition and expectations of masculinity:

*“Talk about masculinity and how it links to gender inequalities.”*

*“We need to redefine masculinity – challenge the dominant narrative.”*

*“Confront sexism. Deal with both the oppression of women and concepts of masculinity.”*

Participants felt that it is important to frame sexual violence as an issue for all of us rather than as a ‘women’s issue.’ They made the important points that:

*“The campaign should describe how sexual assault hurts the individual, persons close to the individual and all of society.”*

*“Sexual assault is a social problem/community issue.”*

*“We need to engage communities.”*

*“Everyone should be involved and intervene.”*

*“Many have the mindset that it is not my business but the reality is that it is your business.”*

*“A campaign should move the problem from being a closed door to community problem.”*

Participants acknowledged that a holistic viewpoint includes working with men and discussed the specific inclusion of men in prevention efforts:

*“Generally, women working in the field of sexual assault recognize that engaging men is an essential element of public education.”*

*“It’s the missing piece – services for women are critical but...”*

*“It’s encouraging there are so many men involved – but we need more.”*

*“Women and men are both part of the solution.”*

*“Educate and raise awareness of boys and men.”*

*“We should ask ourselves how to integrate men.”*

There was widespread recognition that the sexual violence prevention messages aimed at men should build on men’s values and predisposition to act in a positive manner. Quotes such as the ones below reflect this understanding:

*“Positive messaging puts men at ease and not feeling like possible perpetrators in sexual assault presentations and campaigns.”*

*“The progression of moving from negative messaging to positive moves us to the next step of what we can really do.”*

*“Use a more positive approach to encourage participation.”*

There was recognition that when people understand social problems as individual issues, they may feel critical or compassionate but won't see larger social change as part of the solution. Participants voiced a commitment to effecting larger social change. These comments reflect that big picture thinking:

*“The fundamental message needs to be “we are powerful and we can make a difference.”*

*“We need to shift idea that there is a “right” answer to the idea that we need to engage.”*

*“Speak about rights, human rights, women’s rights etc.”*

*“We need a paradigm shift – keeping women safe is not about restricting her life.”*

*“We need a paradigm shift to see men as being good fathers/partners. We need to shift men’s view of strength.”*

*“A campaign needs elements that will speak to individuals. It must also rally the community.”*

## KEY ELEMENTS OF EFFECTIVE SOCIAL MARKETING

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Effective social marketing campaigns aim to create social change by inspiring opportunities and possibilities for change. All of this happens by framing issues in a positive way. Participants clearly articulated these ideas in their discussions:

*“Promote positive messages: Have fun – Be safe.”*

*“It is a call to positive action – each person is called in a different manner.”*

*“The values that should be transmitted to men and boys are; a peaceful culture, a more just world and a safe environment.”*

*“Encourage young women to respect themselves and to affirm their choices without fear.”*

*“We would like to see images of women who are self-confident and others who are vulnerable. We want to encourage them to call on their strength to seek help.”*

*“Use positive messages; deal with how to build a healthy relationship between a boy and a girl. Give young people tools to have healthy relationships.”*

*“Frame a campaign so that it supports women in a positive way and doesn’t restrict women’s activities.”*

*“Use women’s power as a frame. Acknowledge women have strength.”*

*“It is important to have a positive key messages and branding that engage individuals as well as groups.”*

*“Show the impact that the campaign can have on the community - encourage commitment.”*

*“Use a more positive approach to encourage participation.”*

Social marketing is not just advertising. It involves more than a clever slogan or messaging strategy and reaching everyone through a media blitz. It is not done in a vacuum and it is not a quick process. (“The Basics of Social Marketing,” by Turning Point)

This approach clearly resonated with participants:

*“A campaign should be accompanied by outreach and education to promote self-knowledge and reflection.”*

*“A key element needs to be creating safe spaces, time to participate”*

*“Not just the glitzy campaign but moving into conversations that engage the individual – without conversation, posters, postcards, etc. won’t be effective.”*

*“We need a component of follow up/follow through with those who act.”*

*“These tools must also be accompanied by workshops to discuss the message, the issues, behaviours and attitudes that need changing, and to plan concrete and positive actions, etc.”*

*“Discussions/safe spaces can help to lead to some work on social norms.”*

*“We should also mention available services, for example, indicate the telephone number for the Francophone help line, ‘Ligne Fem’aide’.”*

*“The campaign should not happen just once a year – it must be ongoing.”*

Participants clearly understood that social marketing starts with an intended audience and attempts to identify the “emotional hooks” that can link audiences with positive behaviours.

The idea of “emotional hooks” was expressed in a number of different ways:

*“People are not aware that lack of consent destroys a life.”*

*“When it happens to someone close to you, it affects you emotionally, i.e. if this happens to your mother, your sister, a friend.”*

*“We are more motivated to intervening when we have a relationship with someone.”*

*“Powerful questions can unlock discussion. Find emotional responses.”*

*“Social location can affect who the “other” is – it can impact the messenger and the emotion.”*

*“Communities need to develop a more empathetic approach.”*

*“Make people aware of the fact that this can happen to very young children.”*

*“Stories are positive – they are remembered.”*

Social marketing campaigns should be oriented toward a specific audience. A great deal of discussion centred on potential audiences for social marketing campaigns. The sentiment that it is “important to be reflective of the diversity of Ontario” and “marginalized groups – they are not add-ons,” was shared by all participants. They named specific groups that must be included as campaigns are conceptualized and planned:

*“We must include LGBTQ populations.”*

*“The message should speak to Francophone women, women with disabilities, immigrants, women who are 65 years of age and older.”*

*“Reflect different age groups, different cultures and religions.”*

*“Consider situations in which the person or persons have intellectual limitations. We also need to inform these persons.”*

*“Aboriginal peoples and visible minorities need to be present within the framework and not just subsumed.”*

*“Work in different spaces – i.e. asexualized or hyper-sexualized groups including sex work communities.”*

Some tables also stressed the importance of “making messages relevant for youth,” noting that:

*“We need discussions earlier for younger population. Most programs target older high school/college. By high school or earlier, many young people are enjoying sexual activity.”*

*“The ages of 8-12 are the stage where youth are beginning to be autonomous.”*

Participants also named an array of other potential audiences, often providing some suggestions about how to approach certain groups and about the kind of information that would be most helpful:

*“Staff at services need to be part of the message target, i.e. CAS, mental health, supportive living. If they are saying things in residential setting like, ‘if you go out you better not do this on my shift,’ they are creating another layer of risk. If something happens, the person can’t talk to staff.”*

*“We need campaigns for university and college campuses. We know that the rates of sexual violence are very high on campus. Many women at universities and colleges speak of a ‘rape culture’ that contributes to high rates of sexual violence.”*

*“Reach professionals - adapt campaigns to the Canadian military.”*

*“Offer community public education and discussion sessions for a variety of professions, i.e., police, business persons.”*

*“You can organize relationship based campaigns. Focus on the relationship that men have with young men and begin there. Within those relationships you can bring in different identities.”*

*“Use various family structures to develop the message, i.e., what if that was your sister?”*

*“Reinforce parent involvement. Educate parents about hyper-sexualized clothing, toys for kids. Help parents engage with their kids. Teach them how to talk to their kids. Some are not able to provide sex education. Some have wrong information themselves.”*

The discussions about human trafficking had this list of potential audiences:

*“Employees and clients, young women, victim/survivors, at risk youth, support workers/ service providers, bystanders/general public/community and the police.”*

Effective social marketing requires research to formulate and pre-test effective messages, and to develop strategies to overcome barriers to adopting the new behaviours. Some participants discussed the process of developing effective messages as ‘branding’:

*“It is important to have a positive key message and logo (branding) that engages individuals as well as groups.”*

*“The idea of “branding”, that is creating a slogan and a logo is a great idea. This enhances both the presentation and the visibility of a campaign. Marketing strategy – having the same idea applied to different situations – people can relate.”*

Other groups were explicit about the need to base a campaign on research:

*“Be evidence based. Use available research on early education and the science around developing brain of adolescents.”*

*“Hold focus groups with all ages and diverse groups.”*

Suggestions emerged about how to conduct research and how to overcome barriers to adopting new behaviours by including members of the target audience in the development of the messages:

*“The ideas should come from the community in consultation with workers from sexual assault centres. The different realities of different cities and regions should be taken into consideration.”*

*“Check in with potential target group. Pilot campaigns within specific communities.”*

*“Leaders in the community need to shape campaigns. Work from groundwork that already exists in various communities.”*

*“Get kids to develop PSA’s.”*

*“We need to do a needs assessment – who is the audience? Are there intersections among populations? Alternatively what particular strands/threads are most “inclusive” to meeting needs of most groups?”*

In the Best Practices Guide that Dr. Lori Haskell prepared for the conference, she asserts that perhaps the most robust conclusion in the area of sexual violence prevention is that single-gender programs are more effective than mixed-gender ones (Schewe, 2006). There was little debate amongst participants about the merits of single-gender programs versus mixed-gender

ones, but many comments either inferred an understanding that programs would be single-gendered or provided a rationale about why they would be:

*“Encourage young women to respect themselves and to affirm their choices without fear.”*

*“Be aware of issues for survivors. Survivors have often been manipulated and are at risk of being manipulated again. Information should be given to them in order that they might ask themselves, have I truly consented? Is it truly what I wanted to do? Have I truly said yes? Acknowledge risk taking behaviour post sexual abuse. Offenders aren’t usually strangers but people who are known. Ensure no traumatizing to potential survivors of sexual abuse.”*

*“Educate young boys to recognize messages from girls even if they are not overt.”*

*“Often a woman consents at the beginning but at some point during the sexual relationship her feelings may change and she might want to stop. A woman’s vulnerability should be considered.”*

*“There are many challenges related to women’s sexuality, among others, the question of respect. Women often feel they have to prove that they are capable of doing what is expected.”*

*“Women are constantly being sexualized.”*

*“Teach positive masculinity through positive models.”*

*“What reaches young boys – cubs and scouts, sports teams?”*

*“We need a continuum of messages to reach variety of men in different settings.”*

Promoting new social norms to create positive social change is at the heart of effective sexual violence public education campaigns. As discussed previously, gender equality must be a fundamental norm promoted by effective sexual violence prevention. While campaigns strive to engage audiences in the issue of sexual violence through an emotional appeal, it is important to avoid fear, blame and feelings of powerlessness.

This makes it important to give people an opportunity for ongoing support and dialogue, a direction which was strongly endorsed by Forum participants.

Participants were adept at identifying many social norms that will have emotional resonance and that will promote victim/survivor empathy. They are also social norms that will set positive standards for behaviour. Here are the new social norms that were identified at the Forum:

- *Rape/sexual violence is a men's issue*
- *We need to intervene /bystanders have a role to play*
- *Talking about sexuality is normal, acceptable, a good thing*
- *Regardless of age, consent should be discussed*
- *Consent should be discussed in relationships*
- *Consent is part of a healthy relationship*
- *Respect is cool*
- *Equality of men and women*
- *Compassion for women who are trafficked and forced into illegal sexual activity*
- *Women who are trafficked deserve non-judgmental support*
- *Women have strength*
- *Men who are caring/nurturing are also strong*
- *We need to talk about sexual violence*

Participants understood that in order to develop new social norms that will resonate with the intended audience, it is important to have a clear understanding of areas of resistance. They offered these suggestions:

*“It is preferable that the campaign avoid certain terms such as: patriarchy, sexism, inequality, feminism, etc. so that people are open to hearing the message.”*

*“Always adapt the message to the target audience.”*

*“The way messages are conveyed can affect their reception so take the campaigns presented [at the Forum] and make them culturally relative.”*

## ENGAGING BYSTANDERS: AN IMPORTANT STRATEGY

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When we think of a bystander as ‘*anyone who is in a position to intervene before, during or after the act*’, virtually everyone is a bystander. Participants agreed that we can help to create safety and ensure more supportive responses to survivors if we encourage men and women to get involved by learning to detect risky situations, by challenging sexist attitudes and behaviours, and by intervening and providing support to a woman at risk or in danger of experiencing sexual violence. Simple statements summed it up:

*“Get bystanders/men involved.”*

*“We need bystander buy in - you have to engage the bystander.”*

*“Educate the public on how to help intervene.”*

*“We should develop strategies for what women can do and what bystanders and support workers can do.”*

The most pressing challenge for a sexual violence public education campaign is to ensure that bystanders are empowered and active rather than inactive and passive. Participants recognized that the central concern of most bystanders is not knowing how to respond.

*“Bystanders need to know how to intervene, they often feel powerless.”*

There was agreement that bystander campaigns should model how to respond appropriately, so that involvement is more likely.

*“What to do in a specific situation? The campaign should offer guidelines for action, for example:*

- *If my sister confides in me, I can \_\_\_\_\_*
- *If someone discloses to a teacher, the teacher can \_\_\_\_\_”*

*“In a public education campaign, those persons close to a woman who have experienced sexual violence need to be taken into consideration. Provide those persons close to a woman*

*with tools and advice so they can properly respond to the woman's needs in the event that she discloses sexual assault."*

*"A campaign such as Neighbours, Friends and Families should be developed, with warning signs, to help address human trafficking. "*

*"Bystander campaigns create space for men to be more active and comfortable in antiviolence work; it's effective to say here what you can do."*

*"Give adults the skill set to articulate messages to children/youth about healthy relationships and gender equality."*

*"It is important to practice skills being taught."*

*"How to help will need to be addressed."*

The discussion above about potential audiences for a sexual violence prevention campaign helped to identify many individuals and groups of potential bystanders including social service providers, school, university and college personnel, professionals groups, and family members, including parents.

## CAMPAIGN MESSAGE CONSIDERATIONS

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Participants clearly understood that considerable care has to be taken in developing the “message” and that it is important to consider what target audience the campaign is trying to address and what is most likely to influence this audience.

*“We need a compelling message that is easily adaptable depending on the milieu, i.e., school, the workplace including the private and community sectors, social and religious groups, etc.”*

*“A well thought out message is important so it is not misinterpreted or taken out of context.”*

They offered many insights and suggestions on how to shape campaigns that will be inclusive and culturally competent:

*“Consider what consent looks like for a person depending on their social location.”*

*“Take different religious values into consideration.”*

*“We need translation but also cultural awareness.”*

*“How the message is conveyed can vary and be adapted depending on the target audience.”*

*“Every time you step off reserve is like stepping into a new culture. Use traditional teaching of going in twos. You are never standing out there alone. Adapt this approach for a bystander campaign.”*

*“We need to use language of the target group in order to reach them and to begin the discussion, and then when we have their attention we can raise awareness.”*

Participants issued the caution that when working with youth:

*“We need to be careful that adults aren’t imposing views on students/youth.”*

Suggestions for alternative and more respectful ways of working with youth included:

*“Media literacy work is great way to engage students – they are very interested – great way to engage in critical equity analysis.”*

*“Integrate courses on respect, equality between boys and girls, what is meant by expressing emotions, effective communication, positive conflict management, etc. into the school curriculum. These courses should be given every year beginning in kindergarten and adapted to the child’s development, so there would be a progression in the content from one year to the next. This systemic change should begin at the elementary level and continue through each subsequent level. Teacher training on this material should be given during university training.”*

*“Educate parents/community to avoid backlash against providing sexual info for youth, i.e., HPV campaign.”*

They had many suggestions for working with youth that begin to address the question of what we want youth to do, how they can do it and what the result of their choices will be:

*“Build self-esteem. Enhance the ability to say no. Prevention is not just about sex but other pressures of youth.”*

*“Deal with how to build a healthy relationship between a boy and a girl.”*

*“Give young people tools to have healthy relationships. Show what a healthy relationship looks like.”*

*“Encourage young women to respect themselves and to affirm their choices without fear. You have the right to say NO.”*

*“Discard the notion that not saying anything means her answer is yes. Learn to recognize and listen to non-verbal cues that indicate she is uncomfortable. Talk about it, check out how she feels.”*

*“Messages should be geared toward appropriate developmental level. Start with easy messages, build up to sexual information.”*

*“We can start early, for example explain the impact of ‘you run like a girl’ at the elementary level.”*

Participants also noted the need for the message to show consequences or solutions, asking:

*“What do we want people to do with the information?”*

## **CAMPAIGN MESSENGER: WHO SHOULD DELIVER THE MESSAGE?**

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An important consideration in a sexual violence prevention campaign is the question of who should deliver the message. Research tells us that knowledge and trustworthiness are critical to public acceptance, not likeability or familiarity.

Francophone participants felt strongly that everyone needs to be empowered to deliver these messages. Given also what we know today about how trust has been betrayed by leaders and institutions, the question of who becomes a spokesperson is very sensitive when we don't always know who we can trust.

Other participants named many potential messengers who possess the necessary qualities of knowledge and trustworthiness:

*“Sexual assault centres and Ontario Coalition of Rape Crisis Centres.”*

*“Involve men, women, children, youth, faith leaders, sports personalities, celebrities, and ordinary people and survivors.”*

*“Outreach to other agencies like CAS, involve other state institutions, the health system - how can they be used to get out the message?”*

*“Corporate campaigns partners, i.e. Dove.”*

*“Peer to peer.”*

*“It would be good if a male sports figure that has experienced something difficult could be the spokesperson.”*

*“We would like to see a provincial led message for men with males making positive choices as the dominant story.”*

*“We need a celebrity – the new cool.”*

*“Coaches working with kids under 16 have to go through training – prevention information could be incorporated there.”*

*“Get community leadership on board to promote campaigns.”*

*“Should be done by different community groups.”*

*“Use role models and have males taking the lead.”*

*“It is key to have men initiate these activities and be the public face.”*

The question of who should deliver the message is closely linked to the means for delivering the message. There was a clear sense that messages need to be clearly presented and easily understood:

*“Messages, public service announcements and promotional materials for the campaign should be simple and use few words but words that are significant and that attract our attention.”*

*“This campaign should present something that is simple and accessible that will engage people.”*

Participants explored a range of possibilities, concluding that a multifaceted approach would be most effective. The list of ways to spread the work included:

- *Curriculum in elementary, secondary, post-secondary and professional schools*
- *Posters in schools*
- *Brochures to send home for parents with their kids*
- *Workshops in schools*
- *Media*
- *Social media*
- *Interactive websites*
- *Games*
- *TV - sports channels, child and youth networks*
- *Movie trailers*
- *Teen magazines*
- *Public transit ads*

A campaign about human trafficking would have some distinct features. Suggestions about possible messengers for this campaign included embassies, consulates and government services. Other ways to disseminate messages for a campaign on human trafficking included:

- *Posters in public washroom stalls and places where women are alone without the trafficker*
- *Ads at Youth Emergency Shelters, bus shelters*
- *Warnings on web employment sites about certain types of jobs, i.e., jobs in massage parlours, dance clubs etc.*
- *Social networking sites*
- *Make business cards or messages in a lipstick holder that can be easily hidden available in places where trafficked women might be such as bathrooms and parlors, since web access might be limited*

Social marketers have shown that unlikely allies can prompt public reconsideration of an issue. The discussion of who should deliver the message demonstrates openness among participants to consider working with unlikely allies as well as well recognized experts such as Sexual Assault Centres and Centres d'aide et de lutte contre les agressions à caractère sexuel. Comments about the need to reach out beyond our established networks are indicative of this openness:

*“Reach out to persons, especially men, as “allies.”*

*“Look for allies. It is important not to overshadow the woman, but how can the man support her?”*

*“Use a multi-disciplinary approach, for example include anti-violence, multi-cultural experts. They need to address more than just relationship violence.”*

*“Get leadership on board to promote campaigns.”*

## CONCLUSIONS

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Dr. Haskell outlines a Spectrum of Prevention in her Best Practices Guide. Prevention efforts range from working with the individual, to promoting community education to educating service providers, to fostering coalitions and networks to changing organizational practices and influencing policy and legislation. Participants at the Forum discussed ideas and proposed actions that would target all of these six levels of prevention. Participants rounded out the information from the Best Practices Guide with their own experience and expertise as they observed presentations from a variety of public education and prevention campaigns.

They have provided a wealth of insightful analysis and use suggestions for developing effective campaigns that will serve the diversity of Ontario's communities. The Forum provided a rare and much appreciated opportunity for stakeholders from the Violence Against Women sector to come together and reflect on how to engage in effective prevention work. This report is a summary of the ideas that emerged. It can serve as a reference point as Violence Against Women stakeholders, led by the Ontario Coalition of Rape Crisis Centres and Action ontarienne contre la violence faite aux femmes continue to lead the development of new tools and strategies to prevent and address sexual violence in Ontario.