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THE PROJECT TO END
DOMESTIC VIOLENCE

**Bystander Interventions to
Engage and Mobilize Men for
Violence Prevention and the
Advancement of Gender Equality,
Diversity, Justice, and Inclusion:
Rapid Evidence Review**

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Authors

Laura Pascoe
Lana Wells
Elena Esina
Naomi Phung

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Contact

Lana Wells, Brenda Strafford Chair in the Prevention of Domestic Violence
Faculty of Social Work, University of Calgary
2500 University Drive NW, Calgary, AB, Canada T2N 1N4
Phone: 403-220-6484 Email: lmwells@ucalgary.ca

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Author's Note

We, the authors, would like to take this opportunity to situate ourselves in relation to this research and flag some of the tensions that we continue to navigate as feminists working to advance gender and social justice. First, we are white settlers, trained in the Western scientific tradition, with extensive experience working with feminist issues from an intersectional perspective. Each of us has over a decade of experience working directly with men in the areas of violence prevention and gender equality. Based on our experience, we firmly believe that gender and social inequality is inextricably linked with rates of male violence against all genders and our interventions must focus on all forms of violence to stop violence before it starts.

We are also white feminists committed to advancing racial justice and are on an ongoing journey to understand and learn more about where and how we can be most useful in this work. At Shift, we have been integrating approaches that aim to call *in* rather than *out*, while also reflecting on our own practices and building creative and innovative skills, so that we can maximize our capacity to hold people accountable in ways that generate healing, recovery, repair, and prosocial change. We believe it is imperative to ask hard questions and think strategically about what is and is not working in efforts to achieve social change across anti-violence, gender equality, and justice, diversity, and inclusion fields so that we can build momentum for bigger and more impactful movements.

In completing this review, our methods and analysis used an intersectional approach which allowed us to clearly see the dearth of research on strategies to engage and mobilize men at the intersections of gender equality, violence prevention, and advancing equity, diversity, justice, and inclusion. We worked diligently to name and map the ways in which these gaps need to be addressed, but we recognize that our analysis may have shortcomings as we continue the process of learning and unlearning in relation to our own positionality and context in this work. We welcome those who want to call us *in* so that we may continue to make our work stronger, more relevant, and more impactful across a wider audience.

In solidarity,
Laura, Lana, and Elena

Executive Summary

CallinMen: Mobilizing More Men for Violence Prevention and Gender Equality in Canada is a knowledge synthesis research project led by Shift: The Project to End Domestic Violence, a primary prevention research hub with the goal to stop violence before it starts. Shift is based out of the Faculty of Social Work at the University of Calgary (Shift/UCalgary). As part of the *CallinMen* project, nine rapid evidence reviewsⁱ were conductedⁱⁱ on evidence-informed *primary prevention* approachesⁱⁱⁱ to engage and mobilize men to prevent and disrupt violence and inequalities, with the goal to share these findings with those funding and working with men and male-identified people to prevent violence and advance equity. To support and advance work to engage and mobilize men, both well-known and emergent approaches that show promise in engaging and mobilizing men were identified for review. This review focuses on the bystander approach.

Definition of the bystander approach: Bystander intervention occurs when a person observes a potentially harmful situation or interaction and takes action to mitigate or prevent someone else’s language and/or behaviour that is inappropriate, hurtful, abusive, or dangerous. Bystander-based initiatives are usually based on building bystander self-efficacy to take bystander action, based on situational model of bystander behaviour.

What does the evidence say?

The bystander approach is an evidence-based approach that can have positive impacts on attitudes, intentions, and behaviours. However, while it can be effective at increasing bystander action, *the bystander approach has not been found to be effective at preventing sexual assault or violence and on its own is not an effective primary prevention approach.*

Ten literature reviews, ranging from systematic reviews to a “state of the science” research brief, were included in the final assessment. Across all of the literature reviews, approximately 30 bystander intervention programs that included men in their target population were reviewed. The bystander approach is the most frequently used and researched of the approaches we reviewed. However, evidence on bystander interventions is limited primarily to violence prevention, particularly in post-secondary environments in the U.S. No literature reviews were found on the use

ⁱ A rapid evidence review is a process that synthesizes knowledge through the steps of a systematic review, but components of the process are simplified or excluded in order to shorten the length of time required to complete the review. The process includes identifying specific research questions, searching for, accessing the most applicable and relevant sources of evidence, and synthesizing the evidence.

ⁱⁱ Rapid evidence reviews were conducted on: bystander approach, social norms approach, nudge approach, virtual reality, gamification, data science, fatherhood, calling in, and community justice.

ⁱⁱⁱ Primary Prevention approaches means focusing on preventing initial perpetration and victimization of domestic, family, and sexual violence by scaling up interventions that target the structural and cultural conditions that produce and reinforce discrimination, inequities, and violence. For this report, primary prevention is defined as strategies that address root causes driving violence, discrimination, and gender inequality (Lee, L., Wells, L., & Ghidai, W. (2021). *Discussion paper to support the design of Alberta’s primary prevention framework to prevent family and sexual violence*. [Submitted to Government of Alberta]. Calgary, AB. The University of Calgary, Shift: The Project to End Domestic Violence)

of the bystander approach to advance gender equality, diversity, justice, or inclusion.

Bystander interventions must build individual skills to:

1. Notice the event
2. Recognize the given issue (e.g., sexism, as a problem)
3. Acknowledge and understand personal responsibility to assist
4. Know what to do to disrupt or stop the violence
5. Take action¹

To do this, evidence suggests the following is required:

- Prosocial changes to:
 - Attitudes and beliefs.
 - Social norms (both perceived and actual).
 - Perception of individual’s capacity to act as a bystander (e.g., to prevent violence and/or support gender equality, diversity, inclusion, and/or justice).
 - Intent to act as a bystander, including in response to others' expressions of violence-supportive, or gender inequitable attitudes and behaviours.
 - Actual behaviour, recognizing that there is a weak relationship between intention to act and actual behaviour change (and thus it is insufficient to only increase intentions to act).
- It is imperative to couple bystander action with addressing systems change to support bystander action, such as through organizational policies as well as culture and social norms change.

The most evidence-based and well-researched bystander programs are:

Positive impacts on attitudes, intentions, and behaviours:

- *Bringing in the Bystander*^{2 3 4 5 6 7}
- *TakeCARE*^{8 9 10 11 12 13}
- *RealConsent*^{14 15 16 17 18}

Positive impacts on attitudes and intentions:

- *The Men’s Program*^{19 20 21 22 23 24}
- *Green Dot*^{25 26 27}
- *Mentors in Violence Prevention*^{28 29 30 31 32}

Insights from research on bystander interventions

Research shows that although the bystander approach has some positive impacts, it is ineffective as primary prevention. As such, bystander interventions should always be implemented within a comprehensive multi-level strategy. For example:

- In violence prevention efforts, research supports combining bystander interventions with social norms-focused approaches, as well as empowerment-based rape resistance education programs for women.
- Nudges could be integrated into a bystander intervention, and both virtual reality and gamification show promise as mechanisms to create effective bystander programs.
- Individual bystander action needs to be supported at the institutional/cultural level, such as:

- Mandate bystander trainings. Like adopting something similar to the U.S. Sexual Assault Violence Elimination Act in Canada.
- Embed support at organizational and institutional levels. Includes developing and implementing multiple processes for bystanders and survivors to report and investigate and respond to complaints in a timely way.

Cautions and considerations in taking a bystander approach

- More research is needed on how to take a trauma-informed approach within bystander interventions. For example, evidence shows that people’s past experiences influence how they respond to a bystander intervention, particularly for those who have already experienced or perpetrated violence. Given that so many will unfortunately experience or witness some form of violence before the age of 18, it is imperative to develop bystander interventions that explicitly address and respond to people’s past experiences of violence and trauma.
- Evidence shows that the link between changing perception/intentions and actual behaviour change remains weak, and more work is needed to understand the implications of this in bystander research. It may be prudent to test bystander approaches that prioritize behaviour change over first changing attitudes and intentions, such as through nudge approaches. It is also imperative that bystander interventions include longer post-intervention follow up to measure longer-term behaviour change.
- Teaching people to *take* bystander action is also about *how to take such action* in a way that maximizes a positive transformative opportunity for all parties and minimizes defensiveness and/or retaliation. More is needed to understand where and how calling *in*—as opposed to calling out—could positively contribute to bystander interventions.

1.0 Introduction

In 2020, Shift/UCalgary was awarded a research grant from Women and Gender Equality Canada (WAGE) for a knowledge synthesis research project entitled *CallinMen: Mobilizing More Men for Violence Prevention and Gender Equality in Canada*. Little knowledge synthesis work has been done to date to increase understanding of what strategies and approaches meaningfully engage and mobilize men to prevent violence and advance gender equality, and even less on diversity, justice, and inclusion in Canada; this research fills that gap. Specifically, CallinMen advances the state of knowledge by identifying and reviewing the evidence base for key strategies and approaches that show promise in engaging and mobilizing men to prevent violence and advance gender equality, diversity, justice, and inclusion in Canada, and develops an evidence-informed “behaviour change toolbox” that consolidates these strategies and approaches.

As part of the *CallinMen* project, nine rapid evidence reviews^{iv} were conducted^v in 2021 on evidence-informed *primary prevention* approaches^{vi} to engage and mobilize men to prevent and disrupt violence and inequalities, with the goal to share these findings with those funding and working with men and male-identified people to prevent violence and advance equity. To support and advance work to engage and mobilize men, both well-known and emergent approaches that show promise in engaging and mobilizing men were identified for review. This review synthesizes the findings for how the bystander approach has been used to engage and mobilize men to prevent violence and advance gender equality, diversity, justice, and inclusion.

Bystander intervention occurs when a person observes a potentially harmful situation or interaction and takes action to mitigate or prevent someone else’s language and/or behaviour that is inappropriate, hurtful, abusive, or dangerous. Bystander-based initiatives are usually based on building bystander self-efficacy to take bystander action, based on the five steps outlined in the situational model of bystander behaviour by Latan and Darley³³: 1) notice the event; 2) interpret it as a problem; 3) assume personal responsibility; 4) know how to help; and 5) implement the help through action.

It is important to note that this research project is focused on advancing *primary prevention*

^{iv} A rapid evidence review is a process that synthesizes knowledge through the steps of a systematic review, but components of the process are simplified or excluded in order to shorten the length of time required to complete the review. The process includes identifying specific research questions, searching for, accessing the most applicable and relevant sources of evidence, and synthesizing the evidence.

^v Rapid evidence reviews were conducted on: bystander approach, social norms approach, nudge approach, virtual reality, gamification, data science, fatherhood, calling in, and community justice.

^{vi} Primary Prevention approaches means focusing on preventing initial perpetration and victimization of domestic, family, and sexual violence by scaling up interventions that target the structural and cultural conditions that produce and reinforce discrimination, inequities, and violence. For this report, primary prevention is defined as strategies that address root causes driving violence, discrimination, and gender inequality (Lee, L., Wells, L., & Ghidei, W. (2021). *Discussion paper to support the design of Alberta’s primary prevention framework to prevent family and sexual violence*. [Submitted to Government of Alberta]. Calgary, AB. The University of Calgary, Shift: The Project to End Domestic Violence)

approaches, meaning that we are focused on identifying strategies that change the root causes which drive violence, discrimination, and gender inequality in order to prevent initial perpetration and victimization of violence, harassment, discrimination, and inequities.³⁴ In line with this focus, our research seeks to understand strategies and approaches that incubate and catalyze male-identified prosocial behaviours and systems that prevent violence, harassment, discrimination, and inequality before they begin.

The specific research questions that guided the current rapid evidence review were:

1. Based on available reviews of literature on bystander interventions for violence prevention and advancing gender equality, diversity, inclusion, and/or justice, what are key gaps and recommendations for implementing a bystander approach to engage and mobilize men, particularly in non-school settings^{vii}?
2. How have direct bystander intervention programs been coordinated with strategies to address organizational policy and culture (e.g., policies, protocols, procedures) in order to facilitate supportive organizational environments that increase the likelihood individuals take action as bystanders to prevent violence, harassment, and/or discrimination?

2.0 Methods

The bystander approach has been frequently used and researched in interventions to engage and mobilize men, most commonly for preventing sexual violence against women on university campuses. Other scholars have already completed knowledge synthesis publications on bystander interventions, and we did not want to repeat their efforts here. As such, we started with five reviews of literature on bystander interventions that we had already identified through previous research that covered literature from 2007 to 2021, including the research review conducted in 2019 by Shift entitled “Understanding the Bystander Approach: Research Review”³⁵ and a review of sexual violence and risk reduction programmes in post-secondary settings by Shift.³⁶ In addition, we reviewed select pages in Michael Flood’s 2019 book, *Engaging Men and Boys for Violence Prevention* that reviews bystander interventions, select pages reviewing bystander interventions in Alan Berkowitz and colleagues’ literature review of the social norms approach, and then a systematic review of bystander interventions for the prevention of sexual violence by Mujal and colleagues.³⁷

We then conducted a rapid evidence synthesis/review (RES) in June 2021, which is “a form of knowledge synthesis that follows the systematic review process, but components of the process are

^{vii} **Settings are** environments (e.g., a sports setting like a hockey rink) and/or sociocultural environments (e.g., a peer network, a workplace), basically where people naturally congregate. We use the term “male-oriented” to specify the settings in which men often congregate, with or without folks of other genders (e.g., workplace, bars, sports venues, etc). Male-oriented means settings that are biased towards, dominated by, and/or designed for men (Male-oriented. *In Lexico powered by Oxford*. Retrieved from <https://www.lexico.com/en/definition/male-oriented>).

simplified or omitted to produce information in a timely manner.”³⁸ The process includes identifying specific research questions, searching for and accessing most applicable and relevant sources of evidence, and synthesizing the evidence. We were particularly interested in identifying any reviews of literature focused on the bystander interventions for engaging men around equity, diversity, and/or inclusion that had been completed between 2007 and 2021, as the literature we had already identified did not cover these areas.

A systematic search strategy was performed using a combination of keywords. The first set was: (Bystander or upstander, searching in the Title only) AND (also in Title only) (“review of literature” or “literature review” or meta-analysis or “systematic review” or “rapid review” or “scoping review” or “knowledge synthesis”) AND (“gender-based violence” or “gender based violence” or GBV or “family violence” or “domestic violence” or “domestic abuse” or “intimate partner violence” or IPV or “violence against women” or VAW or rape or “sexual assault” or “sexual violence” or “sexual abuse” or “sexual harassment” or “sexual misconduct” or “gender equality” or “gender equity” or “gender justice” or “gender parity” or “gender transformative” or “bullying” or “alcohol” or “harm reduction” or bias or prejudice or empathy or belonging or compassion or trust or addiction or justice or diversity or equity or inclusion or discrimination or racis* or “anti-racis*” or antiracis* or Indigenous or “first nations” or Inuit or metis). The search was conducted in the EBSCO academic database, which included all databases within EBSCO, including Academic Search Complete, Academic Search Elite, and CINAHL Plus with Full Text.

Inclusion criteria:

Time frame: 2007-2021

Publication language: English.

Availability: Full text option only.

Literature had to meet the following criteria:

- *Publication type:* Literature review, review of the literature, meta-analysis, systematic review, scoping review, rapid review, or knowledge synthesis.
- *Evidence of impact:* Provide synthesis of evidence on bystander interventions for violence prevention and advancing gender equality, diversity, inclusion, and/or justice with populations aged 18 and over.
- *Review analysis:* Include discussion of gaps in the literature relating to implementing bystander interventions and/or recommendations for implementing a bystander approach, with priority for non-school settings and engaging men.
- *Relevant literature:* Articles that *do not* meet the criteria but seem relevant/valuable will be included in discussion/recommendations or where appropriate.

Literature that did not cover bystander interventions that included at least 50% men, aged 18 and over, and/or was not focused on violence prevention and/or advancing gender equality, diversity, justice, and/or inclusion were excluded. Publications that only described a single bystander intervention (as opposed to a review of numerous interventions) were also excluded. Finally, if a review identified was already adequately covered (defined as key findings incorporated and cited

more than five times) in one of the original four literature reviews as noted above, that review was excluded.

As this review pulls primarily from literature reviews already completed on bystander interventions, basic information was extracted on each of the bystander interventions covered across all of the reviews. Additionally, information extracted from the reviews themselves included type of resource/research, definition of bystander given, focus area of review, review research questions and inclusion/exclusion criteria, geographic scope, timeframe covered, review method, number of interventions included in the review, details on any interventions in non-school settings, type of bystander interventions, evidence of impact including in relation to using a gender transformative approach, strategies to support bystander action, key gaps/limitations, and key recommendations.

3.0 Results

3.1 Source characteristics

Across all databases, a total of nearly 150 search results were identified. Following screening, removal of duplicates, and full text analysis, five literature reviews were added to the original five reviews already identified, for a total of 10 publications included in the final assessment, as shown in Figure 1 below. Additional publications that did not match other criteria but were relevant for this review were also identified in the literature search and referenced where appropriate.

Of the 10 literature reviews that are included in the final assessment, four were systematic reviews,^{39 40 41 42} one was a literature review,⁴³ one was a research review,⁴⁴ one was a scoping review,⁴⁵ one was a review of literature as part of an overall book on engaging men and boys for violence prevention,⁴⁶ one was a “state of the science” research brief,⁴⁷ and one was a commentary and call to action on sexual violence prevention that included a review of key bystander interventions.⁴⁸ All of the identified literature reviews on bystander interventions focused on violence prevention, with the majority examining sexual violence prevention bystander interventions among university students. Complementing the rapid evidence review we completed on using virtual reality to engage and mobilize men for violence prevention,⁴⁹ one of the publications included in this review was a scoping review of the use of virtual reality and augmented reality as a tool for studying bystander behaviors in violence prevention initiatives.⁵⁰ Across all of the literature reviews, approximately 30 bystander intervention programs that included men in their target population were reviewed. Figure 2, below, provides a summary of the interventions reviewed in the literature for which there was sufficient information to include. For example, if information was unavailable about the participant profile and/or the type of bystander intervention, the intervention was not included in the table below.

Despite some of the literature reviews including a global geographic scope in their search, the vast majority of bystander interventions reviewed originated and took place in the United States, with a few taking place elsewhere such as Australia, New Zealand, India, and South Africa. Bringing in the Bystander, which originated in the United States and is one the most well-researched of bystander interventions, was the only bystander intervention identified that has been implemented in Canada,

in addition to the U.K., Australia, New Zealand, and Sweden.

There were a few reviews identified during the academic database search and screen that are not included in the final assessment but are useful to comment on as further context for the state of the literature around bystander interventions. There was one review of literature⁵¹ on factors associated with bystanders intervening to prevent sexual assault on university campuses, but not on bystander interventions themselves; this may be useful for additional context but is not included in this review. Similarly, there was one literature review on cyberbullying, focused on “barriers or facilitators in the mobilisation of bystanders to intervene on behalf of the cyberbullying victim.”⁵² This also appears to be an important area of research that could use more investment and focus, as cyberbullying often targets marginalized populations and is largely male-perpetrated. Finally, there was only one literature review identified on bystander anti-racism, but again it focused on factors motivating/inhibiting individual anti-racism bystander action, not on bystander interventions on anti-racism.⁵³ Both the fact that this study was published 10 years ago (in 2011) and does not cover anti-racism bystander interventions suggests that there is urgent need to translate research and interventions using the bystander approach for gender-based violence to use for racial justice/anti-racism. Because of its unique contribution as the only publication identified addressing racism, this publication is discussed in this review where appropriate.

3.2 Figure 1: Summary of reviews included

Review author(s), year, and title	Type of review	Focus area of review	Timeframe covered	Total # of interventions included in review	Geographic scope of review
Berkowitz et al., 2020 ⁵⁴ "The Social Norms Approach as a Strategy to Prevent Violence Perpetrated by Men and Boys: A Review of the Literature"	Literature review	Violence prevention interventions grounded in the social norms approach	Does not specify	8	Global
Claussen, 2019 ⁵⁵ "Understanding the Bystander Approach: Research Review"	Research Review	Violence prevention	2000-2017	Does not specify	Global
Exner-Cortens & Wells, 2017 ⁵⁶ "State of the science brief: Programmatic approaches to sexual violence prevention and risk reduction in post-secondary settings."	State of the science research brief	Sexual violence prevention and risk reduction programmes in the post-secondary environment	Does not specify	7	Does not specify
Flood, 2019 ⁵⁷ "Engaging men and boys in violence prevention"	Review of literature in book	Engaging men and boys in violence prevention	Does not specify	Does not specify	Global
Evans et al., 2019 ⁵⁸ "Examining the efficacy of bystander sexual violence interventions for first- year college students: A systematic review"	Systematic review	Sexual violence prevention (among U.S. college students)	2010-2017	7	United States
Kettrey & Marx, 2019a ⁵⁹ "The Effects of Bystander Programs on the Prevention of Sexual Assault across the College Years: A Systematic Review and Meta-analysis"	Systematic review and meta-analysis	Sexual assault prevention (among U.S. college students)	Does not specify	15	United States
Kettrey & Marx, 2019b ⁶⁰ "Does the Gendered Approach of Bystander Programs Matter in the Prevention of Sexual Assault Among Adolescents and College Students? A Systematic Review and Meta-Analysis"	Systematic review and meta-analysis	Sexual assault prevention (among U.S. college students)	Does not specify	14	United States
Mujal et al., 2019 ⁶¹ "A Systematic Review of Bystander Interventions for the Prevention of Sexual Violence"	Systematic review	Sexual violence prevention	2007-2017	44	North America
Orchowski et al., 2020 ⁶² "Integrating Sexual Assault Resistance, Bystander, and Men's Social Norms Strategies to Prevent Sexual Violence on College Campuses: A Call to Action"	Commentary, research review, and call to action	Sexual violence prevention (among U.S. college students)	N/A	N/A	United States
Xue et al., 2021 ⁶³ "Virtual Reality or Augmented Reality as a Tool for Studying Bystander Behaviors in Interpersonal Violence: Scoping Review"	Scoping review	Uses of virtual reality related to interpersonal violence prevention efforts	Does not specify	11 (but only 2 used VR in bystander interventions; all others used VR in observational research)	Global

3.3 Figure 2: Summary of interventions reviewed in literature

(Organized by six most commonly cited/most evidence to support, followed by the rest in alphabetical order. Note that only interventions that sufficient available information are included here)

#	Name of intervention (& reviews included in)	Focus area	Participant profile	Type of bystander intervention	Setting and geographic location(s)	Outcomes measures
1	<i>Bringing in the Bystander</i> ^{64 65 66 67 68 69}	Violence prevention	Varies between studies; primarily university students	Workshop-based	Primarily university/college campuses but also in high schools and workplaces. Used in U.S., U.K., Canada, Australia, New Zealand, and Sweden	Bystander behaviour, efficacy, willingness, intent, rape myth acceptance, knowledge/awareness
2	<i>Know Your Power Bystander Social Marketing Campaign</i> ^{70 71 72} (can be used on its own or in combination with the Bringing in the Bystander intervention, all developed by Prevention Innovations Research Center, University of New Hampshire)	Violence prevention	All community members; primarily university students (also implemented with U.S. soldiers)	Social marketing campaign	University/college campuses (also implemented with U.S. military)	Increase bystander awareness, willingness to be involved, actual involvement in both men and women
3	<i>The Men's Program</i> ^{73 74 75 76 77 78}	Sexual violence prevention (engaging men)	Students (male)	Workshop-based	University/college campuses in U.S.	Bystander attitudes, efficacy and willingness, rape myth attitudes, intervention, sexual assault
4	<i>Mentors in Violence (MVP)</i> ^{79 80 81 82 83}	Sexual violence prevention (engaging men)	Men (Has been used with student athletes, student leaders, military members)	Workshop-based	Military and sports (university)	Bystander confidence, intent, perceptions of sexual violence on campus
5	<i>TakeCARE</i> ^{84 85 86 87 88 89}	Sexual violence prevention	Primarily students (high school and university)	Workshop-based (some web-based components)	Schools (high schools and universities) in U.S.	Bystander behaviour, efficacy, intervention
6	<i>Green Dot</i> ^{90 91 92}	Violence prevention	Students	Workshop-based	Schools (high schools and universities) in U.S.	Incidents of unwanted sexual victimization, sexual harassment, stalking, and psychological dating violence including victimization and perpetration
7	<i>The Men's Project</i> ^{93 94}	Sexual violence prevention (engaging men)	Students (male)	Workshop-based	University/college campuses in U.S.	Bystander efficacy, collective action willingness, rape myth violence, ambivalent sexism, hostile sexism
8	<i>Coaching Boys into Men</i> ^{95 96 97 98 99 100}	Relationship abuse, harassment, and sexual assault prevention	Athletic coaches and young men/boys	Trainings, social marketing campaign	Schools, male sports teams in U.S., India, South Africa	Rates of sexual assault and IPV perpetration; bystander intervention, attitudes and behaviours

9	<i>RealConsent</i> ^{101 102 103 104 105}	Sexual violence prevention	Students (male)	Interactive online training	University/college campuses in U.S.	Bystander efficacy, intentions, intervention, sexual assault
10	A Grassroots Guide to Fostering Healthy Norms to Reduce Violence in our Communities: Social Norms Toolkit ¹⁰⁶ (developed by Alan Berkowitz)	Violence prevention	Local prevention programs and coordinators to implement in communities	Small group, social marketing campaign	Communities in the U.S.	N/A
11	<i>Are You That Someone?</i> ¹⁰⁷ (developed by Ministry of Social Development, New Zealand)	Sexual violence prevention	Students	Social marketing campaign	University students in New Zealand	N/A
12	<i>Friends Helping Friends</i> ^{108 109}	Sexual violence prevention	Older adolescents	Education program	Communities, university/college campuses in the U.S.	Bystander efficacy, date rape attitudes, intentions
13	<i>Helping Sexual Violence Survivors</i> ¹¹⁰	Sexual violence prevention	Students	Workshop-based	University/college campuses in U.S.	rape myth attitude, egalitarian attitudes, date rape attitudes
14	<i>interACT</i> ¹¹¹	Sexual violence prevention	Students	Interactive theatrical performance	University/college campuses in U.S.	Bystander behaviour
15	<i>Make Your Move</i> ¹¹²	Sexual violence prevention	Men	Social marketing campaign	Public – general, in the U.S.	N/A
16	<i>OneAct</i> ¹¹³	Sexual violence prevention	Students	Workshop-based	University/college campuses in U.S.	Decrease acceptance of violence, rape myths, and rape-supportive language; Increase personal investment, confidence, and willingness to act; Increase self-reported acts of prosocial bystander behavior
17	<i>Respect and Responsibility</i> ¹¹⁴	Violence prevention	Men in football and broader community	Multi-model, working at a program, policy, and practice level.	Australian Football League (AFL)	N/A
18	<i>SCREAM</i> ^{115 116} (Students Challenging Realities and Educating Myths)	Sexual violence prevention	Students	Interactive theatrical performance	University/college campuses in U.S.	Bystander behaviour/attitudes, efficacy
19	<i>Sexual Assault Bystander Awareness</i> ^{117 118}	Sexual violence prevention	Students	Workshop-based	University/college campuses in U.S.	Bystander behaviour, efficacy
20	Social Norms Sexual Violence Prevention Marketing Campaign ¹¹⁹	Sexual violence prevention	Students	Social marketing campaign	University/college campuses in U.S.	(over 5 years) Discrepancies between actual and perceived norms decreased, increase in prosocial bystander attitudes and behaviours
21	<i>SWAT</i> ¹²⁰	Sexual violence prevention	Students (male)	Workshop-based	University/college campuses in U.S.	Bystander behaviour, efficacy, male rape myth acceptance
22	<i>The Red Flag Campaign</i> ^{121 122}	Dating/domestic violence prevention	Students	Social marketing + workshop	University/college campuses in U.S.	Bystander behaviour, intentions, self-efficacy, descriptive and injunctive norms, attitudes, intervention exposure, prior dating violence, received dating violence or sexual assault education

23	Unspecified by Moynihan et al. (2015) ¹²³	Sexual violence and relationship violence prevention	Students	Social marketing	University/college campuses in U.S.	Bystander behaviour, proactive behaviour
24	Unspecified by Palms Reed et al. (2015) ¹²⁴	Sexual violence and dating violence prevention	Students	Workshop-based	University/college campuses in U.S.	Rape myth acceptance, bystander efficacy and behaviours
25	Unspecified by Peterson et al. (2016) ¹²⁵	Dating violence prevention	Students	Workshop-based	University/college campuses in U.S.	Rape myth acceptance, gender violence, intent to help, bystander behaviour, efficacy
26	<i>Where do you stand?</i> ^{126 127}	Sexual violence prevention	Men	Social marketing campaign	Communities in Connecticut, U.S.	Bystander intentions

4.0 Findings: Key recommendations and gaps for implementing a bystander approach

1. *Based on available reviews of literature on bystander interventions for violence prevention and advancing gender equality, diversity, inclusion, and/or justice, what are key recommendations and gaps for implementing a bystander approach to engage and mobilize men, particularly in non-school settings?*

4.1 Summary of evidence of effectiveness of bystander interventions

In her research review of bystander interventions, Claussen notes that,

Meta-evaluations of these programs have found a moderate effect on bystander efficacy and intentions to help. Effects appear to be smaller for self-reported bystander behaviors, rape supportive attitudes and reported likelihood of committing a rape. Overall, the evidence from available bystander-based programs suggests that this approach has an effect on attitudes and intentions, as well as the potential to impact behavior.¹²⁸

Mujal and colleagues, in their systematic review of bystander interventions for sexual violence prevention, found that *Bringing in the Bystander*, *TakeCARE*, and *The Men's Program* were the most well-researched. They note that "overall, the studies assessing *Bringing in the Bystander* found improvements in bystander behavior, attitudes, efficacy, intent, willingness to help, rape myth acceptance, engagement in sexually coercive behaviors, egalitarian attitudes, among other improvements."¹²⁹ In another systematic review on bystander sexual violence interventions for university students, the authors note that "all included studies were significant in increasing at least one aspect of bystander behavior" and that "studies which employed in-person and modified versions of *Bringing in the Bystander* program reported significant findings."¹³⁰ Multiple studies evaluating *TakeCARE* found overall significant improvements in bystander behaviour and efficacy, while evaluations of *The Men's Program* showed "significant improvements in pro-bystander attitudes, efficacy, willingness to help, rape myth acceptance, and rape attitudes and beliefs."¹³¹ Overall, Mujal and colleagues conclude that there is "increasing empirical support for the effectiveness of at least two programs: *Bringing in the Bystander* and *The Men's Program*."¹³² Exner-Cortens and Wells, whose research review focused on programmatic approaches to sexual violence prevention and risk reduction in post-secondary settings, concluded that the seven programs they reviewed (*Bringing in the Bystander*, *Green Dot*, *The Men's Program*, *The Men's Project*, *Mentors in Violence Prevention*, *RealConsent*, and *TakeCARE*) had positive impacts on attitudes and intentions, with *Bringing in the Bystander*, *RealConsent*, *TakeCARE* also showing a positive change in behaviour over time.¹³³ Kettrey and Marx, in their systematic review and meta-analysis of sexual assault prevention bystander programs, note that "results of this meta-analysis indicate bystander programs have a desirable effect on bystander efficacy, intentions, and intervention."¹³⁴ Kettrey and Marx were also interested in how bystander program effects compare between the early and late college years, and conclude that "the moderator analyses reported here indicate program effects on bystander intentions are stronger in the early college years than in the later college years," but note

that “effects on bystander efficacy and intervention are similar between these contexts.”¹³⁵

There was not ubiquitous agreement on the effectiveness of bystander interventions, however. Flood, for example, writes that “while bystander intervention is an increasingly popular approach, in fact the evidence for its effectiveness is limited.”¹³⁶ Critically, numerous reviews noted that while bystander interventions can be effective in increasing bystander action, *they have not been found to be effective at preventing sexual assault or violence*. Kettrey and Marx, for example, cite another meta-analysis¹³⁷ that demonstrated that “bystander programs can be effective in promoting bystander intervention, but are not effective in decreasing perpetration of sexual assault among college students.”¹³⁸ Based on their own analysis of five studies that measured sexual assault perpetration, Kettrey and Marx conclude that they “found no support for the effectiveness of these programs in preventing sexual assault.”¹³⁹ In Orchowski and colleagues’ commentary and call to action on integrating sexual assault resistance, bystander, and men’s social norms strategies to prevent sexual violence on university campuses, they state that, “to date, no rigorous evaluation of bystander-focused prevention initiatives has documented reductions in sexual violence among college students, although they have found increases in positive bystander action.”¹⁴⁰ Exner-Cortens and Wells note that some programs showed a reduction in experiences of sexual violence by women, which may offer some hope that bystander programs can contribute to sexual violence prevention.¹⁴¹ These findings make a strong and compelling case for the need to combine bystander interventions with other approaches to achieve behaviour, social norms, and systems-level change that, together, can increase positive bystander behaviour as well as prevent violence from occurring.

In the following section, we provide a summary of the current state of evidence for key building blocks and ingredients required for bystander interventions, as well as recommendations and considerations in designing and developing an evaluation plan for bystander interventions.

4.2 Recommendations for implementing a bystander approach to engage and mobilize men

4.2.1 Key components of bystander interventions

Claussen’s research review on bystander approaches provides a useful summary of the key components needed for a bystander intervention. Based on her findings, she writes that “bystander approaches need to:

- Build individuals’ *knowledge* so that they can recognize an event occurring (Holding attitudes that minimize gender-based violence may impede them from recognizing what is happening).
- Build individuals’ *commitment* to intervene.
- Build individuals’ *capacity* to intervene (i.e., I know what I would do in x/y/z situation); and
- Build individuals’ *confidence* to intervene (i.e., I know that a positive outcome will result from my intervention and I have the support of my peers).¹⁴²

These are based on the five steps outlined in the situational model of bystander behaviour by Latan and Darley,¹⁴³ with Berkowitz and colleagues noting in their review that this situational model “has had a substantial influence on the development of research and prevention programming addressing bystander intervention against violence.”¹⁴⁴ The five steps are as follows:

- Notice the event.
- Recognize it as a problem.
- Acknowledge and understand personal responsibility to assist.
- Know what to do; and
- Take action.¹⁴⁵

With regards to the small group sessions that are typically used in bystander interventions, Claussen summarizes that these sessions typically include:

- Education on the issue of sexual violence.
- Building participants’ capacities for empathy; and
- Building participants’ skills to safely intervene in a wide range of potential situations (e.g., when someone makes a sexist joke, when they see someone carrying an obviously intoxicated person upstairs, etc.).¹⁴⁶

Additionally, Claussen explains that programs promoting active bystander behaviours would ideally seek to change:

- An individual’s attitudes and beliefs that support violence against women.
- Perceptions of the broader social norms condoning violence against women.
- Perceptions around an individuals’ capacity to act in preventing violence against women; and
- An individual’s intentions to behave or act in various ways in response to violence against women, and/or others’ expressions of violence-supportive attitudes and behaviours.¹⁴⁷

4.2.2 Designing bystander interventions

The following section summarizes and synthesizes the available evidence around best practices for designing bystander interventions. It is important to note that there are some areas included in this section that can also be considered gaps in the current literature, such as the need to target more diverse populations and include longer term follow ups in bystander interventions. These are included in this section to make clear the need to consider these matters as part of designing bystander interventions.

Research design

As noted by Mujal and colleagues, there has been a “substantial rise in effectiveness studies employing RCT and quasi-experimental designs”¹⁴⁸ for bystander interventions. In order to continue to contribute to the evidence base on why, how, and in what ways bystander interventions are

effective, and particularly for efforts translating what is already known about bystander interventions to focus areas, settings, and audiences beyond violence prevention with students on university campuses, randomized controlled trials and quasi-experimental designs provide the golden standard that can allow for maximum learning and evidence-gathering and should be used where possible. However, limited funding and capacity can create barriers for smaller organizations to be able to implement RCTs at scale. In this case, it is best to use an evidence-based bystander approach that includes a strong theoretical framework and clear evaluation design.

Strong theoretical framework

Numerous reviews emphasize the importance of bystander interventions having a strong theoretical framework. Flood, for example, writes of the need for bystander interventions to “be based on sound theoretical frameworks and program logics.”¹⁴⁹ Mujal and colleagues acknowledged the positive trends in this regard, noting that it was encouraging that the majority of studies in their review considered theory in the development of the intervention, and that this should keep happening.¹⁵⁰ Their review summarized the use and variety of theoretical frameworks in the following way:

Of the 44 studies, over half (56.8%) espoused a theoretical framework. Frameworks included but were not limited to the 5 Step Bystander Model Theory, Latane and Darley’s Situational Model, Belief System Theory, Elaboration Likelihood Model, Gilligan’s Theory of Moral Development, Transtheoretical Model for Change, Social and Group Norms, the Health Belief Model, and several Gender theories.¹⁵¹

Importantly, apart from the gender theories which Mujal and colleagues do not provide details on, a brief review of the theoretical frameworks that were available online from the list above found that none mentioned gender, gender differences, gender equality, or gender equity.^{152 153 154} This suggests that, while some bystander interventions may aim to address gender inequality as part of their approach to preventing violence, more is needed to emphasize the inextricable link between violence against women and gender inequality, and more explicitly address gender inequality and gender inequitable attitudes as part of implementing bystander approaches. This could include, for example, incorporating measures for gender inequitable attitudes on bystander behaviour and efficacy scales.

Gender transformative or gender neutral approach

There is some debate in the literature as to whether a gender transformative approach to bystander interventions is always the best route to take, and it appears that more understanding is needed around when and where gender transformative approaches are beneficial for bystander interventions. For example, Claussen posits that post-secondary campuses may be good settings for a gender neutral approach to violence prevention bystander interventions as such an approach would likely “elicit less resistance and more openness to engage with the information conveyed because they enlist ALL students as possible helpers in addressing sexual violence.”¹⁵⁵ Similarly, other bystander interventions to prevent violence that aim to frame the role of bystander as anyone

may also benefit from a non-gendered approach and messaging. Evidence suggests, however, that bystander interventions that specifically seeks to target men, for example male sports teams or a community-based intervention comprised of men who have come together with a shared goal of addressing violence against women, are most effective with a gender transformative approach.

Flood contends that a gender transformative approach to bystander approaches in violence prevention is key, and that “it is troubling to note the turn in bystander programs towards gender neutrality.”¹⁵⁶ Flood argues that “gender-neutral approaches to bystander intervention will miss the gendered norms which constrain men’s and women’s interventions in distinct ways and the wider gendered dynamics of the violence and sexism they purport to address.”¹⁵⁷ He cites widely known and respected gendered violence prevention activist and practitioner Jackson Katz and colleagues in their concern about a shift in the field towards “degendered discussions of bystander intervention, including the deemphasising of gender in violence perpetration”¹⁵⁸ and further contends that “we must resist shifts towards the degendered approaches to violence prevention already visible in some areas of this work.”¹⁵⁹

However, one of the reviews¹⁶⁰ specifically examined whether a “gendered approach” to sexual violence bystander interventions made a difference to the program effects which may be helpful in this consideration, although it is important to note that the research did not explicitly differentiate between a “gendered approach” and employing a gender transformative approach. The authors define parameters for a gendered approach as the gendered or gender-neutral framing of sexual assault as perpetrated primarily by males towards females, as well as the gendered implementation method (e.g., single-sex or mixed-sex). Their analysis suggested that there was no moderating effect of a gendered approach on bystander interventions, although the authors note that, “at best we can simply conclude that there is currently no evidence of any differential effectiveness of gendered versus gender-neutral bystander programs.”¹⁶¹

For educational program-based bystander interventions

As noted earlier, most bystander interventions reviewed in the literature are in-person, workshop-based interventions. Mujal and colleagues’ systematic review confirms that a trauma-informed and evidence-based approach to these interventions is key.¹⁶² This includes both components on direct bystander intervention strategies as well as strategies for indirect behaviours that can support victims and survivors of violence (e.g., supporting a friend, validating their feelings).^{163 164}

Additionally, the research suggests that peer-facilitated programs are effective, with peers leading workshops or performing the interactive theatre used in such interventions.^{165 166} Peer-facilitated bystander interventions are particularly potent for men because research shows that the most significant barriers to men taking action as bystanders is the concern of the social costs it will incur with other men and, relatedly, the (often incorrect) perception that other men are not as averse to or uncomfortable by violence perpetrated against women. This is also in line with the literature on key influencers¹⁶⁷ and the power that messengers have in influencing receptivity to a message.¹⁶⁸

Building on Claussen’s summary of key components workshop-based interventions typically include as noted above (education about the issue, building participants’ empathy, bystander skill-building

and perceived self-efficacy), workshop-based bystander interventions are most effective when they include actionable, interactive, and concrete skill-building education that goes far beyond imparting knowledge about the target issue and the need to take action as bystanders. Despite this, it is noteworthy that Mujal and colleagues' systematic review of sexual violence prevention bystander interventions found that presentation "was by far the most used teaching method (68%)"¹⁶⁹ followed by discussion (54%). Many did use teaching methods that are well-supported in teaching literature, however, with the authors describing that

vignette/scenario (e.g., encourages hypothetical thinking, guided imagery using imagination, rate various scenarios containing consensual and nonconsensual sexual activities), active learning exercises (e.g., role-play), skills training (e.g., training participants on the five steps of intervening, motivational tactics on how to intervene proactively, learn about bystander roles, and discuss healthy ways to obtain consent), and media (e.g., web-based program, viewing of a video that supplements program material) were all used in 36% of the interventions.¹⁷⁰

Mujal and colleagues go on to describe some of the teaching methods used in the most promising of bystander interventions on violence prevention, *Bringing in the Bystander* and *The Men's Program*:

Bringing in the Bystander and *The Men's Program*, which have the most consistent reliable and valid positive outcomes, share some teaching methods that may be ideal for translation to other types of bystander interventions. Program designers interested in incorporating bystander models might consider building self-efficacy through role-playing exercises and using presentation, discussion, and active learning exercises—methods which are strongly supported in teaching literature."¹⁷¹

It is worth emphasizing that, in line with research on masculinities and findings from other rapid evidence reviews on the nudge approach¹⁷² and virtual reality respectively,¹⁷³ building empathy is a key strategy for engaging and mobilizing men for violence prevention, with empathy building being a focus for both *Bringing in the Bystander* and *The Men's Program*.¹⁷⁴

For social marketing bystander interventions

Evidence suggests that social marketing bystander interventions are most effective when they overlap a social norms approach with promoting and encouraging positive bystander behaviour. For sexual violence prevention bystander interventions, for example, a marketing campaign would combine challenging rape myths with providing examples of how and when a bystander could intervene.¹⁷⁵ The *Know Your Power* Social Marketing Campaign, for example, which complements the *Bringing in the Bystander* in-person prevention program, targets community norms by "educating members of college communities about the realities of sexual assault and equipping them with tools to identify and prevent rape."¹⁷⁶ Shift's most recent social norms rapid evidence review,¹⁷⁷ particularly the details on the 5-year social norms sexual violence prevention marketing campaign targeting male students at a U.S. university, provides more information about social marketing bystander interventions.

Why social norms and bystander approaches are valuable to combine

Social norms, whether perceived or real, are a highly influential factor in whether one takes action as a bystander, and it is worth emphasizing here the value in combining a bystander intervention with a social norms-focused approach. This is particularly true for interventions targeting men, as “barriers that stop many men from being bystanders in preventing sexual violence and harassment is a concern that their action will have social costs, particularly in relation to masculinity and their status in the peer group.”¹⁷⁸ Similarly, as Berkowitz and colleagues note in their literature review of social norms and bystander approaches, “men’s perception of their male peers’ willingness to intervene in high-risk situations emerged as the only significant predictor of their own willingness to intervene”¹⁷⁹ and that “the misperceptions that few other men care about preventing violence may be one of the most important influences that inhibit men who are bystanders to violence from intervening against it.”¹⁸⁰

As such, evidence suggests that bystander approaches that integrate building bystander capacity (such as through providing examples of bystander intervention strategies, as is the case with social marketing campaigns, or providing skill-based training, as is the case with workshop-based bystander interventions) with a social norms-focused approach that challenges harmful social norms (such as those relating to masculinity) and corrects misperceived norms (such as rape myths) can result in more effective interventions that more significantly increase positive bystander behaviour and prevent violence. Pairing skill-based bystander training, as opposed to just examples of bystander intervention strategies, with a social norms-focused approach is likely even more effective. For example, the authors of the 5-year year social norms sexual violence prevention marketing campaign publication discussed in Shift’s social norms rapid review¹⁸¹ noted that a skill-building bystander component was not implemented as part of their social marketing campaign, despite aiming to increase positive bystander action, and they conclude that “skills-based training designed to reduce sexually aggressive behavior and increase bystander intervention may represent the essential complement to a campus-based social norms marketing campaign to prevent sexual violence.”¹⁸²

Bystander interventions are strongest when part of multi-level, comprehensive efforts

Bystander interventions have been shown to be effective in increasing positive bystander action, but particularly given their limited impact on decreasing the perpetration of sexual violence, bystander interventions should be considered only one component of “multi-level, comprehensive efforts”¹⁸³ that include other forms of engagement and education¹⁸⁴ in order to prevent male-perpetrated violence. As noted above, combining bystander and social norms-focused approaches, such as a skill-based bystander intervention with a social marketing campaign, show promise in increasing positive bystander action for violence prevention, as well as improving attitudes and beliefs, particularly when implemented over the multiple years. In his book, Michael Flood also suggests the importance of moving from making men the *targets of education*, to instead being *agents of prevention* in which, Flood argues, “men themselves take collective action.”¹⁸⁵

Orchowski and colleagues' publication, included in this review, provides a review of evidence on sexual violence prevention efforts on university campuses and a call to action to integrate bystander programs with men's programs and sexual assault resistance programs to "better actualize prevention."¹⁸⁶ Similarly, Exner-Cortens and Wells' state of the science brief, which is also focused on sexual violence prevention on university campuses, note that

there are two approaches that emerged from the science that could be part of a comprehensive strategy on post-secondary campuses. As a form of prevention, the use of evidence-based bystander/social norms approaches is promising for changing attitudes, intentions and behaviors. As a form of risk reduction, the use of evidence-based rape resistance approaches may be particularly effective for women who have previously experienced sexual violence. Both approaches show promise, but also require continued evaluation.¹⁸⁷

Echoing Exner-Cortens and Wells,¹⁸⁸ Orchowski and colleagues emphasize that rather than focusing on pitting interventions against one another for the purposes of competing and comparing to see what is most effective, what is needed is an "honest and critical discussion of how to best coordinate programming efforts to address the endemic problem of sexual violence on college campuses."¹⁸⁹ Men's programs, defined by the authors as sexual violence prevention programs for men,

focus on engaging boys and men as allies in sexual violence prevention and may also critique the ways in which men are socialized, teach social and communication skills, or correct misperceptions of social norms...Specifically, skills-based programs ask men to take responsibility for their interactions with others and learn skills such as communication strategies, anger management, and negotiating consent in romantic relationships.¹⁹⁰

The authors note that most of the men's programs they are referring to, such as *Mentors in Violence Prevention*, include bystander training components as well as integrate social norms theory. Providing a strong and rousing argument for the importance of empowerment-based resistance education programs for women, the authors argue that "women's sexual assault resistance training is a key component of primary prevention and criticisms of this form of programming are based in misconceptions of what it involves or promotes, rather than in research findings."¹⁹¹ Exner-Cortens and Wells also note the value of prevention and risk reduction programming in order to address the unacceptable rates of sexual violence in post-secondary settings.¹⁹² Implemented alongside bystander interventions, Orchowski and colleagues posit, "these programs target complementary audiences: men's programs target potential perpetrators, women's programs target potential victims, and bystander intervention programs add a role for the community as a whole,"¹⁹³ although the authors do make a point of noting that "the simplistic equation of men with perpetration and women with victimization does not always hold—and indeed, is part of the cultural problem of sexual assault."¹⁹⁴ They conclude by proposing that the way forward for prevention sexual assault on university campuses is to take "an integrated, evidence-based approach to preventing sexual assault on college campuses which includes implementation of programs for men and women, as well as all students as potential bystanders."¹⁹⁵

While Orchowski and colleagues' publication¹⁹⁶ is focused on the use of bystander approaches for sexual violence prevention on university campuses, their call to action speaks to the broader need for bystander interventions to target individual attitudes and behaviours alongside the social norms and structures that influence those attitudes and behaviours. As Claussen writes,

Approaches based on the bystander model suggest that effective prevention efforts must not only focus on targeting and changing individual attitudes and beliefs, but the social structures and norms that allow sexual violence to be socially permissible. Using bystander approaches to engage a broader audience in a conversation about sexual violence and its prevention, may promote greater “readiness for change” or receptivity to prevention messages that can be harnessed by further education and programs.¹⁹⁷

The role of organizational culture and norms, and the systems to support bystanders to take action beyond skills-based in-person training and social marketing campaigns will be discussed in a later section on findings from question #2.

Bystander interventions should target diverse populations

The systematic review of sexual violence prevention bystander interventions found that almost half (45%) of the studies included in their review sampled primarily white populations, with only a few studies prioritizing assessment of minority populations.¹⁹⁸ Speaking to this finding, Mujal and colleagues write that “it is important to increase both sample diverse studies, to improve generalizability to the total American population, as well as to increase single-group minority studies, to better determine whether cultural differences alter bystander program effectiveness.”¹⁹⁹ Another review argues that “diversity within these programs is highly needed because anyone can experience sexual violence,”²⁰⁰ which is also noted in Exner-Cortens and Wells' review of sexual violence prevention programming in post-secondary settings.²⁰¹ One of the other reviews notes that bystander interventions that take a gendered approach seem to “overlook LGBTQ + youth through their emphasis on male perpetrated assault against females,”²⁰² which future bystander interventions should take into consideration. While this is a key gap in the evidence for bystander interventions, it is also included here to make clear the need to target diverse populations as part of developing research designs, including formative research and pilot testing to understand the intersectional needs and realities of such populations, and what adaptations to known strategies are needed to engage, be more inclusive of, and ensure bystander interventions are relevant to diverse populations.

It is also important to emphasize that engaging diverse populations in bystander interventions would look different for interventions focused on advancing diversity, justice, and inclusion, such as anti-racism bystander interventions, as opposed to sexual violence prevention bystander interventions. Anti-racism bystander interventions, for example, should seek to engage and mobilize white populations of all genders as the primary target for bearing the responsibility to take anti-racist bystander action. There is more information on recommendations for developing anti-racism bystander interventions provided at the end of the section below on gaps in the literature.

Measuring change

The bystander interventions reviewed by the publications included in this review did not measure impacts beyond three to 12 months post-intervention, and there was a repeated call across publications for both longer term follow up/refreshers engagement with target population after the initiation intervention, as well as the need to measure longer term behaviour change post-intervention.^{203 204 205 206} Similar to the recommendation about diversity, this is certainly a gap in evidence for bystander interventions, but is included here to make clear the need to consider longer term follow up and impact measurement in research design.

In speaking to the need for further research on achieving longer lasting impacts from sexual violence bystander interventions for first-year university students, Evans and colleagues note that “bystander interventions that were utilized showed a significant overall effect; however, they did not seem to make a substantial or lasting impact on bystander behavior, efficacy, and willingness to intervene.”²⁰⁷ Orchowski and colleagues specifically make note of the necessity of funding mechanisms to support longer term follow ups, stating that

There is a need for longer term follow-ups within the context of research. Limited budgets provided from funding agencies preclude the length of follow-up that may be necessary for documenting longer term program effects. Opportunities to renew funding for program evaluation grants to show longer term outcomes should be sought.²⁰⁸

Using uniform measurements for ease of comparison

Two literature reviews noted the value of bystander interventions using uniform measurements to measure impact, so that outcomes and changes in attitudes and behaviours could be more readily compared across bystander interventions.^{209 210} The systematic review of sexual violence prevention bystander interventions provided the following summary of common measurement tools that could be used in bystander interventions beyond sexual violence prevention: “the most common measurement tools are likely translatable to other forms of violence with minor modification and pilot testing, including the Bystander Efficacy Scale, the Bystander Behavior Scale, and Banyard’s Pros and Cons of Helping Scales (and Decisional Balance Scale).”²¹¹ None of these measurement tools include any measures on gender equality or equity. Further details on these measurement tools are provided in Appendix A at the end of this document.

Virtual reality as a tool to complement self-reported measurements

The primary means through which bystander interventions are measured has been through self-reported measurements, which are subject to biases and limitations. One of the publications included in this review, a scoping review of using virtual reality and augmented reality as a tool for studying bystander behaviours relating to violence prevention concludes that virtual reality can be useful as both as a tool for observational measurements that can strengthen the validity of self-reported measurements as well as for experiential learning within bystander interventions. With regards to using virtual reality to observe behaviour, the authors state that “current evidence shows

that immersive VR [virtual reality] offers an under-control environment created by computers (e.g., perpetrators are made smaller in size and weaker) and, at the same time, ensures that people respond realistically.”²¹²

While the research thus far shows promise, more research is needed to understand the use of virtual reality as a tool in bystander interventions, as only two of the 11 studies reviewed by Xue at al.²¹³ used virtual reality in bystander interventions, with the rest using virtual reality only as a tool for observational measurement. The authors were unable to locate any studies on using augmented reality, which they define as a blend of a simulated virtual scenario and a real-world physical setting such that “people can perceive and interact with virtual and physical objects.”²¹⁴ The researchers note the value of immersive virtual reality simulations, and acknowledge while participants did interact with the avatars in the studies they reviewed, “the VR-enhanced prevention tool allows participants to experience different perspectives in the simulation, such as being bystanders, being victims, and being adults to intervene.”²¹⁵

Building empathy, another evidence-based element of successful bystander interventions as discussed earlier, is also a promising area for using virtual reality. The authors cite a study on bullying behaviours that finds that virtual reality can be a useful tool for building empathy for victims and survivors of bullying, thus decreasing bullying perpetration and increased wiliness to intervene as bystanders. The value of virtual reality as a tool to build empathy, a key element of engaging and mobilizing men for violence prevention and advancing gender equality, diversity, inclusion, and justice is also discussed in Shift’s rapid evidence review on virtual reality.²¹⁶

One of the particularly insightful findings from this scoping review was the potential value of using virtual reality to understand the impact of having a previously negative experiences as a bystander for violence prevention. The authors describe a study that used a simulated virtual reality environment to provide an opportunity for first-year undergraduate students to intervene in sexual and relationship violence, with a portion of the students also receiving a 20-minute bystander training prior to the study. The results were not only able to show “that negative consequences of previous bystander behaviors (being physically hurt/getting into trouble resulting from helping someone at risk of sexual assault) predicted lower bystander efficacy and effectiveness” but also that “bystander training decreased the negative consequences of the participants.”²¹⁷ Importantly, this speaks to a gap in the research that will be more fully covered in the section below regarding a potential blind spot of primary prevention programs, including bystander interventions, that assume the majority of men are “violence virgins,” or have not “perpetrated, been victims of, or witnessed gendered violence.”²¹⁸ While it is important to recognize that many men are not perpetrators of violence, the research also suggests that many have witnessed or in some way been implicated in gendered violence, and thus when designing bystander interventions it is essential to consider the potential adverse impact these experiences have on an individual’s likelihood of taking action as a bystander. The authors conclude that virtual reality is an “ecologically valid environment in which researchers can overcome ethical issues in violence studies and prevent potential real physical danger to participants.”²¹⁹

4.3 Key gaps in bystander research where further research is needed

As noted earlier, numerous reviews noted that while violence prevention bystander interventions can be effective in increasing bystander action, *they have not been found to be effective at preventing sexual assault or violence*. This is a key gap in stand-alone violence prevention bystander interventions, and this review makes the case that bystander approaches should be integrated alongside other approaches to engage and mobilize men in order to prevent violence.

Furthermore, despite the growing body of evidence fleshing out the nuances of when, where, and how bystander interventions can be effective, there are still key areas in which further research is needed to better understand bystander interventions and “what works, for whom, and in what conditions”²²⁰ as well as how they can be translated into other contexts and areas of focus. The following section outlines these key gaps in the current bystander intervention literature.

4.3.1 Bystander interventions and areas for further study

To understand the “active ingredients”²²¹ of bystander interventions, more research is needed to assess ideal intervention dosage and duration.²²² Longer term follow up is also needed to understand long lasting impacts of bystander interventions, as noted earlier. Particularly in light of Covid-19, there is also need to further study the role of technology in implementing skill-based bystander interventions, such as the use of remote, computer-based training, apps, and mobile technology; the implementation of bystander interventions as an online tool among social networks/peers (such as to combat online harassment and promote healthy relationships), as well as the use of technology to promote bystander social marketing campaigns²²³ And, as noted by Xue and colleagues,²²⁴ more research is needed to understand the use of virtual reality as an observational tool to measure attitude and behaviour change, as well as a capacity-building tool within bystander interventions themselves. Specifically, low cost and cost-effective options for using virtual reality need to be further researched and tested, taking into consideration the potential impacts of technology quality on outcomes, as well as understanding the active ingredients behind how virtual reality can be most effective to increase bystander action, build empathy, and prevent violence, including ideal level of interactiveness.²²⁵ More broadly, there is need for “funding opportunities that allow for research designs that incorporate implementation science and recognize the importance of identifying the active ingredients”²²⁶ of bystander interventions.

Another area that requires further study in violence prevention bystander intervention research is understanding individual differences in one’s receptivity to bystander education and engagement, and thus likelihood of intervening. This includes, as noted earlier, the need to explore the influence of past experiences and the likelihood of intervening, such as experiencing sexual violence, or knowing a survivor of sexual violence.²²⁷ This also relates to the need for understanding when in people’s lives bystander approaches are most impactful, for example in younger years and/or when someone is new to a community (e.g., first-year university) verses more integrated into an environment (e.g., second-year or later university students).²²⁸ Furthermore, more research is needed in understanding the role gender in one’s likelihood of intervening with attention paid to empathetic awareness. As Claussen notes in her review, “there has been some research on

bystander behavior showing that gender makes a difference in the amount and context of helping, with women tending to help more than men. Further research examining the effects of gender as an influencer of bystander behavior is needed, as there may be implications around different models of prevention education.”²²⁹

4.3.2 More is needed in non-school settings

One of the most glaring gaps in the bystander intervention research reviewed, particularly given the research focus for this rapid evidence review, is that the vast majority of bystander interventions were implemented in school settings, and primarily university campus settings in the U.S. This seems to be the primary setting (university campuses) and target population (university students) violence prevention bystander interventions have been used with, particularly with regards to those over the age of 18. Only two reviews mentioned bystander interventions implemented in non-schools settings, with only a quarter of the 44 violence prevention bystander interventions reviewed by Mujal and colleagues taking place outside of a college/university setting, including workplaces, communities, and military settings.²³⁰ And while the efficacy of bystander interventions with the general adult population is poorly understood and “translation to populations outside of college campuses remains rare,”²³¹ Mujal and colleagues also note that the available research does suggest translatability of bystander programs across audience and contexts and that “this consolidated knowledge, across a broad field of bystander intervention programs, allows for preliminary insight into what new bystander intervention programs can use to improve translatability to different venues, topics, and audiences.”²³²

Similarly, Claussen flags the need for more research on bystander interventions in workplaces. She explains,

Bystander approaches in the workplace have also been examined in the literature, although to a more limited extent than programs in schools and college campuses. Researchers suggest that one of the main reasons why these approaches have been under-utilized in the workplace is that harassers tend to actively hide their harassing behaviours and those experiencing the harassment rarely report grievances through formal organizational channels.²³³

Claussen notes that “the hidden and secretive nature of sexual harassment may be especially problematic in some workplace settings and contexts” and that “off-site interactions with clients or customers, for example, may be one case where harassers perceive less accountability and fear of repercussions.”²³⁴ She mentions an unsuccessful workplace harassment prevention bystander intervention implemented in the construction industry in Oregon to point to the need for such interventions to consider the influence (and means to address) cultural and organizational norms that deter reporting or intervening, and can even make repercussions of doing so dangerous. Claussen states that “researchers suggest using a ‘top down’ approach in the workplace context would be more effective, essentially having corporations and companies commit to and implement bystander approaches.”²³⁵

4.3.3 Canada largely absent from bystander research

Only one intervention, *Bringing in the Bystander*, was identified that has been implemented in Canada.²³⁶ While it is encouraging that Canadian institutions have implemented one of the most well-evidenced violence prevention bystander interventions, it also appears that this is limited to Canadian university campuses. Funding and research to support understanding of evidence-based bystander interventions to prevent violence and advance gender equality, diversity, justice, and inclusion across diverse audiences and contexts in Canada is urgently needed.

4.3.4 Using bystander engagement and education to advance gender equality

It is very concerning that there were no literature reviews identified that examined the use of bystander interventions to address gender inequality or advance gender equality. Furthermore, none of the publications on violence prevention included in this review mentioned gender equality, which suggests a rather concerning and ongoing siloing effect between work to address violence prevention, on the one hand, and advance gender equality, on the other. None of the common measurement tools used and recommended for bystander interventions, for example, appear to include measures for gender equitable attitudes or behaviours (see Appendix A for details).²³⁷ Not only is there urgent need to make more explicit the links between sexual and gendered violence and gender inequality, but bystander interventions that engage and mobilize men and address misogyny and other forms of interpersonal and systematic gender inequality—and the corresponding research to unpack key components of such interventions—are in dire need.

4.4 Anti-racism and bystander interventions to advance diversity, justice, and inclusion

Unfortunately, no literature reviews available on bystander interventions to address racism and/or advance equity, diversity, and inclusion. There was, however, a literature review identified on bystander anti-racism, which focused on “the origins, underlying theories, and empirical research relating to bystander anti-racism,” which they define as “action taken by “ordinary” people in response to incidents of interpersonal or systemic racism.”²³⁸ Although the literature review does not disaggregate findings or discussion of bystander anti-racism by gender, it is useful to refer to as there was no other literature identified through our literature search that discussed the potential of bystander action to address racism. This section provides a summary of key recommendations and gaps in the literature review relating to using a bystander approach for anti-racism.

4.4.1 Recommendations for anti-racism bystander interventions

The authors note that, key to effective bystander action is to communicate “a message of disapproval or discomfort without damaging interpersonal relations,” recognizing that this may look different depending on the particulars of any given situation.²³⁹ They go on to explain the following recommendations based on the literature they reviewed on what makes bystander anti-racism effective:

(1) Ask questions, rather than make statements. For example, “why do you say that?” As Fisher and Ury (1983) argued, “Statements generate resistance, whereas questions generate answers. . . Questions offer. . . no target to strike at, no position to attack” (cited p. 117); (2) target the offender’s egalitarian self-image where possible. For example, “I’m surprised to hear you say that, because I have always thought of you as someone who is very openminded”; (3) describe how a racist comment or joke makes you feel. For example, “It makes me uncomfortable to hear that”; and (4) take a respectful, rather than self-righteous, approach.”²⁴⁰

Nelson and colleagues emphasize the importance of bystanders having the skills needed to act, as well as an understanding of the “utility of confrontation.”²⁴¹ Although a key point in this review, the motivational possibilities behind recognizing the value in taking action as a bystander did not come up in the other publications included in this report. The authors of the review on anti-racism bystander behaviour state that research suggests that “developing skills to act is important, but equally important are perceptions that action will be beneficial.”²⁴² They note the need for skill-building training to include both observing and practicing bystander behaviour, as well as the value of “empathy and other affective responses” in motivating bystander anti-racism. Based on their analysis of the literature, they provide the following lists of enablers of and obstacles to bystander anti-racism action:

Enablers of bystander action:

- Knowledge of what constitutes racism
- Awareness of harm caused by racism
- Perception of responsibility to intervene
- Perceived ability to intervene—skills (optimism, self/collective efficacy)
- Desire to educate perpetrator
- Affective responses to racism: empathy, anger, disapproval, etc.
- Anti-racist social norms

Obstacles to bystander action:

- Exclusive group identity
- Fear of violence or vilification, being targeted by perpetrator
- Perception that action would be ineffective
- Lack of knowledge about how to intervene
- Gender role prescriptions for women
- Impression management, preserving interpersonal relations
- Desire to avoid conflict
- Freedom of speech/antipolitical correctness
- Social norms that are tolerant of racism²⁴³

4.4.2 Gaps in the literature around bystander approach for anti-racism and equity, diversity, justice, and inclusion

In relation to advancing equity, diversity, justice, and inclusion within violence prevention program that utilize a bystander approach, there is need to increase the diversity of target populations, as noted above. With regards to Nelson and colleagues' literature review on bystander anti-racism,²⁴⁴ their work illuminates several gaps where more research and funding are urgently needed. Most importantly, there is urgent need for more bystander interventions that focus on encouraging anti-racist bystander action and accompanying research that helps to unpack the active ingredients that make such interventions effective. Nelson and colleagues provide some promising components needed for such interventions, as described above. Additionally, there is need to understand how to integrate anti-racist bystander interventions into a holistic and comprehensive approach to advancing equity, diversity, justice, and inclusion in a variety of contexts.

5.0 Findings: Coordinating bystander programs with institutional support of bystander action

- 1. How have direct bystander intervention programs been coordinated with strategies to address organizational policy and culture (e.g., policies, protocols, procedures) in order to facilitate supportive organizational environments that increase the likelihood individuals take action as bystanders to prevent violence, harassment, and/or discrimination?*

Unfortunately, there is limited research and examples of efforts that coordinate strategies to address organizational policy and culture to facilitate supportive environments that increase the likelihood that individuals take action as bystander to prevent violence, harassment, or discrimination. Some of the publication included in this review noted the importance of addressing this piece and the dearth in research, while others seemed only concerned with programmatic bystander approaches that primarily target individuals and, to lesser extent, social norms. This is particularly unfortunate given that research from a variety of disciplines clearly shows that small-scale, individually focused approaches to violence prevention and advancing gender equality, diversity, and inclusion will remain limited in their ability to achieve large scale and long term prosocial change without building the supports and infrastructure at organizational, systems, and cultural levels. The following section breaks down key areas in which support for bystander action can be integrated with organizational, systems, and cultural efforts to prevent violence and advance gender equality, diversity, inclusion, and justice.

5.1 Mandate bystander trainings

As noted earlier, research suggests that “top-down” approaches that build accountability at all levels of organizations and institutions, including requiring that corporations and companies commit to and implement bystander approaches, may help to build institutional support for bystanders. For violence prevention bystander interventions on university campuses, for example, it is encouraging that these efforts are being catalyzed and sustained by the United States' Sexual Assault Violence Elimination Act (SaVE), signed by President Obama in 2013, which mandates universities

participating in Title IX federal financial programs to provide students with primary prevention and awareness programs, including providing incoming college students with primary sexual assault prevention programming that must include a bystander training component.^{245 246}

5.2 Embed support at organizational and institutional levels

However, while mandating bystander trainings may help scale up evidence-based bystander interventions and perhaps normalize the expectations around prosocial bystander behaviour, research also suggests that “top-down” approaches should also include embedding support for bystanders at the organizational and institutional levels, rather than assuming the burden is at the individual level alone.²⁴⁷ Importantly, research suggests that this is also welcomed and supported by broader constituencies, with communities wanting organizations to take a leading role in preventing violence, harassment, and discrimination.²⁴⁸ Claussen cites research conducted by VicHealth in Australia to note that “organizational policy and culture play a significant role as either a facilitator or barrier to an individual taking action as a bystander” and specifically that “individuals were more likely to take action if they felt their organization (or community) was supportive of them doing so.”²⁴⁹ Claussen further notes that there is a “lack of emphasis on company policies and practices that may interfere with, or impede, bystander efforts”²⁵⁰ and that these organizational and institutional-wide mechanisms to support bystanders to take action should be developed and/or revised as part of comprehensive bystander interventions. Claussen provides the following example to illustrate this point: “developing a 1-800 number for reporting of harassment without also developing protocols and procedures for handling those complaints may eventually result in workers under-using such a resource due to its lack of effectiveness.”²⁵¹

Claussen’s review provides examples of strategies for bystander approaches to address bullying and sexual harassment in workplace settings in an appendix, which helpfully includes a column on organizational policies and procedures to help create “an institutional environment and culture which can support individuals’ bystander behaviour.”²⁵² These are:

- Train all employees
- Specify and outline what constitutes sexual harassment/bullying in the organization
- Develop and implement multiple communication channels for bystanders and targets to report
- Preserve anonymity of those victims and bystander who report
- Investigate and respond to complaints in a timely way
- Implement appropriate penalties for sexual harassment/bullying
- Acknowledge that some organizational actors are more vulnerable to bullying/sexual harassment than others²⁵³

Additionally, and as noted earlier, there is need to understand more about how to address contexts where cultural norms make reporting or intervening particularly challenging and/or dangerous.²⁵⁴

5.3 Collaborate with key stakeholders and coordinate efforts

There is also a dire need to coordinate efforts, including the provision of funding that does not make programmatic interventions zero sum but instead supports multi-pronged interventions that target all key audiences across multiple levels. This can not only maximise positive impacts of such programming but provide a cost-effective alternative to piecemeal approaches that are too weak, alone, to effect larger scale and long term change. As Orchowski and colleagues write regarding violence prevention on university campuses, those who are responsible for funding decisions on university and college campuses “must provide resources for coordinated programming efforts grounded in research evidence. Financially investing in such efforts will likely provide safer campuses, highlight the institution’s commitment to ending violence, and save money in the long run.”²⁵⁵

Based on the findings from her research, Claussen writes that “key strategies for engaging the whole workplace include cooperation and support from other workplace stakeholders, such as unions, human resources, and employee assistance programs.”²⁵⁶ Claussen includes the example of a multi-level and comprehensive violence prevention bystander workplace initiative developed and implemented by the Australian Football League (AFL) called *Respect and Responsibility*.²⁵⁷ Working as both a program and a policy, the initiative sought to “reduce violence against women by creating safe, respectful and inclusive environments for women and girls across the Australian football industry, as well as the wider community.”²⁵⁸ It included:

- Developing anti-sexual harassment and anti-discrimination procedures across the AFL and its 16 member clubs;
- Developing organizational policies to ensure safe, inclusive, and non-threatening environments for women;
- Developing targeted education programs throughout the organization; and
- Addressing the role of bystanders in the prevention of violence against women.²⁵⁹

While the *Respect and Responsibility* program appears to offer a promising multi-level and comprehensive effort to increase positive bystander action and prevent violence against women, an evaluation of the program was not available, and a mixed methods retrospective study on the program found significant challenges and limitations with the program, including running up against “the role of collective team relations in limiting individual men’s participation in bystander intervention.”²⁶⁰ The authors of the study further note that “players’ pro-social interventions are stifled by age, hierarchies, perceived ambiguities regarding problematic behaviors and situations, concerns about the costs of intervention, and homosocial codes of silence.”²⁶¹ As such, there is urgent need for more research on interventions that seek to increase bystander action and prevent violence by targeting individuals, social norms, and institution-level policies and procedures.

6.0 Conclusion and future implications

Evidence on bystander interventions is limited primarily to violence prevention, and while evidence suggests efficacy in increasing positive bystander action, bystander interventions have not been

shown to be effective at preventing the perpetration of sexual violence. Still, there is much that can be learned to inform future bystander intervention design and implementation.

In addition to being well-design randomized controlled trials or quasi-experimental research designs where possible, bystander interventions should be grounded in strong theoretical frameworks and be trauma-informed and evidence based, from intervention design through implementation and evaluation. There remains some debate in the field as to the role of gender transformative approaches in bystander interventions, with some arguing that a gender transformative approach to bystander approaches in violence prevention is key, while others contend that there are some settings where a gender neutral approach may engage everyone more effectively as potential bystanders and in doing so create less resistance and more openness to the information conveyed. Research suggests that peer-led facilitation is effective for bystander interventions, with this approach being particularly potent for men, as one of the most significant barriers to men taking action as bystanders is the concern of the social costs it will incur with other men and, relatedly, the (often incorrect) perception that other men are not as averse to or uncomfortable by violence perpetrated against women.

Evidence provides details on key components for skills-based bystander training, such as building empathy and using engaging teaching tools beyond presentations. For social marketing bystander intervention, research shows that a social norms-focused approach that both correct misperceived social norms and promotes and encourages positive bystander behaviour is most effective, for example combining challenging rape myths with providing examples of how and when a bystander could intervene. Evaluations of bystander interventions should be well thought out and ideally include common bystander intervention measurement tools in order to allow for ease of comparison. At the same time, it is important to note that most of the measurement tools currently used for violence prevention bystander intervention do little to measure gender equitable attitudes and behaviours, and this should be remedied in order to reduce siloing between violence prevention and gender equality efforts.

To strengthen understanding of violence prevention bystander interventions, more research is needed, including on ideal dosage and duration, longer term follow ups, and on better understanding the use and possibilities of technology as both an administrating and engagement and learning tool, including the use of virtual reality. There is also a potential blind spot in primary prevention programs more generally but including bystander interventions, that assumes the majority of men are “violence virgins,” or have not experienced or know a survivor of violence, and thus more research is needed to understand the impact of these individual differences and the likelihood of taking bystander action. There is also an urgent need for bystander interventions to be adapted and translated beyond primarily white, undergraduate students on U.S. university campuses. Available research does suggest translatability of bystander programs across a variety of audience, topics, and contexts, but more is needed to understand the active ingredients of bystander interventions in these non-school settings. This includes targeting more diverse populations as part of violence prevention bystander interventions, as well as using bystander interventions across a wider range of adult populations and settings, such as in workplaces, online forums, sports, and neighbourhood communities. There is also a dearth of research available on the

use of bystander approaches in Canadian contexts, beyond the use of well-evidenced *Bringing in the Bystander* on Canadian university campuses, which is an encouraging start but should be further built upon.

There is currently a gap in the knowledge synthesis literature around bystander interventions to address misogyny and other gender inequitable attitudes and behaviour beyond violence prevention, as well as efforts to use bystander approaches to prevent racism and promote diversity, justice, and inclusion. More is urgently needed in these areas. Funding and research to support understanding of evidence-based bystander interventions specifically to prevent violence and advance gender equality, diversity, justice, and inclusion across diverse audiences and contexts in Canada is urgently needed, including efforts that make explicit the links between violence prevention and gender equality and diversity, justice, and inclusion.

Research shows that bystander approaches have limited efficacy as stand-alone interventions but should rather be one component of a multi-level, comprehensive effort to prevent violence. For violence prevention efforts on university campuses, this could include combining bystander interventions with interventions that engage and mobilize men, including through the use of social norms-focused approaches, as well as empowerment-based resistance education programs for women. More broadly, and critically, bystander interventions should take into consideration the role of organizational and cultural norms in their design and implementation and incorporate efforts to facilitate support for bystanders to take action at social, organizational, policy, and systems-levels.

Finally, to support the development of well designed, theory-based, coordinated, and multi-pronged bystander interventions, there is need more funding and evaluation mechanisms that can allow for longer-term follow up and the ability to measure change across a wider range of behaviours and attitudes, such as both attitudes and behaviours relating to violence prevention as well as gender equality.

Appendix A: Bystander Scales

The following is a list of evidence-based measures of bystander action, all of which do not include measures related to gender inequality/equality, including gender inequitable attitudes.

Bystander Efficacy Scale

- Can be found here: Banyard, V. L., Plante, E. G., & Moynihan, M. M. (2005). *Bystander Efficacy Scale* [Database record]. <https://dx.doi.org/10.1037/t42713-000>
- The scale itself does not have anything about gender, equity, or equitable, or equality

Bystander Behavior Scale

The Bystander Attitude Scale-R (BAS-R) is a 16 item modified version of Banyard's Bystander Scale (Banyard et al., 2005). The scale contains 16 statements about behaviors in which students can engage to intervene before, during or after a sexual assault (McMahon, 2010).

- Can be found here: <https://elcentro.sonhs.miami.edu/research/measures-library/bas-r/index.html>
- Does not include any mention of gender, equality, equitable, or equity

Banyard's Bystander Scales

Bystander Efficacy Scale, the Bystander Behavior Scale, and Banyard's Pros and Cons of Helping Scales (and Decisional Balance Scale

Prevention Innovations Research Center. (2015). *Evidence-based measures of bystander action to prevent sexual abuse and intimate partner violence: Resources for practitioners (short measures)*. https://www.unh.edu/research/sites/default/files/media/2019/09/bystander_program_evaluation_measures_-_short_version_compiled.pdf

- This document includes the Bystander Behaviour Scale (Banyard, 2018; Banyard et al., 2014) and a short version of the Bystander Efficacy Scale (Banyard, 2008)
- There is nothing about gender, equity, equitable, or equality

Banyard, V. L. (2008). Measurement and correlates of prosocial bystander behavior: The case of interpersonal violence. *Violence and Victims*, 23(1), 83–97. <https://doi.org/10.1891/0886-6708.23.1.83>

- This publication includes a description of the “Decisional Balance Scale” which does not mention gender/gender equality, but the actual scale was not located.

Banyard, V. L., Moynihan, M. M., & Plante, E. G. (2007). Sexual violence prevention through bystander education: An experimental evaluation. *Journal of Community Psychology*, 35(4), 463–481. <https://doi.org/10.1002/jcop.20159>

- Mentions the Decisional Balance Scale (Banyard et al. 2005), Bystander Efficacy Scale (Banyard et al., 2005), and the Bystander Behavior scale (Banyard et al., 2005), but actual scales not located.
- Article does have a section called “Understanding Gender” which looked at gender differences in bystander scales/measures but none of the scale appears to include any mention of “equality” or “equity” or “equitable.”

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