R E S P E C T

WOMEN

S T R A T E G Y
S U M M A R Y

Environments made safe

UN WOMEN

World Health Organization

Environments made safe

OBJECTIVE OF STRATEGY: To create safe environments including schools,[1] workplaces[2] and other public spaces, where women are free from the fear and experience of harassment and other forms of violence.

Rationale

Globally, women and girls continue to experience various forms of violence in public spaces, including in schools, markets, workplaces, on streets, on public transport, in water distribution sites, fields, and online, amongst other spaces. Like intimate partner violence (IPV), the experience and threat of violence in public environments negatively impacts on women's health and wellbeing, and can limit their mobility and economic, social and civic participation, with significant consequences for a country's national development.[3] For example, violence in the workplace has significant economic, social and health impacts for individual workers. It also produces significant costs to businesses and local and national economies related to productivity, absenteeism, staff turnover, litigation and compensation.[4]

At the same time, VAW prevention work in public spaces has the potential to reach large numbers of people to transform attitudes, norms and behaviours in order to promote women's rights to spaces free of VAW. For example, school-based approaches can help to prevent violence by changing the whole school environment and by reaching young people at scale by shaping children's understandings of gender roles and healthy relationships at an early age before harmful norms, attitudes and behaviours have been well established. Similarly, a gendered approach to urban planning with investment in essential public services such as sanitation, improved lighting and safe water can play a key role in ensuring women and girls can move freely, without fear of sexual violence.[5]

Risk and protective factors

This strategy aims to address the following factors which increase the risk of violence, while enhancing factors which have protective effects on levels of VAW.

Level	Risk factors	Protective factors
Individual	Lack of awareness of VAW including of laws, policies and reporting procedures (women and men)	Awareness of and skills to act to prevent to VAW (women and men)
	Attitudes condoning or justifying violence as normal or acceptable (women and men)	Leadership, decision-making and advocacy skills (women)
	Childhood experience of violence and/or exposure to violence in the family or community (women and men)	Gender equitable attitudes and practices (women and men)
		Secondary education (women and men)

STRATEGY SUMMARY

Interpersonal	Peers, teachers, managers and co-workers lack awareness of VAW including of laws, policies and reporting procedures	Peers, teachers, managers and co-workers with awareness of and skills to act to prevent VAW[6]
	Disparity in education levels between women and men	Greater parity in education levels between women and men
Community	Unsafe, poorly lit public spaces and crowded public transport[7]	Well-lit public spaces, visible sightlines, clear signage, and safe road underpasses
	Lack of oversight and violence reporting mechanisms in schools and workplaces[8]	Strong school and workplace management capacity and accountability mechanisms
	Harmful gender norms that uphold male privilege and limit women's autonomy	Norms that support non-violence, respect for diversity and gender equality, and promote women's empowerment[9]
Societal	Poor and gender-blind or gender-neutral infrastructure and urban planning	Gender responsive and participatory urban planning[10]
	Lack of policies and legislation and/or inadequate enforcement to address sexual harassment and other forms of violence in and around schools, workplaces, public spaces and online	Laws and policies that prohibit violence against women in schools, workplaces, public spaces
	Lack of accessible, high quality response services	Accessible reporting and response services including justice.
	Low levels of women's employment and education	More gender-equitable institutions with women's equitable participation, including at managerial and decision-making levels.

STRATEGY SUMMARY

Theory of change

The following diagram provides a simplified theory of change for evidence-based interventions which seek to create safe schools, public spaces and work environments, among others. This would need further development and adaptation for specific programmes.

E: Environments made safe

Women have knowledge of their rights and how to access services

Co-workers, teachers and peers can identify and respond to VAW in schools, workplaces and other institutions, and public spaces

Schools, workplaces, other institutions and public spaces become safer for women and girls

Interventions

Schools, workplaces and other institutions, public transport and public spaces are designed to maximise women and girls' safety

Communities and institutions believe in and uphold gender equality as a norm and no longer accept VAW/VAC

VAW is reduced or eliminated

VAC is reduced or eliminated

Organisations and institutions create positive organisational cultures and structures based on gender equality

Women's increased autonomous mobility within and beyond their communities

Organisations and institutions have strong policies and procedures to safeguard women and girls against violence

OUTPUTS   OUTCOMES   IMPACTS

Types of interventions

A number of different interventions have been implemented in different country contexts which aim to make environments safe for women. These include systemic and holistic approaches as in the case of whole school interventions; interventions which seek to identify and prevent risks for women in infrastructure and transport planning and implementation; and interventions which build individuals' capability to identify and intervene in situations which may lead to non-partner sexual violence. The following table describes the key types of interventions highlighted in the RESPECT framework and provides a brief overview of the current evidence base, and example programmes. Where available, we have prioritised programme examples from low- and middle-income countries (LMICs).

LEGEND

● **promising**, >1 evaluations show significant reductions in violence outcomes

■ **more evidence needed**, > 1 evaluations show improvements in intermediate outcomes related to violence

◆ **conflicting**, evaluations show conflicting results in reducing violence

☐ **no evidence**, intervention not yet rigorously evaluated

▼ **ineffective**, >1 evaluations show no reductions in violence outcomes

H World Bank High Income Countries (HIC)

L World Bank Low and Middle Income Countries (LMIC)

Intervention type	Description	Evidence of effectiveness		Example programmes
Infrastructure and transport	Interventions in this area cover a range of infrastructure sectors, including transport, water, health, energy, sanitation and housing. They involve a broad range of interventions such as inclusive gender responsive urban and transport planning, with strong VAW prevention components that address organisational culture, policies and procedures within the infrastructure sector to address harmful norms.[11] These interventions also include policy and legislative work, ensuring essential services for survivors, and programmes addressing social norms including through community mobilisation. Other interventions involve introducing women-only transport and safety mapping apps which crowdsource information on safe and high-risk locations for women, usually in cities.[12]	L	**More evidence is needed** on the potential impact of infrastructure and transport interventions on levels of VAW in both HICs and LMICs. However, robust evaluations have shown improvements in intermediate outcomes related to violence including women' and girls' empowerment and feelings of safety.[13]	UN Women's Safe Cities and Safe Public Spaces Global Initiative[15] Safetipin intervention (India) HarassMap technology (Cairo, Egypt)
		H	There is a lack of investment in and rigorous evaluations measuring the impact of safe environments' programmes on levels of VAW.[14]	

Intervention type	Description	Evidence of effectiveness	Example programmes
Bystander interventions	Bystander interventions primarily work with groups of adults and/or children to help them to recognise the signs of sexual violence in schools, colleges and communities and to know how to intervene. Bystander interventions most commonly take place in schools and colleges and seek to prevent dating violence and non-partner sexual violence (NPSV). First applied in the US, these interventions have mostly worked with young men and boys, including through sports teams. They seek to dispel myths around rape, encourage critical reflection on gender norms and attitudes and typically involve thought leaders such as sports teachers to enable attitudinal change. Bystander programmes tend to vary significantly in duration and intensity, with some short one-off training/awareness sessions whilst others are delivered over the course of weeks or months through multiple sessions.	**H** There is **conflicting evidence** from HICs, with evaluations that show reductions in violence as well as those with no impact. It is important to note that many of the evaluated interventions are one-off sessions, whereas evidence from HICs suggests that longer interventions with multiple sessions, such as Green Dot, can result in reductions in violence. As standalone programmes, brief bystander interventions have not been shown to reduce VAW.[16] **L** The majority of rigorously evaluated interventions are in the United States, and there is **no evidence** from LMICs that bystander interventions reduce violence.[17] However, non-experimental evaluations have shown positive effects on intermediate outcomes, including an evaluation of Bell Bajao which found positive changes in knowledge and attitudes towards VAW, as well as greater help-seeking behaviours and interventions.[18]	Green Dot (US schools) Coaching Boys into Men (US, "Parivartan" in India) Bell Bajao (Ring the Bell, India)

Intervention type	Description	Evidence of effectiveness		Example programmes
Whole School interventions	Whole school interventions are holistic approaches to creating safe, child-friendly and gender-sensitive environments in which children can learn.[19] These programmes create and implement a shared vision of violence reduction in schools. They typically work with different groups in the school and community, usually including a curriculum-based learning intervention for children, as well as work with teachers, parents, school governing bodies, and local government. These interventions have so far usually aimed to reduce peer violence and corporal punishment. The groups engaged depend on the intervention and activities are wide-ranging. By engaging at multiple levels, interventions aim to achieve systemic and sustainable change, with changes in attitudes and behaviours supported by a positive enabling environment in schools and communities.[20]	H	There is **no evidence** from HICs that whole school interventions reduce violence.	Good Schools Toolkit (Uganda) Transforming Education for Girls in Nigeria and Tanzania (TEGINT)
		L	Evidence from LMICs shows they can positively impact on intermediate outcomes such as corporal punishment by school staff, however **more evidence is needed**.[21] The evidence from LMICs is largely focused on curriculum-based interventions to raise awareness and develop skills to prevent violence (covered in the **Child and Adolescent Abuse Prevented RESPECT Strategy Summary**).[22] Although effectiveness is challenging to measure for whole school interventions, the available evidence highlights the importance of strong policies, a positive culture in communities in and around schools that promotes gender equality, and skilled facilitation of discussions around violence.[23]	

Example programmes

The following table summaries three different programmes which have been shown to deliver reductions in VAW prevalence or which have shown promise in addressing intermediate outcomes within programmatic timeframes. The table should be reviewed alongside the **design and implementation checklist** on page 9, as well as the **guiding principles of effective programming** provided in the RESPECT framework when adapting any of these methodologies. More detailed information on each programme is provided in the **programme summaries**.

Programme	Description	Location	Target population	Core activities	Duration	Evaluation and Impact
Green Dot	A **peer activism bystander programme** to prevent sexual violence in high schools[24]	United States of America	High school students	The programme involves teachers selecting female and male student opinion leaders, who go through an intensive five-hour training on bystander interventions by trained rape crisis centre educators. The student leaders receiving the training are called "green dots" and learn to recognise behaviours leading to sexual violence ("red dots") and learn how to safely intervene. This is supported by annual school-wide presentations which reinforce the "green dot" and "red dot" concepts.	5 years	**Evaluation type:** Randomised controlled trial (RCT) **Impact:** Significant reductions in physical and sexual IPV perpetration after the first two years. There were also significant reductions in girls' physical and sexual IPV experience in the last two years of the programme[25]
Good Schools Toolkit, Raising Voices	A **whole school approach** to tackling VAC in primary schools	Uganda	Primary school teachers and students	The goal of the Toolkit is to prevent VAC[26] at schools by influencing the operational culture of the school itself. It involves six-step process containing about 60 activities coordinated at the school level with additional activities engaging parents and the community as a whole.	18 months	**Evaluation type:** RCT **Impact:** In intervention schools, the Toolkit reduced the risk of physical VAC by teachers and school staff by 42% (in the 18 months). Also, 50% fewer teachers (compared to control) reported using physical violence against students. The Toolkit promoted students' identification with their school, as well as their sense of safety and belonging at school.[27]

Programme	Description	Location	Target population	Core activities	Duration	Evaluation and Impact
Port Moresby: **A Safe City for Women and Girls Programme**, UN Women	A holistic and multisectoral **safe cities and safe public spaces' programme** incorporating a comprehensive approach to ensure safe markets and public transport initiatives for women and girls. It also included a public campaign and community mobilisation activities focused on the prevention of sexual violence in public spaces.[28]	Port Moresby, Papua New Guinea	Women market vendors and customers, women commuters, market management, government agencies including from transport authorities, students, service providers, authorities and the general public	**Safe Markets Initiative:** capacity building of market management; establishment of market vendor associations; introduction of a web-based market fee collection system; training for women, including financial literacy, business development and health awareness. **Safe Public Transport Initiative:** support of a women-only bus service to address high levels of VAWG in public places and as a temporary special measure to ensure the safety of women and children. Other measures included institutional awareness and capacity building of transport authorities, bus and taxi drivers (men and women), and the a city-wide gender and transport study to inform the city's transport plan. **Youth and community activism:** evidence-based behaviour change campaign "Sanap Wantaim" ("Stand Together") promoting key messages[29]; including a youth leadership programme in schools, markets and in low-income housing; training for safe houses and police; establishment of Community Referral and Mentoring Services (CRMS) to ensure survivors of VAWG had access to services.	9 years (Safe Markets Initiative) 5 years (Safe Public Transport initiative)	**Evaluation type:** Non-experimental, ex-post participatory impact assessment **Impact:** Improvements in women's empowerment related outcomes including women market traders having a voice in decision-making in market governance, and improvements in women's perception of safety, comfort and dignity in markets and buses.[30]

Design and Implementation Checklist

Common elements and principles of effective approaches to create safe environments include:[31,32]

Programme design and adaptation

1. **Conduct a scoping study which includes qualitative methods, potentially including women's safety audits, which can help multi-stakeholders better understand how women and girls are particularly affected by violence and identify factors which can affect their perception of safety in the environment you are targeting.** This approach also includes a stakeholder mapping to identify potential collaborators and to design effective solutions. Key stakeholders in participatory workshops should reflect on the scoping study findings to feed into the design of the programme.

2. **Involve diverse groups of women and girls at all stages, including women and girls who face multiple and intersecting discriminations and are at increased risk of violence and harassment in the world of work and public spaces.[33]** This includes women working in the informal sector, migrant women, women domestic workers and women sex workers. This will help ensure that interventions consider how different women and girls experience violence differently, considering age, ethnicity, disability, socio-economic status amongst other factors.[34] However, there is currently little evidence on this.

3. **Address harassment and other forms of VAW in public spaces and other environments as part of a continuum of violence.[35]** Evidence demonstrates the linkages between violence against women in public and private spaces, including in online spaces, however very few programmes actively address this continuum.

4. **Adopt a rights-based approach**, for example a 'right to the city' approach in interventions which address violence in public spaces, and women and girls' rights to education, services, work, recreation, and to politically organise.[36]

Implementation

5. **Encourage participants to critically reflect on gender norms and power through participatory approaches.** For example, interventions which seek to prevent peer violence in schools, have been found to be effective in preventing violence and usually employ single-sex or mixed groups with men and boys as well as women and girls to reflect on gender norms,.[37]

6. **Ensure interventions are of sufficient intensity and are not standalone.** For example, bystander programmes including one or two sessions or digital interventions such as safety mapping apps, are unlikely to lead to a reduction in VAW when implemented as standalone interventions.[38]

7. **Coordinate and build partnerships with stakeholders across multiple sectors, including local, regional and national government.[39]** For example, work with local government to address VAW in public spaces, and seek partnerships with women's organisations from design through to implementation and monitoring and evaluation.[40] Fostering positive partnerships and a sense of local ownership with women in key decision-making roles is key to the successful implementation of this strategy.

8. **Consider and address organisational culture around gender equality and VAW, including in schools, transport, infrastructure, and companies.** For example, the Good School Toolkit aims to create a positive school culture in which all children are safe to learn. The school comes together to set a goal and agree an action plan to reach this goal, as well as strengthening school governance.[41]

9. **Support women's rights organisations to advocate for and monitor legislation specifically dealing with violence against women in public spaces.** Under UN Women's Safe Cities and Safe Public Spaces Global Flagship Programme in the City of Quito, Ecuador[42], and Quezon City, Philippines,

women's rights organisations with research partners collected data on sexual harassment in public spaces as part of their scoping studies which helped to address the gaps in laws on sexual harassment in public spaces. As a result of this approach of working with multi-sector stakeholders, groundbreaking legislation was passed with penalties for sexual harassment in public spaces and helping to position the need for legislation gaps to also be addressed in other cities.[43]

10. **Generate, use and publish data and evidence monitoring the effectiveness of interventions on violence prevention.** There is a lack of data and evidence on effectiveness, in particular for interventions which seek to prevent VAW in public spaces and other environments.

Entry points

Approaches to creating safe environments can be integrated in multiple settings and sectors to maximise impact. The following table highlights key entry points for this strategy, including programme examples.

Entry point	Rationale
Transport • Transport planning and infrastructure (stations, waiting areas, services and 'last mile connectivity'[44]) • Public transport	Studies have shown high prevalence of sexual harassment and other forms of violence in and around public transport, and how poor planning can create hotspots for violence.[45,46] Gender-responsive transport planning, policies and other interventions which meaningfully consult women and girls and explicitly consider and mitigate VAW risks, help improve women's perceptions of safety and prevent VAW. For example, the *Quito Safe City programme* in Ecuador conducted a scoping study in 2012 which found 65% women in Quito had experienced some form of sexual harassment, most often occurring on public transport. In response, the city government included safe transport in its annual plans and set up a committee to develop a comprehensive strategy to prevent and respond to sexual harassment and other forms of VAW on public transport. Draft protocols were validated with bus drivers and operations teams; in response a clear flow chart was developed to ensure groups understood what their role was to report and address incidents of VAW.[47] Another example is gender training of drivers, conductors and all transport staff in Delhi to help them understand sexual harassment. This training has been going since 2007. Now when any transport vehicle comes for the yearly renewal of registration, they must undergo a one-hour refresher training course on sexual harassment.[48]

STRATEGY SUMMARY

Urban planning and construction
- Public spaces
- Energy provision
- Water and sanitation
- Land and housing, including informal settlements
- Refugee/IDP camp settings

Ensuring urban development projects take women's use of urban spaces and safety risks into account from the start can prevent VAW from occurring, for example by ensuring safe public walkways and good lighting. Safety audits, engagement with women and girls and reporting or mapping apps can encourage effective action as prevalence and violence hot spots are better understood.[49]

For example, the *Delhi Safe City free of Violence against Women and Girls Programme* used Women Safety Audits (WSAs) in partnership with Jagoris, local government and UN Women, gathered detailed information about women's safety, alongside findings of the programme's scoping study. The WSAs were delivered in three phases: firstly pen and paper audits with 5-6 participants in community settings; secondly Jagori, the lead implementing partner, provided training across multiple states on the WSA methodology; and finally an Open Street Audit Mapping (OSAM) to seek views from women and men, girls and boys. Achievements include highlighting the importance of last mile connectivity and danger hotspots which the local government sought to address. The WSA methodology also became mandatory for all urban plans and smart city projects in India.[50]

Work and employment[51]
- Formal workers
- Informal workers
- Work conditions and labour rights initiatives
- Youth employment programmes
- Women's employment programmes

The International Labour Organisation (ILO)'s Violence and Harassment Convention 2019 (C190), which focuses on violence and harassment in the world of work, presents a key entry point for this strategy. [52] The legally binding convention recognises that gender-based violence and harassment disproportionately affect women and girls and applies to women experiencing violence and harassment including at work, on the way to work, during work-related trips, in work-related communications and in employer-provided accommodation. It applies to all sectors, whether private or public, both in the formal and informal economy.

For example, the *ILO's Better Work* initiative takes a three-pronged approach to preventing VAW in the garment industry through establishing systems such as sexual harassment policies, grievance mechanisms and referrals, awareness raising with workers and capacity building with managers, those responsible for human resources, line managers and workers.[53]

An example of national legislation protecting informal workers includes India's Sexual Harassment of Women at Workplace (Prevention, Prohibition, Redressal) Act 2013, which clearly defines and includes both formal and informal workers. The home is considered a workplace and domestic workers can use mechanisms to complain to a District Complaints Committee.[54]

S T R A T E G Y   S U M M A R Y

Schools and other educational institutions
- Whole school approaches
- Curriculum-based learning interventions
- Teacher training

Schools have potential to prevent violence at scale, not just in the school environment but also at home and in future relationships.[55] Whole school approaches that address the interconnectedness of schools, communities and families can be an effective way of creating safe learning environments.[56] Other intervention approaches such as school-based curriculum approaches also show some promise (see the **Child and Adolescent Abuse Prevented RESPECT Strategy Summary**).

For example, a play-based life skills education programme implemented in 40 public schools in Pakistan by the NGO Right to Play aimed to empower children and prevent violence. The intervention also included teacher training, summer camps, sports tournaments and thematic Play Days for children, with parents invited several times a year. Children in the intervention reported significant reductions in peer violence and corporal punishment at school.[57]

Digital technology
- Online information and apps
- Digital campaigns

Digital technology offers both problems and solutions to VAW prevention, as VAW is exacerbated and magnified online whilst new and emerging technologies provide new methods for perpetrators to commit VAW. However, digital technologies also provide a space for online advocacy and activism on VAW and women's rights, with online campaigns now forming a core part of the work of women's rights organisations, and emerging interventions, for example through safety mapping apps.[58] It is important that digital solutions have safe and appropriate responses – online counselling requires trained counsellors and mapping/alert systems need effective police responses. There is a lack of evidence on whether and how digital technologies can prevent VAW, and it is likely that they need to be implemented as part of a package in order to be effective.[59]

The #MeToo movement is an example of online campaign against violence against women and girls. Other examples include #BringBackOurGirls which demanded the return of girls kidnapped from Chibok in Nigeria in 2014 and #NiUnaMenos which started in Argentina in 2015 as a campaign against gender-based violence and has since spread across Latin America and the Caribbean.

Useful Resources

Safe schools

Global Guidance on Addressing School-related Gender-based Violence, Paris and New York: UNESCO and UN Women; 2016. *Provides a comprehensive, one-stop resource on school-related gender-based violence (SRGBV).*

Raising Voices Good School Toolkit. *A methodology designed to support educators and children explore what a child-friendly safe school is and support them to realise this vision, it has been proven effective in reducing violence in schools.*

Effects of Bystander Programs on the Prevention of Sexual Assault Among Adolescents and College Students. Hensman Kettrey, H., Marx, R. A., and E. E Tanner-Smith. Campbell Collaboration. 2019 *A systematic review on the effectiveness of bystander programmes amongst adolescents and college students. 25 of the 27 available rigorous evaluations were conducted in the US.*

A Whole School Approach to Prevent School-Related Gender-Based Violence: Minimum Standards and Monitoring Framework, Global Working Group to End SRGBV & UNGEI (2017) *This guide provides a framework to guide policy makers and practitioners in designing school violence prevention programmes and strengthening response actions.*

Safe public spaces

Safe Cities and Safe Public Spaces for Women and Girls Global Flagship Initiative: International Compendium of Practices. And Second Compendium. UN Women: New York. 2019 *Summaries of interventions from cities across the globe to ensure the safety of women and girls.*

Safe Cities and Safe Public Spaces for Women and Girls Global Flagship Initiative: Global Results Report. UN Women: New York. 2017 *Results from UN Women's flagship initiative including a programmatic framework, case studies and learning from the global programme.*

Violence against Women and Girls, Infrastructure and Cities Briefing Paper. Fraser, E., Viswanath, K. and L. McLean. 2017. *Short paper outlining the case for addressing VAW through infrastructure and cities work, entry points and case studies.*

Violence Against Women and Girls Resource Guide: Transport Brief. World Bank. 2015 *Brief paper highlights the linkages between VAWG and transport, ethical and safety considerations for transport programming, entry points to integrate a VAWG focus into transport initiatives and recommended resources.*

Safe work environments

Violence and Harassment Convention, International Labour Organization (ILO). 2019 *International convention which provides a practical framework to shape a future of work based on dignity and respect, free from prevent violence and harassment.*

Handbook: Addressing Violence and Harassment in the World of Work, UN Women and ILO. 2019. *Provides lessons, practical actions and promising examples of how to address violence and harassment in the world of work.*

What Works? Preventing & Responding to Sexual Harassment in the Workplace A Rapid Review of Evidence. CARE. 2018 *Rapid review of promising practice in responding to sexual harassment in the workplace.*

Evidence reviews

A Rigorous Review of Global Research Evidence on Policy and Practice on School-related Gender-based Violence, Parkes, J., Heslop, J., Johnson Ross, F., Westerveld, R. & Unterhalter, E. University College London, Institute of Education, 2016. *Provides a global review of the evidence on approaches to addressing SRGBV.*

A Rigorous Global Evidence Review of Interventions to Prevent Violence against Women and Girls, Kerr-Wilson, A.; Gibbs, A.; McAslan Fraser E.; Ramsoomar, L.; Parke, A.; Khuwaja, HMA.; Rachel Jewkes. What Works to prevent violence among women and girls global Programme, Pretoria, South Africa. 2020 *Provides an up-to-date review on the evidence on effectiveness of VAW prevention programmes.*

What Works to Prevent Sexual Violence against Children: Evidence Review. Ligiero, D., Hart, C., Fulu, E., Thomas, A., & Radford, L. Together for Girls. 2019 *Presents a user-friendly summary of the existing evidence of what works to prevent sexual violence against children and adolescents.*

S T R A T E G Y   S U M M A R Y

Endnotes

[1] Including post-secondary education, such as higher education that takes place in a university, college or institute of technology, as well as Technical and Vocational Education and Training (TVET)

[2] Labour force interventions are included under strategy P – Poverty reduced

[3] UN Women website: https://www.unwomen.org/en/what-we-do/ending-violence-against-women/creating-safe-public-spaces

[4] ILO (2018) Ending violence and harassment against women and men in the world of work: International Labour Conference 107th Session 2018, ILO: Geneva.

[5] UN Women (2017) Safe Cities and Safe Public Spaces: GLOBAL RESULTS REPORT. UN Women: New York.

[6] UNESCO (2016) Global Guidance on School-related Gender-Based Violence. UNESCO: Paris and UN Women: New York.; UN Women (2019a) Guide to Support the Implementation of the Global Women's Safety Framework. UN Women: New York; UN Women and ILO (2019) Addressing Violence and Harassment against Women in the World of Work: Handbook; New York and Geneva: UN Women and ILO; UN Women (2018) A Global Women's Safety Framework in Rural Spaces: Informed by experience in the tea sector, New York: UN Women.

[7] Fraser et al., (2017) Violence against Women and Girls, Infrastructure and Cities Briefing Paper.

[8] ILO (2018) Ibid.; UNESCO (2016) Global Guidance on Addressing School-related Gender-based Violence,

[9] UN Women (2017) Ibid.

[10] UN Women (2017) Ibid.; UN Women (2019a) Ibid.

[11] Fraser et al., (2017) Ibid.

[12] UN Women (2017) Ibid.; World Bank, The Global Women's Institute, IDB and ICRW (2015) VAWG Transport Brief: VAWG Resource Guide.

[13] Non-experimental evaluations show these interventions may work well, for example a recent evaluation of UN Women's Safe Cities for Women and Girls Programme in Papua New Guinea which showed the initiative contributed to women's and girls' empowerment, safety, comfort and dignity when working in markets in Port Moresby. See UN Women (2019a)

[14] Fulu (2016) A Regional Study of Interventions to Enhance Women and Girls' Safety and Mobility in Public Spaces, Asia and the Pacific Region

[15] UN Women's Safe Cities and Safe Public Spaces Global Flagship Initiative include some programmes which focus on place-based interventions, but they also include comprehensive prevention approaches in districts and settlement areas of a city and rural area, and integrate a focus on women's political participation, economic empowerment and ending sexual violence against women and girls. As a result, several areas of the Respect Framework apply to each comprehensive safe city and safe public space initiative under this Global Initiative, spanning over 25 countries. The Port Moresby Safe City Programme in Papua New Guinea is included in this area of the Respect Framework given that two of its programmes focus on specific public spaces in the city, informed by scoping studies undertaken.

[16] Kerr-Wilson, A.; Gibbs, A.; McAslan Fraser E.; Ramsoomar, L.; Parke, A.; Khuwaja, HMA.; and Rachel Jewkes (2020). A rigorous global evidence review of interventions to prevent violence against women and girls, What Works to prevent violence among women and girls global programme, Pretoria, South Africa.

[17] Kerr Wilson A, Gibbs A, McAslan Fraser E, Ramsoomar L, Parke A, Khuwaja H and Jewkes R (2020) What Works to Prevent Violence against Women and Girls? A Rigorous Global Evidence Review of Interventions to Prevent Violence against Women and Girls, South Africa; What Works to Prevent VAWG

[18] Breakthrough Insights (undated) Breakthrough's Bell Bajao! A Campaign to Bring Domestic Violence to a Halt.

[19] UNESCO (2016) Ibid; Global Working Group to End SRGBV & UNGEI (2017) A Whole School Approach to Prevent School-related Gender-Based Violence: Minimum Standards and Monitoring Framework. Global Working Group to End SRGBV (2019) Ending School-Related Gender-Based Violence A Series of Thematic Briefs.

[20] Fulu, E., Kerr-Wilson, A. & J. Lang (2014) What works to prevent violence against women and girls? Evidence Review of interventions to prevent violence against women and girls. What Works: Pretoria. ; Kerr-Wilson et al., (2020); WHO (2019) School-based violence prevention: a practical handbook. Geneva: World Health Organization.

[21] Devries, K. M., Knight, L., Child, J. C., Mirembe, A., Nakuti, J., and R. Jones (2015) The Good School Toolkit for reducing physical violence from school staff to primary school students: a cluster-randomised controlled trial in Uganda' in The Lancet, vol. 3, no. 7.
; UNICEF (2020) What Works to Prevent Online and Offline Child Sexual Exploitation and Abuse? Review of national education strategies in East Asia and the Pacific. UNICEF: Bangkok. Available at:

[22] UNICEF (2020) Ibid.

[23] Ligiero, D., Hart, C., Fulu, E., Thomas, A., & L. Radford (2019) What Works to Prevent Sexual Violence Against Children: Evidence Review. Together for Girls.

[24] The Green Dot approach has also been adapted for use in kindergarden, middle school and college campuses.

[25] Coker, A. L., Bush, H. M., Cook-Craig, P. G., DeGue, S. A., Clear, E. R., Brancato, C. J. Fisher, B & Recktenwald, E. A. (2017). RCT testing bystander effectiveness to reduce violence. American Journal of Preventive Medicine, 52(5), 566-578.

[26] The Good School Toolkit aims to tackle several forms of VAC including peer violence as well as violence perpetrated by teachers against pupils.

STRATEGY SUMMARY

[27] Devries, K. M., Knight, L., Child, J. C., Mirembe, A., Nakuti, J., Jones, R., Sturgess, J., Allen, E., Kyegombe, N., Parkes, J., Walakira, E., Watts, C., Elbourne, D., and D. Naker (2015). The Good School Toolkit for reducing physical violence from school staff to primary school students: A cluster-randomised controlled trial in Uganda. The Lancet Global Health, 3(7), e378-e386.

[28] As a holistic approach, the Port Moresby Safe City initiative included institutional organisational culture, policies and procedures, training and awareness raising, reporting mechanisms, and a multi-pronged behaviour change scheme in schools, markets and public transport.

[29] These were around gender equality, consent, that harassment is wrong, that women and men, girls and boys must stand together to make a safe city and that a safe city is a great city.

[30] UN Women (2019b) Evaluation of the Port Moresby: A Safe City for Women and Girls Programme.

[31] Kerr Wilson, A et al (2020) Ibid.

[32] UNICEF (2020) Ibid.

[33] CARE (2018) Ending violence and harassment against women and men in the world of work CARE International's position on the new ILO Convention.

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