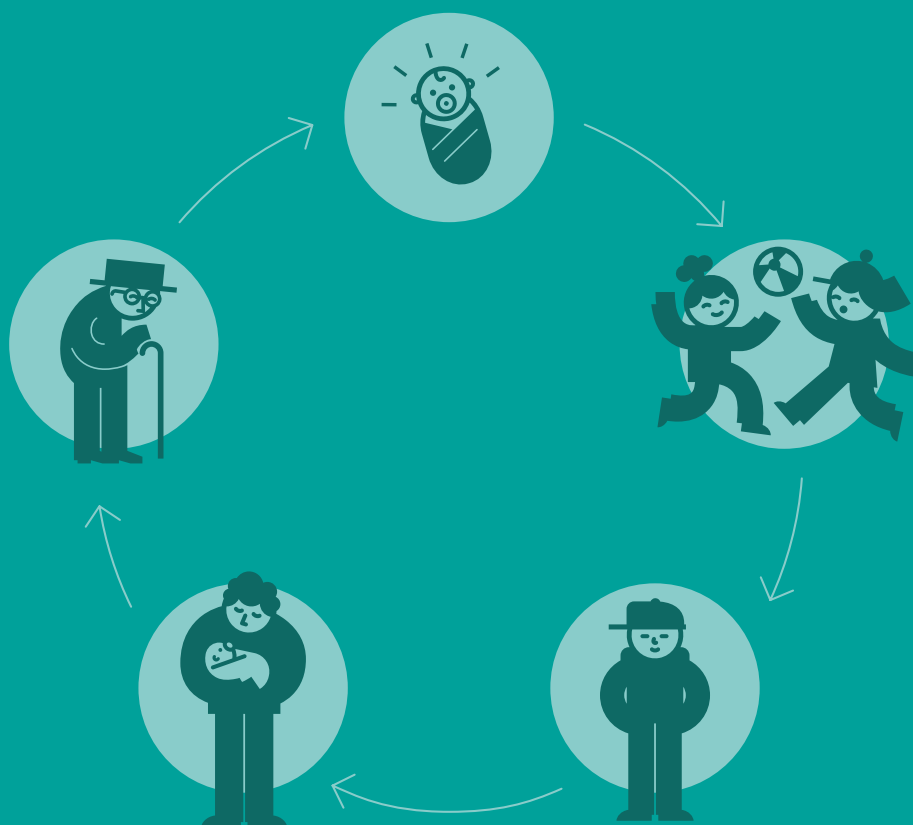


Working for change with a lifelong violence prevention perspective

Lessons and practical experiences from our work
with the Life Cycle project



”
Violence can be prevented.
This is not an article of faith,
but a statement based on evidence.

.....
WHO, 2010

.....
THIS REPORT

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Violence prevention from a life cycle perspective – about this report

Men's violence is preventable. This is not wishful thinking, rather a statement based on evidence. This is a thematic report that summarizes a part of the Life Cycle project, an EU-financed project that focuses on lifelong violence prevention, what we call a life cycle perspective. This report summarizes lessons learnt from this project, giving examples of successful implementations and summarizes the know-how and methods the project is based on. Together with partners around Sweden, we have strengthened the work with violence prevention and have gotten closer to our goal of a world with equal rights and without violence.

Working for change in an organisation, local community or municipality is a big task that can sometimes feel overwhelming. This report is an attempt to give you as a practitioner support, so that you can implement systematic and sustainable violence prevention programs where you live and work.

To prevent violence, we must work together. All adults that come in contact with children have to convey the same message. And behave the same privately and professionally. All of us have the choice to either ignore the problem or be part of the solution.

The Life Cycle project was started to make this possible. This report is a collection of good examples and experiences of the work that has been done within the scope of the Life Cycle project. It is advantageous to read this report together with the handbook *Inget att vänta på*.

More about the Life Cycle project

The Life Cycle project is built upon previous experiences from the projects Freedom from Violence and A Municipality Free from Violence, and takes us a step closer to systematic and sustainable lifelong violence prevention work. Between 2015-2018, MÄN implemented the project A Municipality Free from Violence with the two cities of Borås and Västerås as pilot municipalities. Besides those two municipalities, Ronneby, Upplands-Väsby, Gävle and the Älvsjö district administration in Stockholm were included as reference municipalities. In the project, we developed a model of how one can work with knowledge-based work with a gender perspective, for children and teenagers in a community. Today, A Municipality Free from Violence is both a vision and a model for working systematically with violence prevention in a municipal context and we have used this as the basis of our work with the Life Cycle project.

Since the fall of 2018, the development work has been driven with support from the European Union's Rights, Equality and Citizenship Programme (2014-2020), with Unizon as a partner organization. It has also included collaborations with the Swedish Association of Local Authorities and Regions (SKR), county administrations and individual municipalities. The project has made it possible to scale up gender transformative and violence prevention work with youth and parents. The conditions for long-term, sustainable, and systematic violence prevention work has been strengthened. By using effect evaluated strate-

gies with a holistic and a whole systems approach, the goal is to create a support structure and implementation cycle for a long-term and sustainable implementation of violence prevention work from a life cycle perspective. This has been strengthened further through collaborations on a local, national and European level. This has also been strengthened through awareness raising and capacity building efforts.



READ MORE:

- [EU:s Rights, Equality and Justice Programme 2014-2020 \(which is financing the Life Cycle project\)](#)
- [Inget att vänta på \(in Swedish\) \(Jämställdhetsmyndigheten, 2019\)](#)

A life cycle perspective on violence prevention – what does that mean?

With a life cycle perspective on violence prevention we can reach people of all ages, regardless of where they live or which stage in life they are. Through violence prevention work in different arenas, children, young adults, and adults can be reached by these systematic, cohesive and structured violence prevention efforts. This creates conditions for long-term and sustainable work, with the goal of giving everyone a possibility of living in an equal society without violence.

The primary focus area for a life cycle perspective on violence prevention (LPV) is activities that reach children, teenagers and parents. With this focus, the target group of people between the ages of 0-30 years can be reached. This is the period in life when the risk of violence is the greatest and when universal primary prevention has the greatest effect for a broad group of the population. The secondary focus area is activities that reach adults between 30-100 years. This age group is less associated with violence, but violence prevention efforts are effective for this target group as well, since the consequences of violence such as suffering, mental illness, and socio-economic costs can be reduced.

LVP is based on knowledge from a public health perspective on prevention and a gender perspective on violence. To prevent violence and create long-lasting behavioural changes, a combination of these perspectives is required, according to the current knowledge base.

In practice, violence prevention work has things in common with many target areas within municipalities, organisations, NGO's, schools, and other settings. The methods used in violence prevention

can work as a concretization of the systematic work against discrimination and harassment and other types of prevention and promotion.

The life cycle perspective is a continuation of gathered experiences of development work in local communities in Sweden and what works in relation to developing and scaling up an up-to date violence prevention structure.

LVP is based on three approaches: the so called whole-community approach, the socio-ecological model, and an inter-generational approach. The knowledge and evidence-based theories of change that are central in the life cycle perspective, are based on a gender transformative approach, increased awareness about violence, bystander perspective, empathy building, and care skills. What these theories of change have in common is dialogue and self-introspection, with the aim of encouraging equality and reducing violence.

”Thanks to the Life Cycle project, more municipalities can prevent violence”

It is possible to prevent men’s violence. But, this needs to be done on a large scale by looking at all the critical phases in a persons’ life, starting from birth until the day we die. This has been the starting point in MÄN’s EU-financed the Life Cycle project, where we have developed methods and programs on a large scale together with different partners around Sweden.



Anna Lindqvist, Head of Operations at MÄN.

Here is a summary by MÄN’s Head of Operations Anna Lindqvist, about what the Life Cycle project has meant for our work with violence prevention.

– Through the Life Cycle project we got the opportunity to develop a cohesive violence prevention program that can reach children and teenagers in different phases in life. We have been able to connect parental support, school programs for children and teenagers of different ages, and programs in places where children are present, for example playgrounds, she says.

What could we do thanks to the scaling up?

– Through scaling up and implementing programs at different places, we have increased our knowledge about which parts of the program work well, and which parts need to be improved. We have also gotten the opportunity to develop our trainings and support documents, such as checklists and tutorials. This increases the likelihood of schools and municipalities being successful with the program in the long run. Obviously, scaling up means that knowledge about violence prevention with kids has increased. When the work is concrete and one can see that it makes a difference, this makes people curious. In that way, more schools and municipalities can make the choice to start working with violence prevention.

MÄN has worked with violence prevention for many years. What is unique about this project?

– The life cycle perspective increases the likelihood that programs have lasting effects. Furthermore, it makes it easier for different parts of the municipality to work together towards a common goal. The Life Cycle project has also given us a unique opportunity to spread our experiences from working with violence prevention to partners and interested parties around Europe. There has been a lot of interest in taking part in the study visits that we have organised, and we see opportunities to develop this further.

What kind of response have we received?

– The response has been very positive! Many that work with children and teenagers have identified the need to prevent violence. However, they have often lacked the tools to do it. To be able to start working with violence prevention that is concrete therefore becomes very hopeful. We are seeing a continued interest in violence prevention not only in Sweden,

but around the world as well. Naturally, we think this is very good news!

Can you define any challenge in the project?

– The work has continued according to plan, but it goes without saying that the Corona outbreak has turned things upside down in the organisation. To a certain extent, travel, meetings and trainings have been cancelled. Luckily, a lot could be done digitally instead.

What lessons can we as an organisation learn based on this project?

– Something that has become very apparent, maybe particularly in conjunction with international study visits, is that this work is collective. Even if our organisation has driven the work and developed methods and implementation-processes, this would not have been possible without our strategic partners and enthusiasts in municipalities and organisations that believe in and want change!

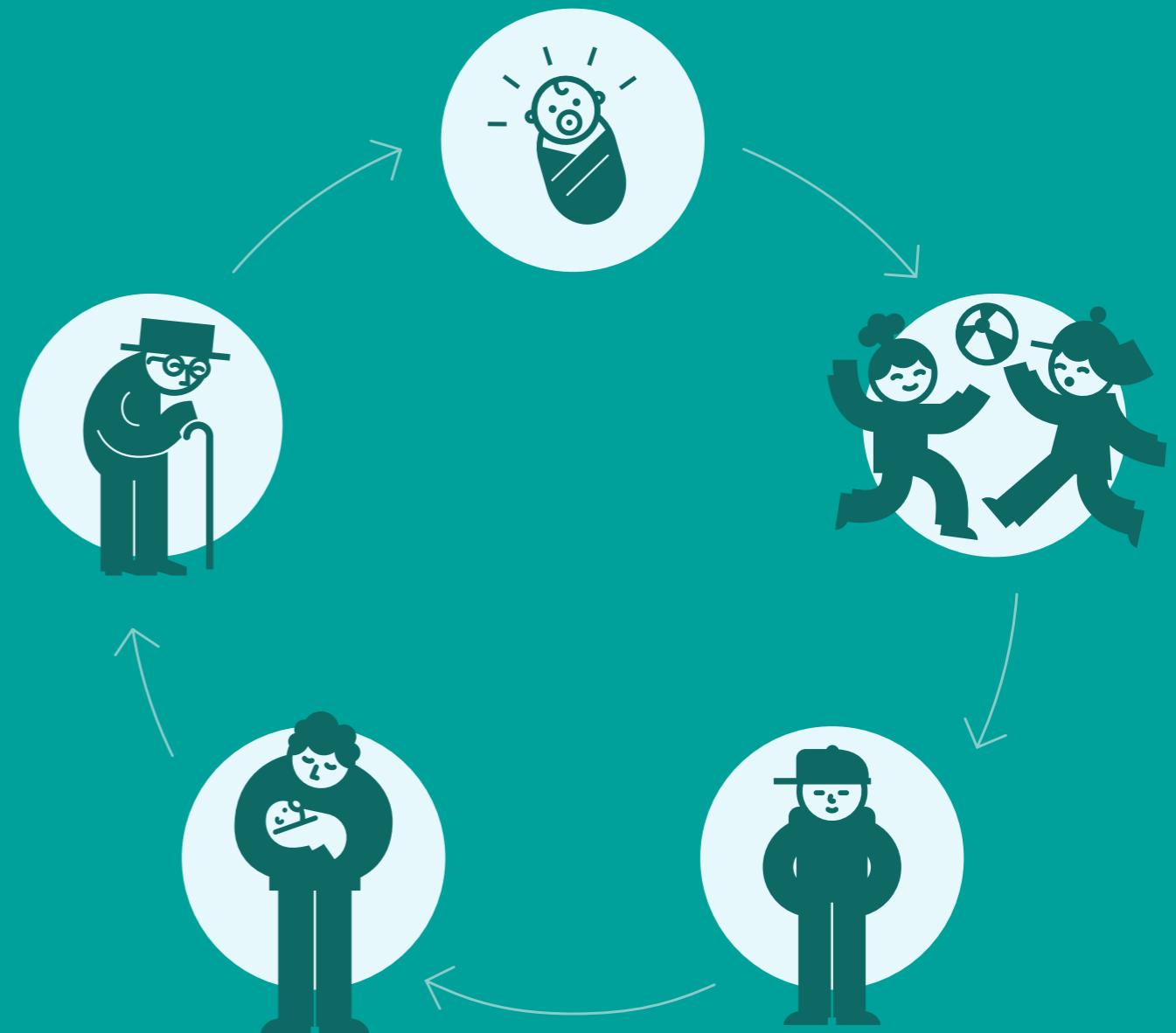
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The Life Cycle project – from the cradle to the grave

In the the EU-financed the Life cycle project we are scaling up the work and finding a holistic way of preventing violence throughout life. In this project, we focus mainly on children, teenagers and parenthood. Partly because these groups are in a period of life when the risks of violence are bigger, but also because these periods are a window of opportunity that we can use to prevent violence.

During certain periods in life there is an openness to change. For example, all children congregate around the same place during their school years. One is formed as an individual, develops one's social skills, and learns skills for developing relationships. In parenthood, one often goes through a change, but must also mould a new individual, and be a role model for someone else. Through working with parents, we can indirectly reach small children and babies.



Preventing violence on a large scale – where do we start?

Violence prevention can start in many places in an organisation or a municipality. For example, with the police, day care managers, schools, public health coordinators, equality strategists, social services, or on a political level. It can start with a school or a youth centre, and grow from there. Many different paths can be taken to reach the same goal; an organisation or municipality free from violence. The key is to work systematically and knowledge-based, with methods and support that is adapted to your own context.

Experience and reflect

Broad violence prevention– what we call universal violence prevention – is quite new in a Swedish context. In this instance, the learning process is important. Those that should be part of the work therefore need to be able to talk and reflect about what violence is, to then be able to reflect about how it affects them privately and professionally.

Build networks

A central part in the Life Cycle project has been to create networks between different parties and key figures both on a municipality, regional and national level (for example our municipality network). Thanks to the networks that we have built, we can share practical examples, get insights into how it can look like for others who have already started, and learn from others mistakes and successes. Just the realisation that it is possible to implement violence prevention initiatives in, for example, a municipality context, can also be very inspiring.

Increase awareness about violence

In the beginning, emphasis is placed on raising the fundamental level of knowledge about violence, prevention, theories of change, and norms. This is as much about creating conditions for work, as it is about a first step towards broader support. It is from this “new” base that we often see that the long-term work is growing.

Be resilient

For the person that is driving the work, it is about being resilient. To implement a large scale change in a municipality or community takes time. Something that feels impossible the first year or two, can all of a sudden feel obvious in the fourth year – and by that point in time everyone will be wondering why the work did not start sooner.



Violence prevention in summary

To prevent violence, we need to do things that we know work, and that are based on research. These three change ideas have been fundamental in our work with violence prevention from a life cycle perspective.

1

INCREASE AWARENESS OF, AND KNOWLEDGE ABOUT, VIOLENCE

Different forms of violence are related, and violence occurs on a sliding scale. “Minor” and daily violence can be linked to more serious forms of violence. We need to stop the normalization of violence and violations, and together try to broaden our horizon about what violence is. If we are going to be able to prevent violent situations, then we need to react and act before things escalate.

2

CHALLENGE STEREOTYPICAL GENDER NORMS, WITH A FOCUS ON STEREOTYPICAL NORMS OF MASCULINITY

Boys and young men are overrepresented among those that use violence. The violence is aimed at girls, other boys, and themselves. Many of the norms that first and foremost young men relate to increase the risk of violence being used. For example, it can be about expectations of being strong, not showing your feelings, being able to tolerate teasing and violations from friends, and distancing oneself from anything that has to do with femininity and homosexuality. We also know that the risk of having been violent in the past is 4,4 times higher for boys that agree with stereotypical statements about gender roles, than those that don't. Violence prevention methods that are critical of stereotypical norms, and challenge traditional ideas about gender (so called gender transformative approach), therefore tend to be more effective when it comes to behavioural change.

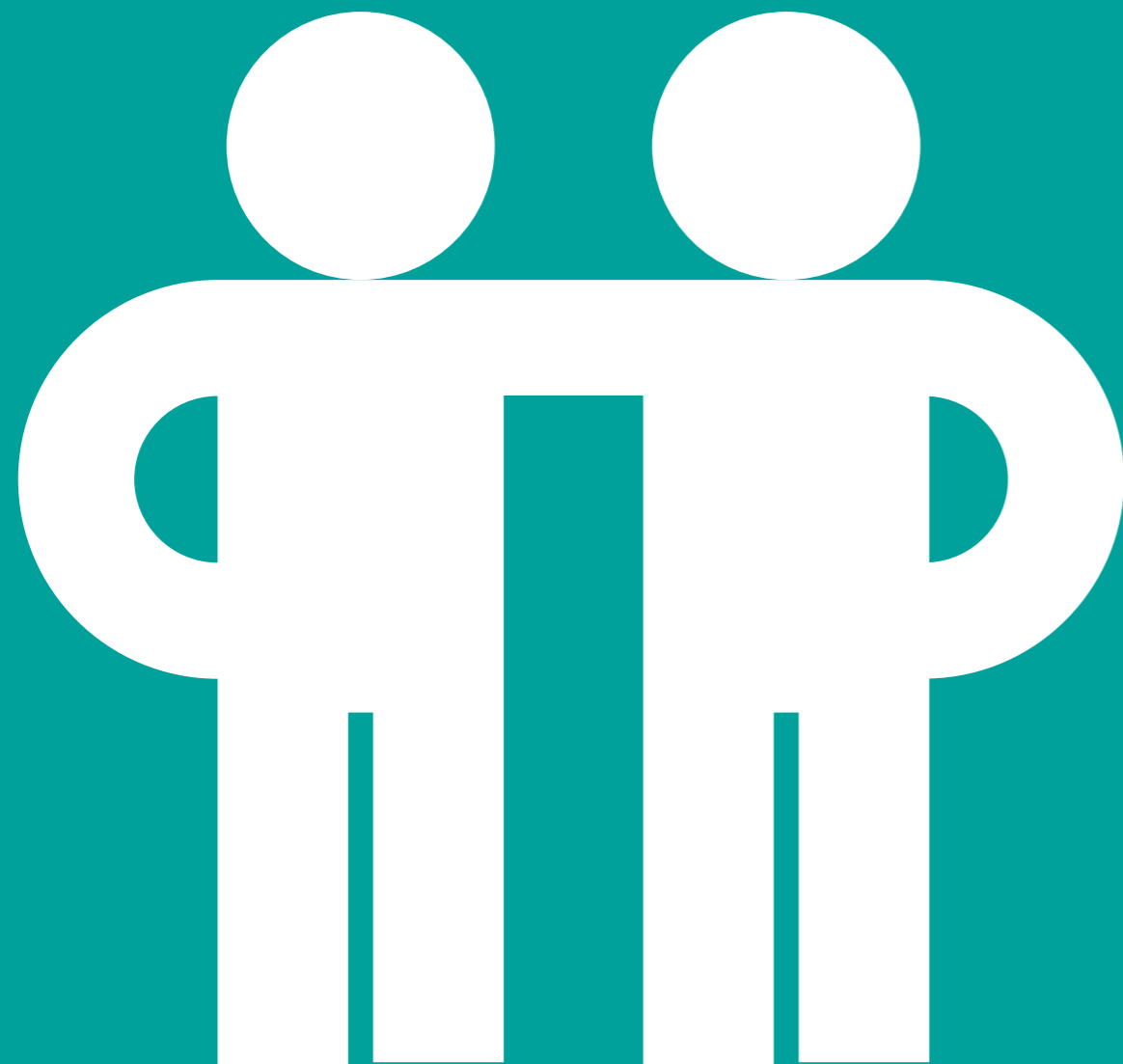
3

ACT AS AN ACTIVE BYSTANDER

We can all do something before, during, and after violence occurs. Everyone that sees or hears about violence can make a difference. It is not just about intervening in violent situations. We can also contribute to changing social norms through speaking up against, or avoiding laughing, when offensive jargon is used. Methods that focus on active bystanders instead of victims or perpetrators tend to lessen the resistance against intervening in violent situations. It becomes an issue that concerns everyone.



Sources: Oransky & Fischer (2009), MUCF, Ungdomsenkäten (2015), WHO (2007), Banyard, Plante, Moynihan (2004).



Premises for achieving change

Driving change on a large scale takes time, resources and knowledge. For long-term sustainability, mandate, buy-in, and organisational conditions that can be integrated in to existing structures, are needed. Key figures that can inspire and get people engaged are vital for this to be a reality. Around Sweden, we have met people with a strong drive that have been able to mobilise many collaborating parties with a common vision.

The visionary service people

Our experience is that innovative and social transformative work almost always starts with one or more key figures with a lot of commitment. It is rare that the political decisions or organisational structures are there to begin with, because violence prevention is not normally included in someone's role. Almost all municipalities that we have worked together with in the Life Cycle project have had key figures that have understood the importance of violence prevention. We can call them "visionary service people". They are needed to get the ball rolling. But for the work to be long-term, knowledge about implementation, and people who take care of the work and keep the vision alive, are needed.

Change starts with me

One of the projects central starting points is that we can't change others if we are not willing to change and scrutinise our own actions and preconceived thoughts. All organisational and societal changes build on the fact that we need to start acting differently both as individuals and on a structural level. Limiting structures and norms are kept alive by us as individuals, and we all relate to them in our daily life. The fact that we are all part of the creation of, and the maintaining of, norms, also means that we have the power to change them. Change therefore needs to start with us, while at the same time changing those that we meet. For example, it can be in the grocery store queue, in the canteen at work, when we interact with our children, or through our professional roles in trainings, conferences and in work meetings.

The importance of daring to be personal

If the premise is that change starts with us as individuals, then we also need to "take ourselves into the room". It is about daring to be personal, which can sometimes be unusual for someone in the public sector. However, there need not be a contradiction between being personal and professional. Our experience is rather that it is only after daring to be personal that we can reach people. To open up to others and dare to challenge oneself is a prerequisite for building relationships and creating a sense of security. It can be valuable to give examples from the daily lives of those that educate or lead the process, so that we can show that violence is a question that concerns all of us. We usually use our method The Small

room*. In summary, the method is about everyone taking part sharing their experiences in small groups, and practicing active listening. Clear rules are also part of the method, to make everyone in the group comfortable. Through sharing our experiences, the distance to the subject, and people in the group, is reduced. We also get to see that violence, violations and norms have affected all of us in life. Working with violence prevention affects and concerns us. For example, discussions about power, gender, porn, identity, sexuality, and mental health can bring up difficult thoughts and feelings connected to our previous experiences. When we use ourselves as tools, it becomes especially important to reflect around our own experiences during the process. We need to ask ourselves what we are willing to share with others, and in which context. Many of the areas that we need to discuss to be able to prevent violence can be seen as "private", but when we eventually start the discussions, it seems that there is an unmet need to talk and reflect about these issues among children as well as adults. To start with, it can feel uncomfortable or unusual to be so personal at work, but using ourselves as examples can help make the situation feel less dramatic and show that it is not dangerous to talk about these issues.

The Facilitator

When working with violence prevention, it is part of the role to be a facilitator of a dialogue, which means creating safe spaces where people can meet. Many municipalities have staff that feel like they work in a way that does not allow communication between different administrations, and that one is expected to strictly stick to their job. While some are working to create new contacts and collaborate between different administrations and sections. The facilitator creates spaces for trying out and developing new structures outside the box. It is therefore important that this person has support structures around them that allow them to recharge their batteries or get coaching, and other forms of support. To be able to mobilise everyone in working with violence prevention, ready-made solutions and methods are not enough. A lot of what we have done in the Life Cycle project has been about listening and

* Read more: <https://mfj.se/vad-du-kan-goera/samtals-grupp/lilla-rummet>

One of the projects central starting points is that we can't change others if we are not willing to change and scrutinise our own actions and preconceived thoughts. All organisational and societal changes build on the fact that we need to start acting differently both as individuals and on a structural level.

asking questions that are based on the target groups' reality and context. Individuals and organisations find themselves on different levels regarding knowledge and experiences. Their challenges and desire to develop must therefore be reflected upon, and met with openness and curiosity. If the staff in an organisation does not see the need to, or have the motivation to, they will never change their ways of working or try new methods. To get there, we first need to gain their confidence and instil the belief that change is possible. We therefore recommend to always start with this question: *What are you / we doing today that works?*

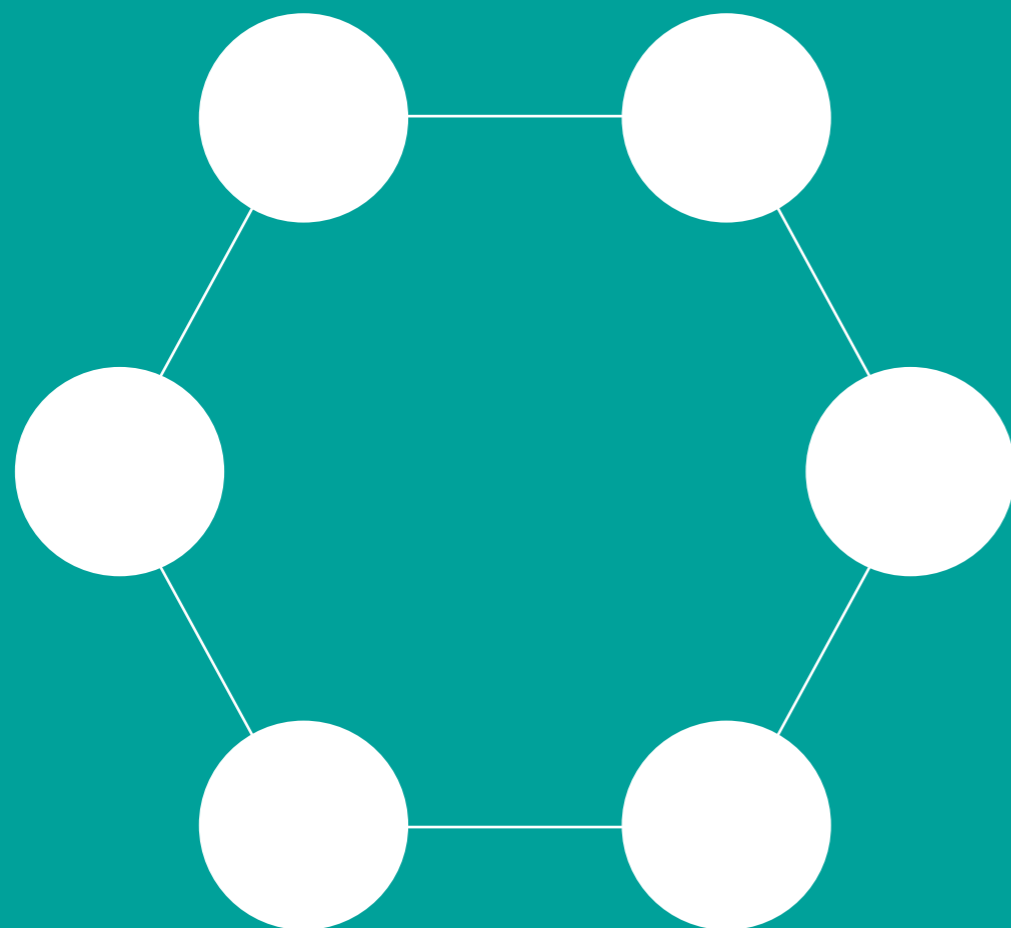
The strategy and process

In summary, strategic development work is about knowing the context. If, for example, it is about schools, it means having knowledge about everything from national school politics and regulatory documents, to local conditions, norms around gender, power, violence, and ongoing collaborations in the municipality. The starting point is that there are many ways of reaching a desired goal. Moving in

conjunction with youth centres, schools, municipalities, regions, or county administrations means moving between different contexts where organisational structures can be different. If the task is about implementing a prevention program in a school, the first question should be "*how does the schools' context look at the moment?*" For every arena that is included in a "whole community approach", it can be good to have a reference person from the start who helps out in thinking about how to implement the program. Having a process-oriented way of working is about following all the development works' steps, the individuals, the groups development, as well as the organisation as a whole. The way of working starts from the premise that solutions and ways forward need "to be processed" along the way, because there rarely is a ready answer. Ready-made solutions often need to be adapted to work in a local context. The starting point is always where the individual, the group or the organisation finds itself at the moment, to then move towards strategic goals. During the process, it is about researching and trying ideas on a group level. While the role of the leader is to be the one that facilitates the process, follows up, and thinks about the next step, until the new way of working becomes a natural part of the daily operations.

Change is the only constant

Our experience that we share with many others is that change is like dancing foxtrot: two steps forward and one step back. The reality in organisations and municipalities is complex. There are reorganisations, staff gets changed, and political directives change. Change is the only constant. To reduce the vulnerability when change occurs, there needs to be a broad consensus about the work. A large part of the work is therefore about building resilience, that is a systems' ability to handle changes and continue to develop. If the work is written down in service descriptions, human resources routines and action plans, this reduces the risk that the work is affected when key figures leave. Resilience can also be created through prevention work on a regulatory and management level, concerning goals within several different areas at the same time (for example crime prevention, public health, gender equality, and so on). If more people have the same basic knowledge, it can be beneficial when people change jobs after a couple of years, because they can take that knowledge with them to the next place.



Frameworks and implementation

We know that violence is preventable, but to succeed, our work needs to be based on tried and tested methods. It is vital that violence prevention efforts concern social norms, because these affect our behaviour in major ways. To succeed in changing cultural and social norms that support violence, we need to have a “whole community approach” in our local communities. Violence is a question that affects us all. We need to start acting together against violence and violations, strengthen protective factors for children and teenagers, and be better at identifying those that are affected. We have seen that different prevention models have been helpful for many when they are structuring their violence prevention. We describe some of them in this chapter.

The preventative levels

Violence prevention needs to be driven on several different levels. A common division is to define who the work is aimed for, and when it should reach the target group. In the project we have worked with primary universal prevention, which targets a broad target group “before” violence takes place, to prevent it even taking place to start with.

Primary violence prevention work means moving focus from the victim to the perpetrator, without for that matter giving less priority to the former. When prevention work starts, support and help functions in the municipality must be prepared for an increasing number of people seeking assistance, from both for social services, and women and girl shelters.

Prevention can also be defined depending on when the efforts should reach the target group: before, during, or after. If the efforts are early, before the violence has taken place, they are called promotive (promotion) or preventative (prevention). Efforts during or after the violence has occurred are called secondary or tertiary.

When we ask organisations what they do to prevent violence we normally get few answers. However, more people can say what they do to create security, build relations, and work inclusively. These promotive efforts can work on a broader scale than “just” prevention and are many times the basis for violence prevention working well.

In this report, we depart from public health models about prevention to prevent violence, but which models that are useful can differ depending on the municipality or organisation that one is working with. When people from different prevention groups collaborate in the municipality, it can be good to talk through what is meant by prevention because the word means different things for different professions.

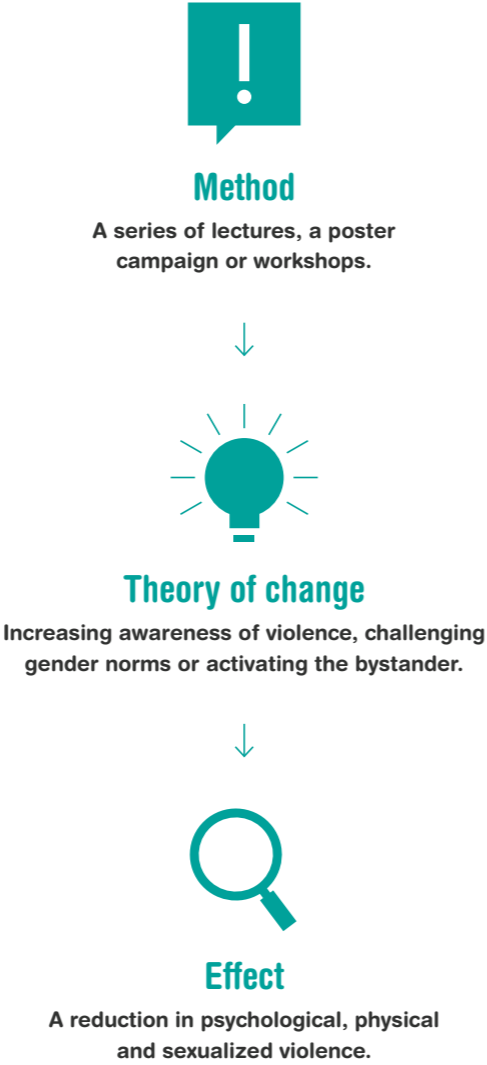
Change

What is the problem and why does it occur? By using theories of change, it is possible to answer these questions. A theory of change specifies what actually creates change, to distinguish the difference between the actual problem, and what the solution for the problem is. Our experience is that it can be effective to start by talking about which changes are in the methods, as a first step. Depending on the problem that you have identified in your organisation or municipality, different changes can be applicable, and thereby different methods.

Knowledge-based strategies





When you eventually start with the Life Cycle project, or similar, in your organisation or municipality, you will soon realise that the majority of the work is about increasing basic knowledge about violence, violence prevention, and about why transforming norms are a big part of the work.

Partly because knowledge about what violence is, in what forms it manifests itself and its consequences, is needed. But also an understanding of why violence is so apparently gendered, and the tools to problematize it. Lastly, knowledge about which conditions violence prevention requires to work well is also needed. To be concrete, it is about building structures for regulating, leading, and following up for the organisations that are involved in the change. There are often systems that already exist that can be developed to facilitate this process.



Risk and protective factors

Within research about violence prevention it is important to identify and take into consideration so called risk and protective factors. That is factors that are a risk for, or that protect people from, problematic behaviours. In knowledge-based violence preventative work, the risk factors must be dealt with at an early stage. The picture below shows a way to structure the risks, to show on which level they exist and how they relate to the socio-ecological model that is described further below. In the hand book *Inget att vänta på*, risk and protective factors for violence are discussed in detail.

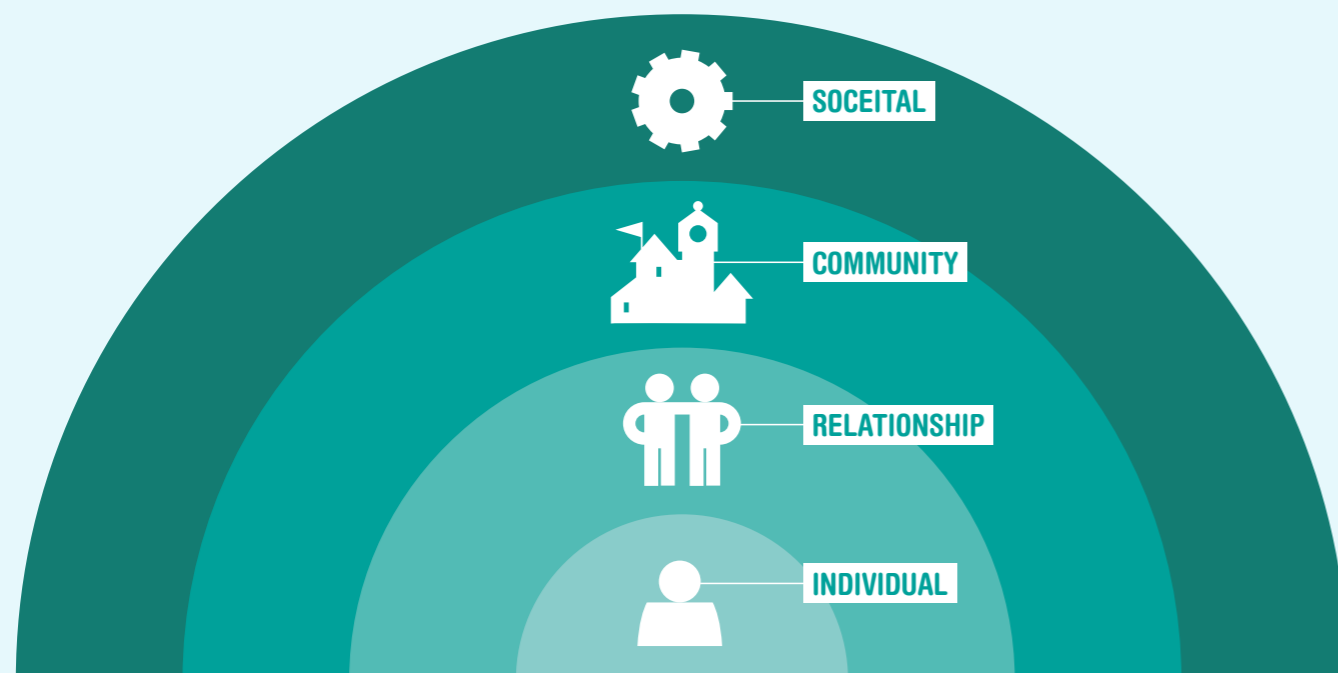
 INDIVIDUAL	 RELATIONSHIP	 COMMUNITY	 SOCIETAL
Parental neglect Early trauma Masculine self-image Emotional difficulties Stimulus abuse Depersonalized sex	Gender stereotypes The support of friends Possibilities Stress inside the family Codes of obedience	Failure to impose sanctions Norms regarding honour Discrimination Hate groups Entitlement Under privileged areas	Devaluing women Impunity Violence in media Status of children Stereotypical masculinity norms

The Socio-ecological model

This model quickly captures how broad the whole community approach is. It is used by the WHO to describe that change can't only happen on an individual level, or community level, it must rather happen on several levels in the community at the same time. If the social norms in a certain context don't promote healthy, equal and safe relations, the efforts that we make to change individuals don't make as much of an impact as they should. And the other way round, the work that we do will make more of an impact if the norms change on all levels.



There is a more thorough account of the risks and protective factors in the hand book *Inget att vänta på* (in Swedish).



"Change takes time"

Torbjörn Ljungblom is the manager for the youth centre in Älvsjö in Stockholm city, and takes part in MÄN's Municipality Network for Violence Prevention. The network is a knowledge forum and a platform for sharing experiences between municipalities that are just starting, or have worked for a long time to build systematic violence prevention in the municipality. The meetings are for getting knowledge input, sharing success stories, and being able to raise challenges and get support from others.

What has MÄN's municipality network meant for you in your work with implementing systematic violence prevention in Älvsjö?

– We became members of the network at the turn of the year 2014/2015 and I think it has been very fulfilling. Violence and violence prevention are daunting to talk about, so all the energy and inspiration that we get at the network meetings from other members means a lot.

What lessons have you learnt in your work in the network?

– The importance of daring to try new things, on several different levels, and with the help of different methods. This is a test run that we are part of, so it is good to hear from others what works, and what does not. Getting feedback for what we do.

What tips would you give to someone who is new to MÄN's municipality network?

– To take part knowing that one can express their opinion freely. There is no right or wrong, we are trying to build something together, so we need space for many different thoughts and ideas. I also think that it is important to always remember ones' own context, because things look different in different municipalities. I would also like to say that one must believe in the process even though it takes time. Change takes time.

The Spectrum of Prevention

The Spectrum of Prevention is a helpful model for those working to prevent violence. Action must be taken in all parts of the spectrum for sustainable change to occur. When doing a survey of your current work and the community you are working to change, the model can help you spot what's missing in your work, what needs to be improved, and what actions are relevant to you.

Source: Sexual Violence and the Spectrum of Prevention: Towards a Community Solution (Davis, Fujie Parks & Cohen, 2006)

1

Strengthening individual knowledge and skills

Increasing the capacity for preventing violence and promoting a sense of security, in individuals.

INITIATIVE: THE BYSTANDER PERSPECTIVE IN BORÅS

The city of Borås has chosen to develop their own deck of cards, in order to practice identifying and analysing violent situations. How to act in these situations, before, during, and after violence takes place. The city is also teaching young leaders to strengthen their leadership skills. These leaders can in turn teach and lead talks with others their age, and other professionals in the municipality. They have done this using 'the bystander perspective' that is used in the Mentors in Violence Prevention and Act Together-programs. Read more on www.mfj.se.

2

Promoting increased knowledge in the local community

Reaching more people with information and resource for preventing violence and promoting a sense of security.

INITIATIVE: A WEEK FREE FROM VIOLENCE IN STOCKHOLM

A campaign called A Week Free from Violence is arranged in the neighbourhoods of Rinkeby-Kista, Spånga-Tensta and Hässelby-Vällingby in Stockholm. During this week, a variety of different programs are arranged for the public and staff. The reason for this is to raise interest and mobilise the local community, for example father groups and youth evenings. This is a part of the national campaign A Week Free from Violence, that MÄN have driven within the framework of the Life Cycle project.

The week ends with a conference on violence prevention. —> [More on the next page.](#)

3

Educating key people

Giving those in a position to do so the knowledge and tools they need to be positive role models for others.

INITIATIVE: TRAINING TEACHERS AND STAFF IN VÄSTERÅS

In the municipality of Västerås, the staff takes part in extensive training. During this training, they learn more about stereotypes and norms, as well as how to act when they face violence in their lives. Representatives from the municipality have participated in our Mentors in Violence Prevention training for coaches, so they can increase their efforts even further. The local coaches are now spreading their knowledge to a big part of the municipality. This is an example of a long-term perspective and systematic efforts within violence prevention.

4

Developing cooperation and networks

Getting groups and individuals to work together towards a common goal and making a greater impact.

INITIATIVE: RURAL MUNICIPALITIES IN VÄSTERBOTTEN

The county administration of Västerbotten has helped the four inland municipalities of Sorsele, Åsele, Vilhelmina, and Norsjö make an investment in local violence prevention efforts based on the *Inget att vänta på* hand book. They are training using materials from the Life Cycle project. The participants will learn and exchange experiences with each other for a year. Every municipality has representation from varying sectors of society, from political parties, management, civil society, strategists, to school staff.

5

Changing organisational practices

Changing practices, guidelines, and norms to prevent violence and promote a sense of security.

INITIATIVE: A 10-YEAR PLAN AGAINST VIOLENCE

Sorsele municipality announced a 10-year plan to create long-term conditions for the development of their organisational practices during a municipality meeting in 2019. The plan explains how the municipality will implement cross sectional and systematic violence efforts. This includes coordination of crime and violence prevention efforts, and Agenda 2030 in several target areas within the municipality. The first tangible change was to start asking the staff questions concerning experiences of violence.

6

Lobbying to change laws and policy

Implementing new laws, initiatives, and policies to support positive norms and a community free from violence.

INITIATIVE: SURVEYING AND PLANNING TO TAKE ACTION IN GÄVLE

The municipality of Gävle conducted a survey of its residents in 2014 on the prevalence of domestic violence. The results of the survey prompted a renewed focus on violence prevention. In 2018, a new three year violence prevention plan was implemented with the goal of making Gävle "a municipality free from violence".

Violence prevention conference 2018

On December 7, 2018, MÄN and Unizon held a full-day conference focusing on violence prevention from a life cycle perspective. At the conference, methods and solutions were presented on how we can prevent boys' and men's violence, starting in childhood and ending in old age. At the end of the day, the goal for all participants was to have an increased knowledge of violence and its consequences, as well as knowledge about how we can work to prevent violence based on WHO's strategies. The conference ended the 2018 campaign and activity week A week free from violence.

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THE AMOUNT OF PARTICIPANTS
AT THE VIOLENCE PREVENTION
CONFERENCE 2018.

Unizon unites over 130 women's and girls' shelters and other support operations. At the conference, Unizon's current Secretary General Rebecka Andersson described their work for an equal society free from violence.



Sofie Kindahl, coordinator of MÄN's violence prevention work, talked about preventive work aimed at children, risk factors with children who are exposed to violence, and how we can pick up children's signals.

”

The idea that violence can be prevented is not an article of faith. We know it can be done, and science support violence prevention work.

— Sofie Kindahl, MÄN



Dennis Nyström, educator and developer at MÄN, held a lecture at the conference about MVP (Mentors in Violence Prevention), and how we can prevent violence together with children and young people.

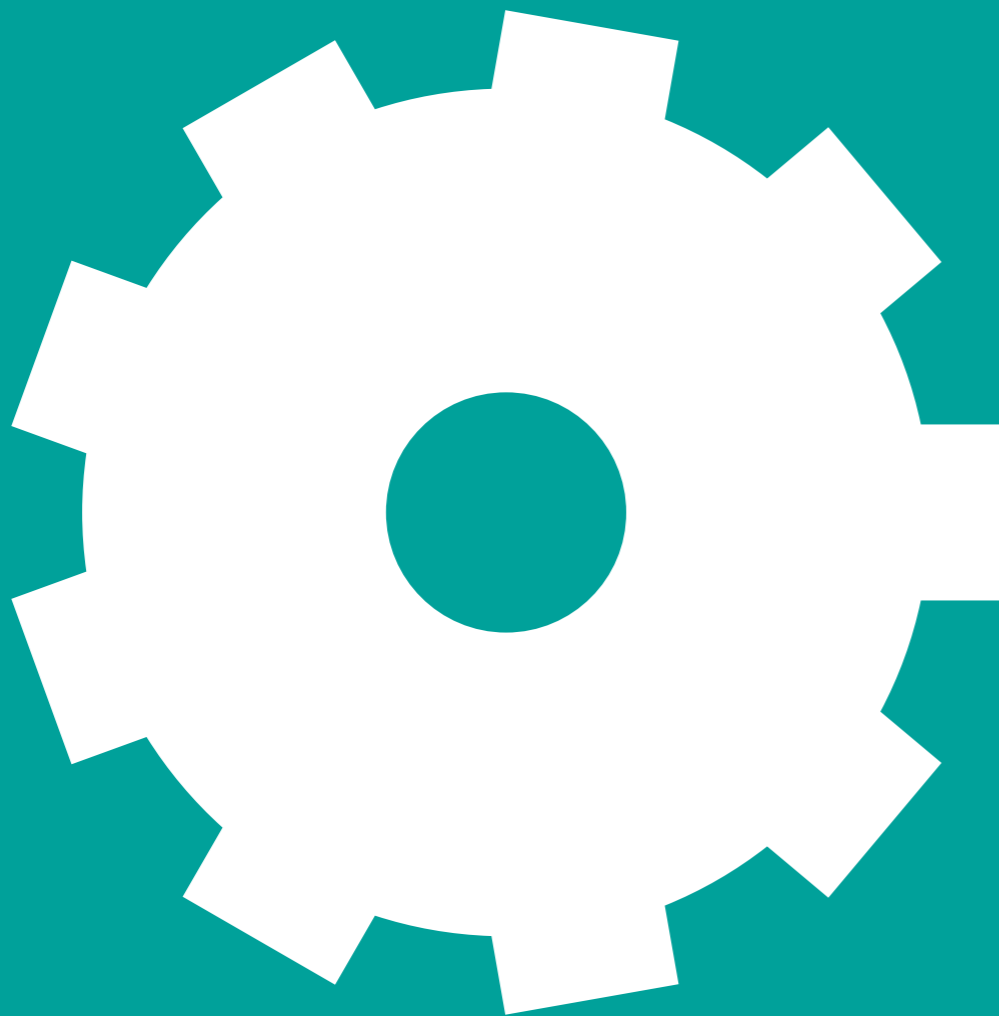
The 2018 conference was held at Stockholm City Conference Centre. The tickets sold out due to the great interest in the conference, and there were many who instead watched the live broadcast on MÄN's Facebook page.



Getting started – laying the ground for long-term change to prevent violence

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Often, the conditions in different municipalities can vary, depending on factors such as size, population, geography, history, economics, or organisation. However, some patterns and similarities are recognizable. It is common that there are a few key people who have started to learn about violence. These people may also have been able to apply violence prevention methods to their occupation and regulatory documents. After that, they start to develop their own efforts. Another similar scenario is when key figures from different parts of the municipality meet and realise that they share the same vision. Another example is when several people have started implementing broad and educative efforts regarding violence prevention (either within the municipality's organisation, or through civil society/enterprises).



In this chapter, we have tried to show how the initial process can be structured. We have also tried to give tips about what efforts to start with. Laying the ground for violence prevention efforts can be summarized by the following key words: allies, survey, motivate, and mobilise.

Find your team

According to our experience, finding allies is an important factor for success in violence prevention. Therefore, a good starting point is to talk to colleagues and others. Try and find influential people or contact administrations in other municipalities. Go to others' meetings, or participate in conferences and identify key operations and organisations. The first step is to start working together informally. Thereafter, one can look after other key figures in their surroundings. When you read this text, you might already think about people in your own network and context. It is easier to work with different types of people when you implement your efforts.

Networking

People that work with violence prevention often feel alone. A network is therefore a good place to get encouragement and exchange experiences, to keep motivated. It is also a place to discuss problems and challenges, as well as solutions.

Surveying

Surveying the landscape lets us know what's already been done and what needs to be done. But it is also about finding out if the conditions for violence prevention efforts are present in one's own context. This can be anything from a couple of short survey questions to major data collection activities.

Our violence prevention work with the Life Cycle project, together with schools and municipalities, has tested many methods of surveying and evaluating our work. These tools make our work easier. Surveying is vital for creating conditions for long-term violence prevention efforts. What type of surveys are best suited depends on whether the violence prevention efforts are on a grassroots level, or if there is a strong mandate to work with the efforts. Surveying becomes a starting point that can be used to evaluate the effects of the violence prevention efforts. It also creates a description of the situation right now as well as

which methods are already implemented. In this way, we identify possibilities of cooperation and development opportunities.

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People that work with violence prevention often feel alone. A network is therefore a good place to get encouragement and exchange experiences, to keep motivated. It is also a place to discuss problems and challenges, as well as solutions.

Build on what already exists

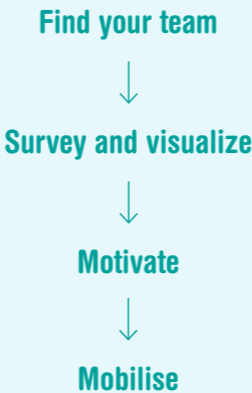
Violence prevention does not need to be about creating new structures. It is about showing and developing what already exists. When surveying resources, take advantage of the opportunity to sort the resources in prevention levels (indicated, selective or universal), to see your strengths and weaknesses.

Surveying can mobilise and create networks and cooperation, since the question “What are we doing today?” starts communication between different organisations and key persons. Every meeting with the municipality, regions, authorities, non-profit organisations, industry, or enthusiasts in the municipality means that you can engage in their needs, ideas, and networks, as well as gain knowledge about the work that is already being done.

Make your strengths and weaknesses visible

A useful way of surveying organisations or efforts can be to start with one of the prevention models,

LAYING A FOUNDATION FOR YOUR WORK CAN BE BROKEN DOWN IN TO THE FOLLOWING STEPS:



or create a matrix of one of them. Ask the question: “Which efforts are being done on each respective level and where are the gaps?”

Consider using the following to get help sorting the answers to the questions:

- **Prevention levels** (universal, selective, indicated)
- **The Spectrum of Prevention** (see page 24)
- **The Socio-ecological model** (see page 22)

Use questions like:

- *What efforts are we making today to strengthen and support people?*
- *How do we strengthen safe relationships?*
- *Are there any violence prevention efforts in the local community?*
- *How do we implement violence prevention efforts on societal level?*
- *What regulatory documents does the municipality have?*

You can even write a circle around your efforts in the life cycle perspective, that is, what is done “from the cradle to the grave”:

- *What efforts are aimed at babies and new parents?*
- *Efforts for children and the youth?*
- *How are you working with violence prevention among adults?*

Violence in our context

Having a good idea about violence in a local context makes people motivated and creates good conditions for violence prevention efforts. That is why analysing

the violence in a municipality at an early stage is important to be able to identify potential partners.

Specifically, with regards to violence it can be good to ask questions like:

- *What do you know today – and where are we missing skills, statistics, and material?*
- *To what extent?*
- *What types of violence are most common?*
- *What are the consequences?*

This type of surveying can be done by using existing questionnaires that have questions about violence, violations, safety and expectations about gender. These can be supplemented with focus groups or interviews with kids and adults, so you get the whole life cycle.

One way to encourage coordination is to let the council of crime prevention, police, and other relevant parties get a picture of the current situation concerning violence in the municipality. The different parties often have different types of information, leading to them analysing different parts of The Pyramid of Violence (read more about The Pyramid of Violence on page 34).

Several schools and municipalities have chosen to have surveys before and during violence prevention efforts, for example the Mentors in Violence Prevention and Act Together programs. The surveys can be tiresome. However, after a couple of years when the violent prevention efforts have been implemented at several places, questionnaires on a few representative activities might suffice. If you have many schools in your municipality, a random selection of schools might suffice, in order to avoid being a burden to all of the schools.





TIP! MEASURE A BASELINE

If you choose to compile knowledge and statistics in the beginning, they can be used as a baseline. It is a way of noting the starting point before violence prevention efforts are started. The indicators that you choose to follow up on need to relate to the violence prevention efforts theory of change. That is, asking questions that concern what your efforts will address. Larger municipalities often have specific survey and follow-up unit that can be a support. Several of our partners have focus groups or interviews, with both the primary target group, and those working with the violence prevention efforts. This gives feedback and shows that change is happening, even though this may not be directly reflected in the statistics.

Using regulatory documents

Finding existing regulatory documents in a municipality, and seeing how these relate to violence prevention and gender transformative efforts, can be a way of showing the current situation and finding reasons for violence prevention efforts. Several municipalities that have started implementing violence prevention efforts have linked them to their vision, social sustainability, or the work with Agenda 2030. This makes it easier to make the violence prevention efforts part of the municipality's daily work. There can even be other reasons to go through the municipality's regulatory documents. It is not unusual that an action plan for the prevention of men's violence against women is missing primary prevention efforts.

Avoid catch 22

In many occupations and municipalities, there is no documentation regarding violence. If there is no documentation about men's violence against women, it is harder to justify efforts against the violence. Even "moderate" violence has a tendency to disappear from the municipality radar. When violence prevalence is analysed, there is a tendency to only shed light on the most severe forms of violence, and violence that occurs in public. To shed light on moderate forms of violence, it might be necessary to show that bad language and certain attitudes are problematic and related to violence.

To avoid the "catch 22" that results when we don't prevent violence that we don't shed light on, our experience is that it is helpful to raise the basic knowledge level concerning violence in the municipa-

lity. With an understanding of how moderate forms of violence can lead to severe forms of violence, it becomes easier to justify violence prevention efforts.



A central part of establishing violence prevention efforts is about spreading basic knowledge about violence, gender and prevention. This creates motivation to change, because it is easier to want to do something about problems that are visible and clear.

Motivate

A central part of establishing violence prevention efforts is about spreading basic knowledge about violence, gender, and prevention. This creates motivation to change, because it is easier to want to do something about problems that are visible and clear. Violence prevention is a relatively new field which our experience shows many managers and organisations find hard to grasp. The reaction can sometimes be "We are already doing this", or the question is regarded as strange or something that is related to other occupations rather than one's own.

Another preconception is that violence prevention is about graver violence and is something that should strictly concern the police. Many of the people we have met in the municipalities have told us that, sometimes, several long meetings have been required before someone says "aha, NOW I get it!". An important step is to clearly show the connection and explain why violence prevention and gender transformative work are cornerstones of the vision that the municipality has.

Target group adjustments

To be able to gain support for violence prevention efforts, it is important to have the required knowledge for the discussion. A way of doing this is to choose a few images or models that resonate well with the target group. Having a clear overview of the regulatory documents, your arguments can be adapted to different situations. The key has often been making people understand that violence prevention is a tool for them to achieve their commitments.

Within education, terms like "good study environment", "systematic quality work", and "target achievement" are key words to use. While for politicians, it is the knowledge of the enormous monetary costs of violence that make violence prevention an urgent matter. Within the sports, Strategy 2025 is central, and violence prevention can be crucial in avoiding children and young people quitting their sports because of insulting language and/or a negative jargon. Violence prevention becomes a natural tool in working towards several of the goals in the strategy.



Mobilise

When key people, knowledge, energy, inspiration, and arguments that work are in place, then it is time to mobilise more people. The municipalities efforts have often been limited to start with. Normally, in a school, an open activity, or as an effort in a specific district. Thereafter, more and more parties have joined. We recommend, if possible, to start with at least two locations at the same time. It could be two

schools, two districts, two classes or two staff groups. Then it becomes easier to compare if the efforts are successful or not.



WHO'S 7 EVIDENCE-BASED STRATEGIES FOR PREVENTING VIOLENCE:

- 1 Increasing safe, stable, and nurturing relationships between children and their parents and caregivers.
- 2 Developing life skills in children and adolescents.
- 3 Reducing availability and harmful use of alcohol.
- 4 Reducing access to guns, knives, and pesticides
- 5 Promoting gender equality.
- 6 Changing cultural norms that support violence.
- 7 Victim identification, care and support.

Q WHO (2009) Violence prevention: the evidence.

A shared language

Not until there are many of us who understand the mechanisms of violence and prevention can we start making a change. Therefore, it is good to think about what knowledge and understanding, concerning violence and norms, that you think is important that everyone taking part in violence prevention should be aware of. Our experience is that many believe they have a common view of violence. They can agree that they are against violence, but when confronted with the question “*what is violence?*” the answers tend to vary.

To be able to prevent violence, we first need to agree on what violence is – and, thereby, what it is that we are going to prevent. The pyramid of violence (see above) has been helpful in many contexts in creating a consensus regarding violence. Alongside other images, the pyramid of violence can be a good

starting point for dialogue concerning which forms of violence the participants encounter in their occupations. A police officer will find himself in one part of the pyramid, whereas a youth centre will find itself in another. What is often most visible in the newspapers is the violence on top. Violence prevention is concerned with explaining how the violence at the bottom is connected to the violence on top.

Many that have implemented violence prevention efforts emphasise the importance of having a common language and knowledge base to refer to. This has been useful for the interaction between students in school corridors, between adults and adolescents in youth centres and between colleagues and decision makers at work sites.

Inspirational lectures

Knowledge raising efforts and process days have gradually resulted in several parties to work together with violence prevention efforts from a life cycle perspective. A good start is to offer an initial inspirational lecture in order to raise interest and engagement within a larger group of people. Half a day is often required in order for the training session to have an effect. The goal is to motivate a lot of people towards a shared, common vision. The lecture should focus on solutions in order to make the participants leave the lecture with a sense that they can be part of making a change. However, inspirational lectures or theme days does not cut it on their own, but are an important starting signal in order to awaken interest.

Often, ideas of cooperation and exchanges are awakened simply by gathering people under the same roof. Process days can also be an effective way of rounding up a workplace and to get those that work there to start violence prevention efforts. Eventually, the setup can also include questions concerning already existing cooperations and where strengthened cooperations and coordinations might be needed. The discussions should be documented by an appointed person in each group in order to be able to have grounds for continued work. Participants are motivated if they feel they have something tangible to take home with them. Therefore, the days should always include space and time for conversation and reflection and an idea about the next step in the process.

Process days

Another way of starting is to invite participants to a process day about violence and prevention work. Then, together with other parties, try and paint a picture about the current situation regarding violence. The purpose is to support the participants so that they can identify what they are already doing that prevents violence, increases safety and promotes healthy relations. The next step is to identify what could be done better, and what should be done, in order to move on in the process.

A fruitful method is to sit in smaller groups around 5-8 people, working in ordered steps:

- 1 CURRENT SITUATION AND PROBLEM FORMULATION
Where are we right now?
- 2 CURRENT WORK
What are we already doing today that creates safety and prevents violence?
- 3 NEED FOR DEVELOPMENT
What should we be able to do and what abilities could we develop?
- 4 NEXT STEP
What do we need to do in order to move on? What can we do today, tomorrow, this term and long-term?

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A good start is to offer an initial inspirational lecture in order to raise interest and engagement within a larger group of people. The goal is to motivate a lot of people towards a shared, common vision.

A process over time

A process day like the one described above, can also be the starting signal for a longer process. In that case, the group can meet several times during the year and continue to work on the ideas in the various development areas. In such a process, the guide *Inget att vänta på* can be an important support. Together with the county administration and four smaller municipalities in Västerbotten (Sorsele, Vilhelmina, Åsele and Norsjö), we worked within the Life Cycle project like this for a year between 2018-2019. Read more about this in the coming thematic report.

THE PYRAMID OF VIOLENCE

Success factors – the reality of the municipality



The municipalities we have been working with have themselves run the development of local violence prevention work. Some have driven their development work as part of their original budget, while others have been granted project funds by the municipality's social investment fund. In some municipalities, the budget was added along the way, or resources were been taken from other areas such as social protection, LGBT-questions, or competence development. It has also been possible for administrations and operations to collect funds to make development work possible. Developing violence prevention efforts as a project enables the municipality to start quickly and find resources for staff that will work with the project. It is a good way to clear the first threshold effectively. And it makes it easier to prioritise funds for campaign material such as typographical material, productions, moviemaking etc. At the same time, there is a risk that the violence prevention work is excluded from the ordinary regulatory and management structures.

When developing the violence prevention work within the framework of the current system on the other hand, there is a risk that it can take a long time before the work can start. The benefit on the other hand is that later on, the work will proceed much faster, and that it is easier to integrate violence prevention as a given part of the municipality's daily work.

Enterprising strategists

The violence prevention efforts in the municipalities that we have worked with has often been driven through strategists; prevention coordinators, youth centre managers, development leaders within schools, equality and public health strategists. Some municipalities have also been able to set aside working time for a coordinator. To have a person with time and a mandate specifically dedicated to violence prevention work will obviously result in different results. Many municipalities today have a control group that follows up the work.

Of course, it is not only enterprising strategists on a municipality level that play a key role. We also see that staff within the police force and county administrations can be of great importance for what support that is given and which development steps the municipality has the courage to take. When these factors correspond in an effective way, we see that municipalities can take great steps forward in violence prevention.

Choose a starting point carefully

Normally one wants to start violence prevention work where the problems and challenges are the most severe. Those that most clearly can identify a need are often those that also feel the greatest motivation to act. But problems can also be a result of inadequacies in the organisation or management, which in itself becomes a challenge when trying to introduce new ways of working. Therefore, it is important to try to get a clear picture of the specific challenges and specific changes that are needed. Not until then is it possible to choose methods and programs that can rectify the identified problems. Sometimes a selective or indicated method to eradicate the acute problems in the short term is needed, at the same time as more long-term, more comprehensive efforts in order not to find oneself in the same acute situation again.

In the Life Cycle project, the goal has been to scale up previous preventive work aimed at a broad target

group of children and young people. These forms of input or programs are not suitable when emergency measures are needed to begin with. If there are no organisational prerequisites in place, or wrong expectations of the change a certain method or way of working will lead to, the implementation will most likely fail. Pilot operations need to try out and adapt new methods before they are spread and implemented on a larger scale.

Minimize weaknesses

Our experience is that municipalities that have chosen to start work in two or three pilot schools or classes have succeeded far better than those who only started in one. They are not as vulnerable, since the operations have the opportunity to help and support each other. Being able to reflect on each other's operations makes it easier to identify where the specific challenges are, whether it is in the method itself or rather some aspects concerning the implementation process.

Development work requires time and planning

It is rarely enough to simply add information and education for systematic development work to start. The ones leading this work need to be present in the phase before the development work becomes self-sustaining. One example of this is when places such as youth centres receive supervision meetings in order to enable room for the work. *Act in Park Play – a series of planned activities to strengthen violence prevention within park play and similar open activities* is material that has been created in conjunction with our violence prevention work with the city of Stockholm and Hässelby-Vällingby town administration.

First, they receive education and other knowledge raising efforts. After that, for a full year, they systematically get to try out different ideas concerning how the knowledge can be made more tangible and used in their specific occupation. This can be alternated with meetings that include evaluation, self-reflection and ongoing development work. The goal is to develop the ordinary routines, protocols and methods. This continuous work can be compared to the systematic quality work that is performed within schools. This work needs to take time, and might require external process support during the transit to the new working methods.

“For the staff, The Small Room was a great method to work with”

Pär Forsström is a teacher at Norrtull school in Söderhamn and did his basic training in MVP (Mentors in Violence Prevention) in February 2020.

All schools that wish to start with the implementation of the MVP or Act Together methods need to take part in a three-day elementary education concerning the methods and the underlying theories behind the methods. Before this education, the whole staff at the school undergoes a half day course concerning gender, violence and the bystander approach so that everyone understands the ideas behind the change efforts and what sort of work that will be started in the school.

Those who participate in the education program from an MVP or an AT team at the school will lead the development work going forward, with the support of other municipalities and our MVP/AT team within the Life Cycle project.

How was your experience of the MVP-education?

– I thought the education was great, especially that it is a mix of theory as well as practical exercises for us as participants. Most things were completely new to me, even though I have worked with questions concerning basic values for years. I appreciate that there is a clear structure, that most of the lecture plans already exist means material is easily accessible. I believe it will be suitable for students in our grades.

How do you feel about using your own experiences and being more personal in the work with MVP?

– Even if the lecturers were clear about sticking to the lesson plans, I think that there is room within the MVP program to be personal and tie into personal experiences. When working with the students I can decide how personal I want to be, and I will always have the possibility to choose exactly how much I wish to share. Personally, I think that it is easier to reach the students if you dare to share your own experiences. I believe that it will be more dynamic and



comprehensible for the students if they can tie into something that actually happened.

How did you find ‘The Small Room’ exercise?

– For the staff, The Small Room was a great method to work with. We dared to share our own experiences with each other and kept everything on a good and moderate level. On the other hand, I feel that a well-developed instinctive feel would be needed in order to utilize The Small Room with students. Not everybody knows each other that well in a class, which means that not everyone will dare to share in the same way that we did. Will things that I share in The Small Room really stay in The Small Room? What happens if I expose and share something very personal? In a smaller group of students that know each other well, I believe that The Small Room will work well.

Cooperation in practice

Many that we have met say that the idea of cooperation often exists on a theoretical level while in practice on the other hand, it has meant that every participant simply reported and outlined their work during the shared meetings. Working with violence prevention in a life cycle perspective with a full system approach lets us move from words to action, and to real cooperation.

Growing organically

A definition of cooperation is working together towards the same goal. For this to become reality, one has to decide to start carrying out tangible things together. It is not unusual that the idea of what ought to be developed is too grand or unclear.

The vision of a municipality or organisation free from violence needs to be broken down into numerous smaller parts. Cooperation in practice can often start small and later grow organically. There are numerous ways of cooperating: Implementing a method together, arranging a shared conference day, carry out an externally aimed campaign or arranging a local “week free from violence” for local habitants and employees in the municipality.

Unizon, the Swedish Agency for Youth and Civil Society and the county administrative boards of Sweden. The Swedish Association of Local Authorities and Regions and the Swedish Gender Equality Agency joined the campaign later on.



A Week Free From Violence is an annual nationwide campaign to raise awareness of the work being done to prevent violence and change gender norms. During the week, seminars, network meetings, film screenings and launches are organized around the country by non-profits, municipalities and government agencies. A Week Free From Violence was started by MÄN in collaboration with

12 factors of success



Regulatory documents

When the work is clearly connected with the visions of the municipality or operation it is much easier for it to be long-term.



Engagement

One has to believe in the idea and start where there is most engagement. Those that have started with the most engaged staff have been more successful than those who have tried to engage all of the staff at once. Good results tend to spread!



Cooperation

When the work is done through cooperation, formal and informal, it is less vulnerable and there is a positive spill over effect on other issues.



Resources

Resources are needed in the form of staff, time, knowledge and economical means. The extent of the work needs to tie into the resources available.



Coordination functions

Municipalities that have been able to make means available for a coordinator have been able to make the work easier. Better still if the person already works in an established structure and therefore has a stronger mandate than a project employee.



Political legislation

The work is made easier when there is a political will and when the question is noted in budget and mission descriptions. There is also a strength in municipalities where there is a political consensus regarding the importance of the work, thus not risking that the work is cancelled when a term of office ends.



Regular structure

The likelihood of long-term results increases if the work is integrated with regular structures, rather than being viewed as a temporary project. The work needs to be written in the employment descriptions and regulatory documents.



Mandate and leadership support

Mandate and clear support from management is important for all development work. Support and monitoring are needed in the whole chain of events: from political legislators down to the primary target group.



Knowledge

The work needs to be done knowledge-based, and with a shared base of knowledge. The municipalities that have succeeded well have also started spreading the knowledge locally, and been able to educate on their own. Don't forget to ask about competences early in the recruitment process.



Anchoring

Proper anchoring and mobilizing has been shown to be the most important for a successful implementation. It is a constant process that needs to take place both horizontally and vertically.



Key persons

Key persons are central for the work to start locally.



Time

It is easy to be eager for results right away, but patience is important. These are slow and long-term processes, where it is important to stick to the vision.

Summary

Changing norms is long-term work that can take several generations. Just look at how our views on corporal punishment on children, rape within the institution of marriage, female sexuality or men’s parenting have changed over time. The work we are performing is not just about change here and now, but equally about laying a foundation for future generations. Therefore, we need to dare to trust the vision and hang in there over time!

Speak about the violence

Preventing violence can sometimes appear as a complex process, marked by organizational changes and an evolving landscape. At other times, violence prevention work can appear simple and uncomplicated if we are many who have sufficient knowledge and the right tools.

It is important to dare to speak against insulting jargon and comments, to avoid more severe and grave forms of violence being normalized and socially accepted. Last but not least, it is necessary to show that we trust the testimonies of those who share their experiences of violence.

Long-term work

Often it can take up to three years before we start to see changes in a system or an organization. Therefore, it can be important to stop along the way to make short evaluations or capture important stories. A change on an organizational level might not appear immediately, but on an individual level an important change can occur in connection with a meeting or a workshop.

The important thing is not to try and do all the work alone, but instead trying to locate allies to form a network and create a resilience in the system together. Today, there are many new ideas in municipalities around the nation to push the violence prevention development work, and the large scale and systematic violence prevention work that is performed within the Life Cycle project, forward.

We are very grateful and glad to participate in and lead this work – together we can prevent violence.

READ MORE:

- [Kort fakta om implementering \(in Swedish\) \(Folkhälsoguiden\)](#)
- [Om implementering \(in Swedish\) \(Socialstyrelsen, 2012\)](#)
- [Community Readiness Model \(Plested, Edwards & Jumper-Thurman, 2006\).](#)

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Changing norms is long-term work that can take several generations. Just look at how our views on corporal punishment on children, rape within the institution of marriage, female sexuality or men’s parenting have changed over time. The work we are performing is not just about change here and now, but equally about laying a foundation for future generations.

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what we do, [click here.](#)



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