

THE PREVENTION
COLLABORATIVE

Elevating Practice-Based Knowledge within Prevention Programming

SVRI WORKSHOP, OCTOBER 2019

Violence against women is preventable

Feminist inspired. Evidence driven

OVERVIEW



1

The Prevention Collaborative: Quick Introduction

2

What is Practice-Based Knowledge (PBK) and why is it important?

3

(PANEL) Elevating PBK: Opportunities and Challenges

4

Learning in Practice: Capturing and Applying PBK

5

(GROUP WORK) Sharing your experiences

6

Taking this agenda forwards: Ideas and Priorities



OUR **VISION**

The Prevention Collaborative serves practitioners and social movements working to prevent violence against women and children (VAW/C) in the Global South. We work to strengthen the ability of key actors to deliver violence prevention interventions informed by research-based evidence, practice-based learning and feminist principles.



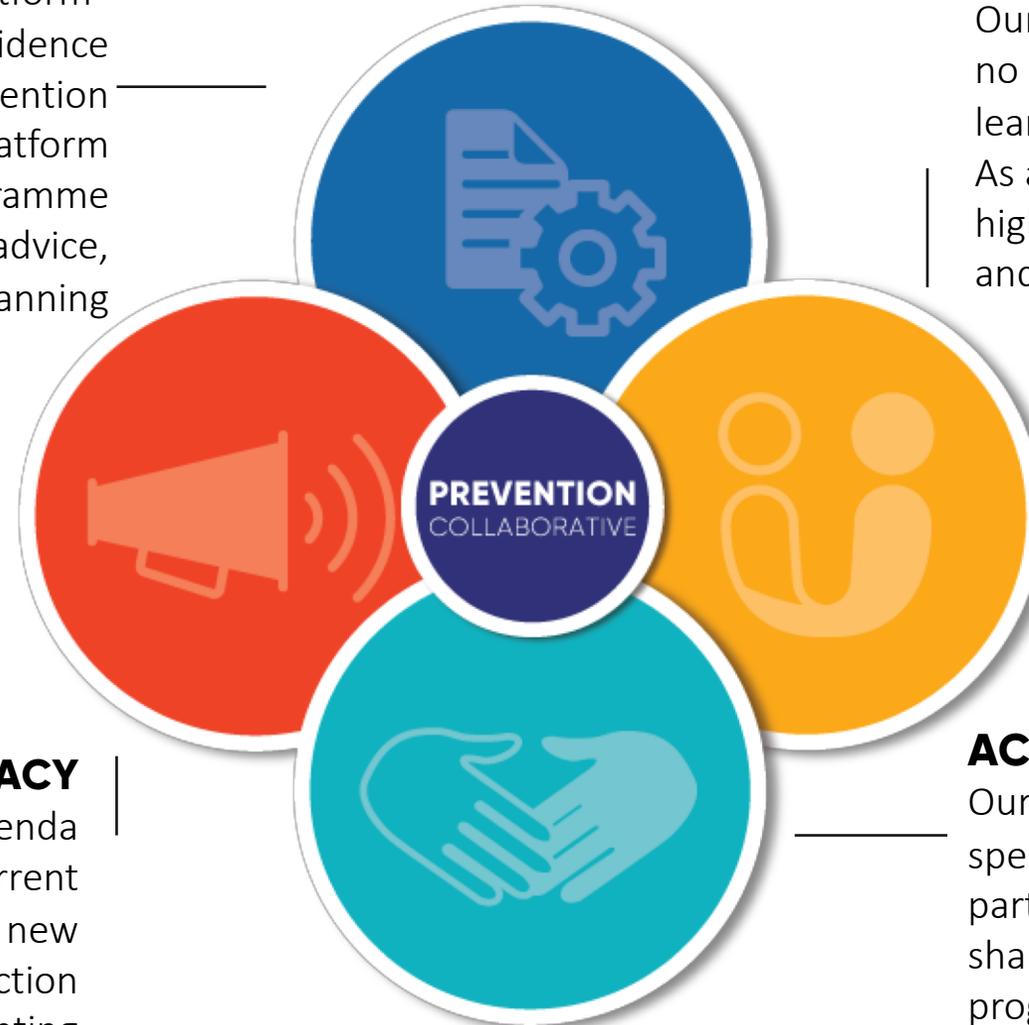
OUR STRATEGY

KNOWLEDGE

Our web-based “Knowledge Platform” provides curated and synthesised evidence designed to serve the needs of prevention activists and practitioners. The platform also provides assistance on programme design, model curricula, strategy advice, and resources for prevention planning

COMMUNITY

Our Community is built upon the belief that no one is an expert in everything. We are all learning and we all have something to share. As a community, we share a commitment to highlighting the importance of both research and practice-based learning



ADVOCACY

Our collectively defined advocacy agenda challenges key constraints in the current prevention field. We are shaping a new narrative on prevention to inspire action and increase commitment to preventing violence against women and children.

ACCOMPANIMENT

Our Accompaniment Programme matches specially trained Prevention Mentors with partner organisations that are seeking to share, strengthen and expand their programming on preventing violence against women and/or children.



OUR KNOWLEDGE PLATFORM



KNOWLEDGE PLATFORM

High-quality research-based evidence and practice-based resources

 **EVIDENCE RESOURCES:**

- > EVIDENCE RESOURCES
- > EVIDENCE SYNTHESSES
- > JOURNAL ARTICLES
- > RESEARCH BASICS
- > STUDY SUMMARIES
- > WORKING PAPERS AND REPORTS

 **PRACTICE RESOURCES:**

- > PRACTICE RESOURCES
- > TRAINING CURRICULA
- > PROGRAMME SUMMARIES
- > PRACTICE BRIEFS
- > PREVENTION BASICS
- > MULTIMEDIA
- > TOOLS AND GUIDANCE

 **OUR LATEST PUBLICATIONS:**

- > The Prevention Collaborative: Knowledge Strategy
- > The Do Kadam Barabari Ki Ore Programme: Engaging Boys to Prevent Violence in Bihar, India
- > The Do Kadam Barabari Ki Ore Violence Prevention Programme: Women's Intervention in Bihar, India

 **TOPIC GUIDES:**

- > VAW AND VAC INTERSECTIONS
- > PRACTICE-BASED KNOWLEDGE
- > SOCIAL NORMS

 **OUR LATEST WEBINARS**

- > Design Thinking for IPV Prevention
- > Implementing and Evaluating the Common Elements Treatment Approach
- > Parenting Programmes to Prevent Family Violence: Challenges and Opportunities

 **PROGRAMME EXAMPLES**

- > INDASHYKIRWA
- > SASA'
- > BANDEBEREHO
- > PROGRAM P BOLIVIA

 USING THIS PLATFORM

 KNOWLEDGE STRATEGY

 PROGRAMME GUIDES

 TOPIC GUIDES

 PRACTICE RESOURCES

 EVIDENCE RESOURCES

 SHARE A RESOURCE



SHORT VIDEO



<https://youtu.be/C6JKBmAHITw>



WORKSHOP OBJECTIVES

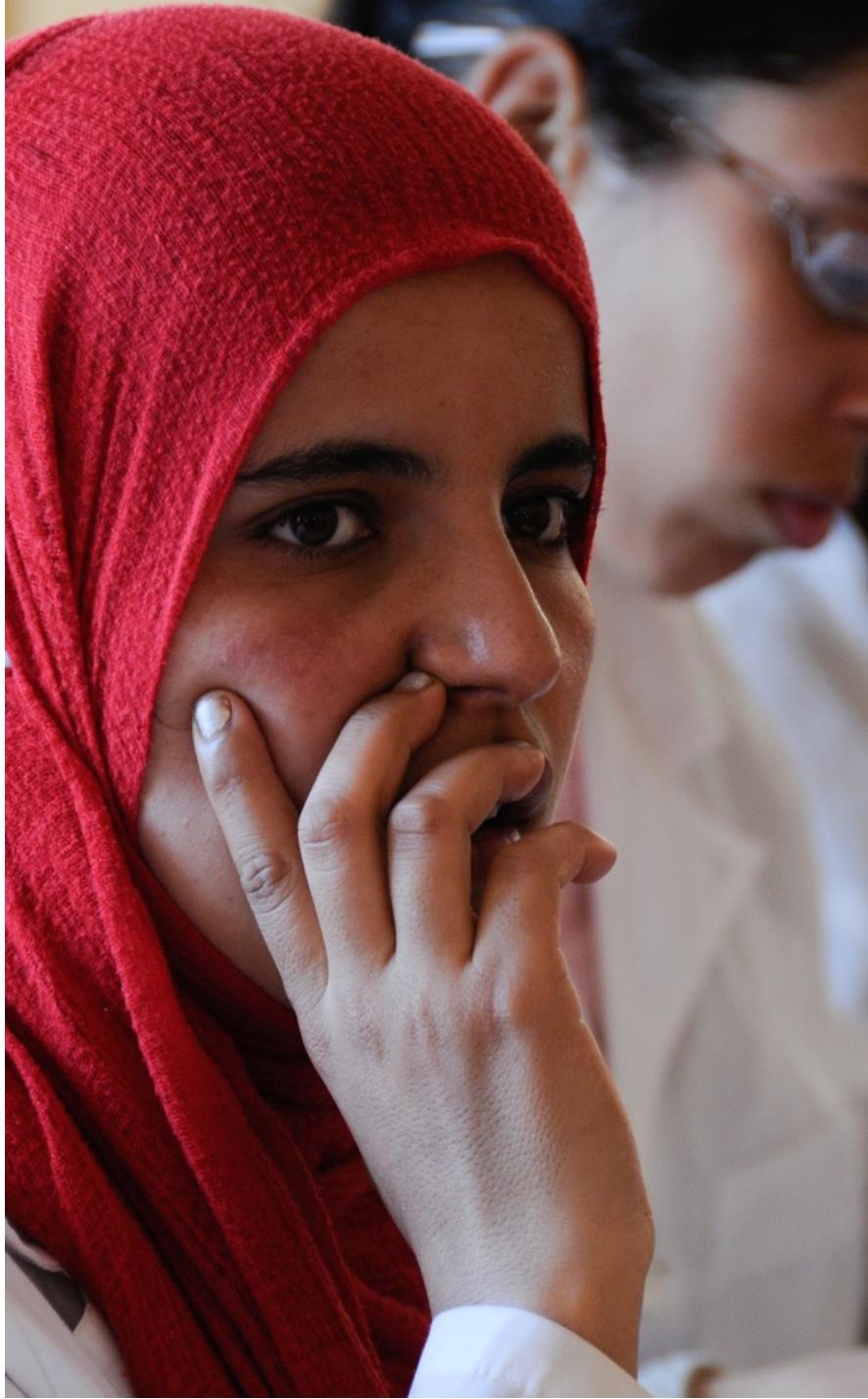
1. To discuss what we mean by 'Practice-Based Knowledge' and why it is important for effective feminist-inspired prevention programming;
2. To share the experiences of different practitioners and organisations who have been capturing and using Practice-Based Knowledge;
3. To discuss different approaches to documenting, synthesising and applying Practice-Based Knowledge;
4. To start a dialogue about how we can ensure rigour and quality of Practice-Based Knowledge;
5. To discuss priorities for taking this agenda forwards – key areas of practice to document; how to elevate this agenda; who to engage in dialogue and how.



WORKSHOP AGENDA

Time	Session	Facilitator
13.30 – 13.50	Introductions + Overview + Video	Lina
13.50 – 14.10	Practice-Based Knowledge (PBK): What is it and why is it important?	Lyndsay
14.10 – 14.40	Panel: Elevating PBK: Opportunities and Challenges	Lori Michau. Wangechi Wachira, Diane Gardsbane Shruti Majumdar
14.40 – 15.00	Presentation: Documenting and applying PBK	Selina Palm
15.00 – 16.15	Small group work: Sharing experiences	Lina
16.15 – 16.45	Taking this agenda forwards	Lyndsay
16.45 – 17.00	Wrap up	Lina





WHAT IS PRACTICE-BASED KNOWLEDGE AND WHY IS IT IMPORTANT?



WHAT IS PRACTICE-BASED KNOWLEDGE (PBK)?

Practice-Based Knowledge comprises the cumulative knowledge and learning acquired by practitioners from designing and implementing diverse programmes in different contexts, including insights gained from observations, conversations, direct experiences and programme monitoring.



WHAT IS PRACTICE-BASED KNOWLEDGE (PBK)?

- **Practical knowledge** and skills gained through **hands-on action** (e.g. facilitating community activities, running a training session, responding to backlash).
- **Stories and experiences** shared with practitioners by programme participants and other stakeholders.
- **Direct observations of programme activities** (e.g. a community dialogue, a couples training) being implemented and their consequences – intended and unintended.
- **Analysis of monitoring data** collected to track progress of activities and outcomes.
- **Individual and group reflections** on personal and organisational culture, practices and power dynamics and how these facilitate or constrain programming.



WHY IS PBK IMPORTANT TO FEMINIST-INSPIRED PREVENTION?

- **To redress historic knowledge biases** and improve understanding of violence and prevention work in diverse contexts.
- **To access practitioner perspectives**, theories and insights about the work and its impacts on people, communities and themselves.
- **To better understand programme dynamics and processes** – to help understand success and failure, how to replicate, adapt and scale promising approaches.
- **Tracking intended and unintended consequences** of programme activities e.g. resistance to change, backlash, unexpected positive effects.
- **To tell a more inclusive story about prevention** - to embrace and amplify diverse ways of understand violence from those who experience or work to prevent it.



WHY IS PBK **NOT CURRENTLY PRIORITISED?**

- **The expectations of international donors** – prescribing which interventions get funded and which results are documented.
- **Dominant hierarchies of evidence** – Narrowing of conception of evidence to those with ‘rigorous scientific design’ (e.g. RCTs) and measuring ‘impact’ in limited ways.
- **This, a drowning out of other voices, perspectives, forms of knowledge and learning** e.g. practice-based, narrative, indigenous and locally-produced.
- **Limited capacities of organisations to document practice-based knowledge** – lack of time, funding, human capacity and *know-how and develop systems and processes to document, synthesise and share practice- based knowledge*





PANEL DISCUSSION: ELEVATING PBK: OPPORTUNITIES AND CHALLENGES

- Lori Michau, Raising Voices, Uganda
- Wangechi Wachira, CREAW, Kenya
- Diane Gardbane, Independent Consultant (Jamaica/US)
- Shruti Majumdar, UN Trust Fund, UN Women



KEY QUESTIONS: FOR THE PANEL AND PARTICIPANTS

- Given your experience, why and how is practice-based knowledge important?
- What have you found are the key challenges:
 - At a practical level – in terms of capturing and applying practice-based knowledge and learning?
 - At a political level – in terms of practice-based knowledge being valued and taken seriously in our field?
- What are the opportunities and strategies we can use to progress this agenda?





DOCUMENTING AND APPLYING PRACTICE-BASED KNOWLEDGE

Selina Palm (+ Alison Clowes)



MAKING A PARADIGM SHIFT TO **A DEEP LEARNING CULTURE**

Everyone is a knowledge producer

“One key thing is your underlying paradigm. We have been bred into a paradigm of academia as the only place where knowledge lies. Three parallel streams shaped my change in thinking and my move from problematising to looking at what I did have: what are your strengths, appreciative inquiry & asset based approaches. This can help people understand that “the fact that I am surviving in this squalid squatter camp means that I have strengths and knowledge based on my embodied experience.”



PBK ALSO HAS A DARK SIDE

The Dark Side of PBK – don't just flip the hierarchy ladder of knowledge

"Spaces of practice can also reinforce patriarchy... We need to avoid uncritical passing on of community wisdom... Practice needs to be interrogated and critiqued so we know why we do things... Or else corrupted practices can emerge and be passed on".



DEVELOPING A PBK SYSTEM – SOME HOW TO'S



Credit: Honey and Mumford's Learning Cycle

“There is a history of extractive research that surfaces knowledge but does not complete the loop. It is presented internationally but does not go back into communities. Community members as co-presenters can bridge this gap by being part of the whole process, not just an initial stage. We underestimate people in communities — we see them just as victims or survivors. They get flattened and their many layers get lost.”

- Collect and Document
- Analyse and Synthesise
- Share and Apply



COLLECTING PBK

- Document, document, document – write down what you are doing
- Avoid a climate of fear and judgement
- Build trust and enabling/safer spaces within the organisation
- Commit to multi-way learning – not top down
- Use creative inclusive methodologies of collection eg photovoice
- Document the unexpected eg outcomes harvesting
- Think about ‘what you want to know’ before you collect
- Make resources and time available for these tasks



ANALYSE AND SYNTHESISE

- Don't lose the 'thickness' of the data in analysis
- Involve practitioners in interpreting (PV example)
- Build in 'pause' points for ongoing reflection
- Synthesise information in bite sized chunks for more practitioners to access easily (portals)
- Use multi-way open discussions not just top down presentations – social media can help here
- Engage emotions, use direct quotes – enable people to connect
- Shared forums – e.g. Oxfam blog (inputs from other NGOs)



SHARE AND APPLY

- Sharing within your organisation
- Sharing cross organisation and sector wide (DGMT example)
- Sharing with your funders
- Close the loop – if it is not applied into programs, motivation wanes
- This may require a radical reshape on M&E (Vic Health example)
- Leadership buy in is key – but not a top down approach
- Oxfam – shifting from M& E to MEAL



JOINING THE DOTS – A DEEP LEARNING CYCLE



Credit: Raising Voices, Uganda



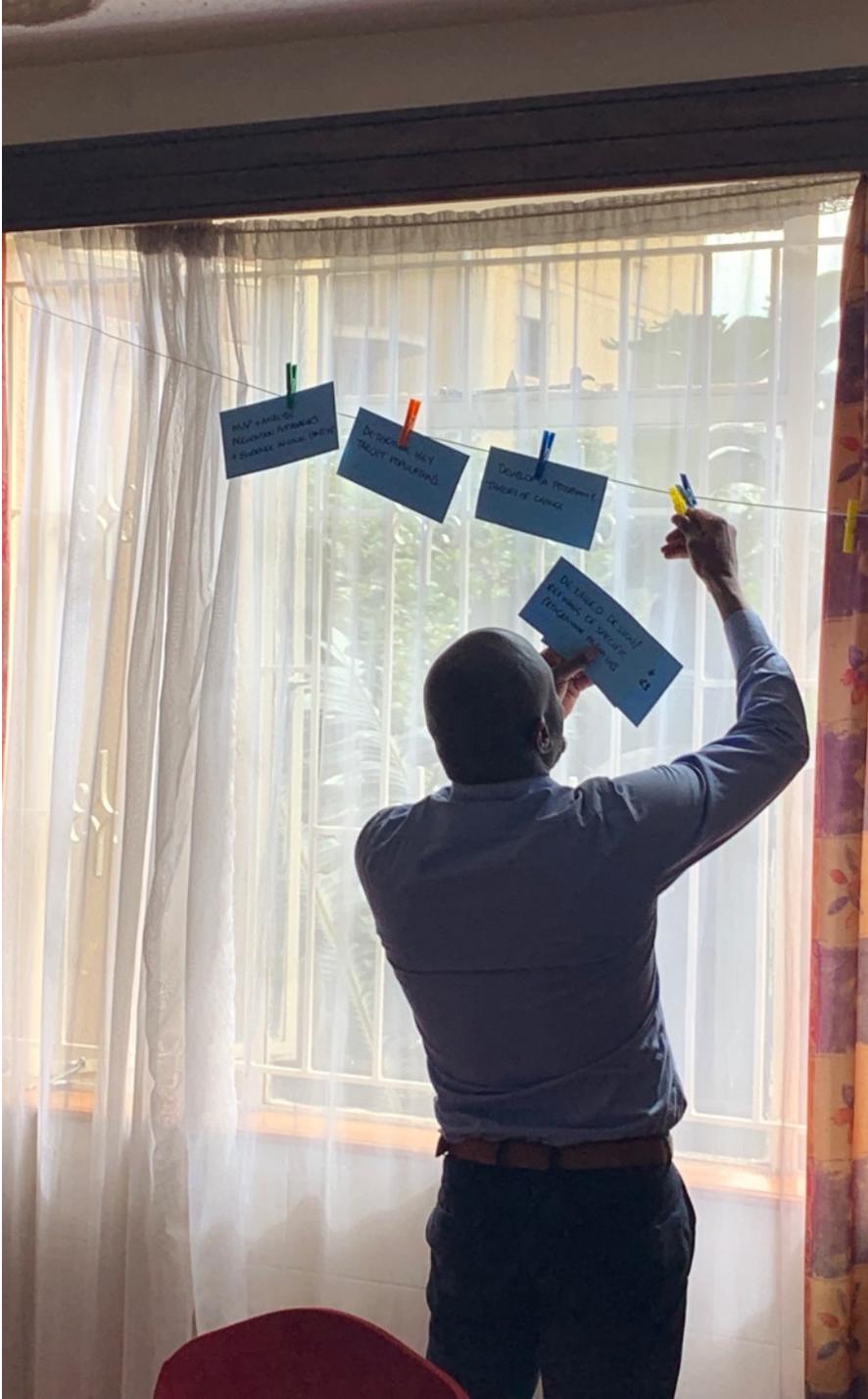


SMALL GROUP WORK: SHARING EXPERIENCES

- Which specific tools and approaches have you found most useful to document / capture practice-based knowledge
- What are your experiences of applying practice-based knowledge to adapt and improve ongoing programmes?
- How do you think we can best ensure quality and rigour in documenting and applying practice-based knowledge?

Please prepare brief 5 min feedback for plenary





TAKING THIS AGENDA FORWARDS

IDEAS AND PRIORITIES



OUR INITIAL IDEAS

ELEVATING PBK

- PBK event(s) / conference(s)
- Provide a platform to elevate PBK + diversify voices
- Setting up a peer review or quality assurance process

DOCUMENTING PBK

- Support to activists / practitioner to write
- Prevention 'Scribes'
- Practice briefs
- Prevention stories + blogs



YOUR IDEAS: PLEASE ADD....

ELEVATING PBK

- PBK event / conferences?
- Provide a platform to elevate PBK + diversify voices
- Setting up a peer review or quality assurance process

DOCUMENTING PBK

- Prevention 'Scribes'
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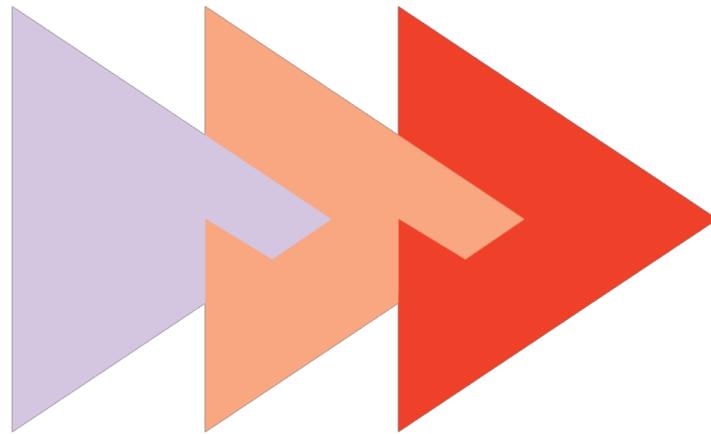
NEXT STEPS

Who would like to be involved?

- Receive info – sign up
- Organisations – interested in documenting your PBK?
- Individuals – interested in writing stories, blogs etc?



YOUR FEEDBACK?



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