MEASUREMENTS COMMISSION REPORT

Tools for Measuring the Effectiveness of Empowerment Self-Defense

Report by Dr. Jelena Nolan-Roll
Association of ESD Professionals

About the Measurements Commission Report

The mission of the Violence-Prevention Measurements Commission was to examine tools for measuring the efficacy of empowerment self-defense (ESD) as a means of preventing violence.

The Commission met during the winter and spring of 2021. The report was written during the summer of 2021 and released October 9, 2021.

The Commission members include:

>Dr. Jelena Nolan-Roll, Chair
>Tine Ward
>Dinta Suresh
>Magdalena Diaz
>Pâmela Mussi Valdez
>Erin Michaelson

The Commission was founded by Yudit Zicklin-Sidikman. The Association of ESD Professionals sponsored the Commission's work.

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1.   Introduction

1.1.   What is the Commission?

The Violence Prevention Measurements Commission ("Measurements Commission"), sponsored by the Association of ESD Professionals ("Association"), was created to identify and examine measurement tools that are or could be used to demonstrate the efficacy of empowerment self-defense and other similar violence-prevention methods that ascribe to the principles of ESD (collectively, "ESD").

The Commission was comprised of: Tine Ward, Founder & CEO, Rockflower, Inc. in New York City; Dinta Suresh, Woman's Studies Scholar in Kerala, India; Magdalena Diaz, Title IX & Gender Equity Assistant Director & Case Manager, Cal State Fullerton in Fullerton, California; Pâmela Mussi Valdez, Owner, Movimente Autodefesa in Macaé, Rio de Janeiro, Brazil; Erin Michaelson, Founder & CEO, Summery, San Francisco Bay Area, California; and Dr. Jelena Nolan-Roll, Researcher, Creative Writer and Empowerment Activist in Bristol, UK as Commission Chair. Their biographies can be found on the Association's website.

1.1.1.   Mission

The mission of the Commission was to identify, examine, and propose for adaptation and creation tools that are and can be used to examine the efficacy of ESD in preventing violence. It was tasked with:

- **Identifying and Examining Measurement Tools.** To identify existing measurement tools that can be used as they are and determine which ones are the best for purpose of preventing violence both at the individual and community levels.

- **Adapting Existing Measurement Tools.** To examine existing measurements and determine which, if adapted, would serve as good tools for measuring the effectiveness of ESD.

- **Considering the Creation of Measurement Tools.** To consider whether new measurement tools should be created for measuring the effectiveness of ESD.

- **Best Methods.** Identifying best methods for implementing measurement tools in companies, organizations, institutions, and other entities (collectively, entities or organizations) and best arguments for persuading entities to take action to help prevent violence through ESD.

The Commission looked at 14 measurement tools applicable to ESD training for adults and 18 applicable to the training of youth. Five are for measuring the effectiveness of entity-level ESD programs and six are for measuring the efficacy of ESD programs on an individual level. The entity-

level programs include the Violence Prevention Pledge, In Depth Assessment of Gender Based Violence and Harassment Risks, Workplace Aggression Inventory, IMPACT Survey, and HR Measures, and the individual-level tools include the Sexual Experience Survey, Rosenberg Self-Esteem Scale, Self-Silencing Scale, Well-Being Scale, Masculine Gender-Role Stress Scale, and ESD Evaluation Form.

1.1.2. Parameters

The Commission focused its work on companies and educational institutions, though their work applies to all kinds of institutions and the people who make them up, including:

- Students, teachers, staff, and executives in schools, colleges, and universities.

- Employees, including executives, in companies, nonprofit organizations, international NGOs, government offices, militaries, and religious organizations.

- Athletes and coaches in amateur and professional sports (from school clubs to Olympic and professional teams to leagues).

- Members of clubs, professional and trade associations, chambers of commerce, militaries, veteran groups, social clubs, alumni clubs, and so on.

1.1.3. How the Tools Are Used

The Commission only considered evidence-based tools that fit the ecological model of violence prevention. The ecological model of violence prevention looks at violence not as isolated incidents of violence, but rather in the context of relationships, work, community, and the broader environments in which people lead their daily lives.

The Commission identified and examined a variety of tools including those developed for other fields but that might become the bases of new tools. Some tools capture the initial state of violence to create a baseline. Others can be used for both pre- *and* post-assessment of the state of violence. Measurement prior to an ESD courses creates a baseline and using the same measurement tool after an ESD course indicates whether there has been change and improvement.

There are other measures and tools in the violence prevention field that the Commission believed not to be a good fit for measuring the effectiveness of ESD, but if the reader is interested, two compendiums you might find interesting are: 1) *Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools* (Dahlberg, 2005) and 2) *Measures for the assessment of dimensions of violence against women: A compendium* (Flood, 2008).

1.1.4. Scope of Commission's Work

The Measurements Commission's work was preliminary in nature, providing an overview of measurements tools and leaving more in-depth analysis for later work.

With respect to the types of tools the Commission identified and examined, it limited the scope of its work to evidence-based tools that fit the ecological model of violence prevention.

In order to properly examine tools intended to measure the efficacy of a violence-prevention model, a little work must be done to define empowerment self-defense, violence, and violence prevention.

1.2. Background

1.2.1. About ESD

Empowerment self-defense, otherwise known as ESD, is a comprehensive, evidence-based system of violence prevention. It takes an holistic approach to personal safety and self-defense and focuses on empowerment.

ESD teaches students how to understand and navigate power relationships, minimize abuse and violence, and end assaults. It teaches students awareness, how to recognize threatening situations early, and how to use boundary-setting skills to prevent escalation to assault. It also prepares students for situations that cannot be diffused, teaching them how to determine whether it is best to yell, run, or fight. And it teaches students how to fight and that they have every right to choose to do so to protect themselves.

ESD instructors train their students how to better command their minds, bodies, and spirits. ESD is not a martial art and does not require any knowledge or training in martial arts, though there are ESD instructors who also train in martial arts and martial arts instructors and organizations that also teach ESD. Some ESD instructors teach the mantra: "Think. Yell. Run. Fight. Tell."

ESD instruction includes elements that, together, make it significantly different than other types of self-defense. Unlike many other programs, it begins with the predicate that roughly 75% of violent crime, including sexual crime, is committed by someone familiar to the victim. ESD teaches students that violence occurs along a spectrum from body language to verbal abuse to physical assault, both threatened and manifest. And it approaches personal safety in terms of holistic security, addressing physical safety as well as emotional and psychological security and personal empowerment. In fact, ESD isn't just about teaching people how to defend themselves in threatening and violent situations and it isn't just about teaching people how to be aware of and potentially avoid violent situations; it is also a means of personal growth by building self-esteem and healthy personal and professional relationships.

ESD values victim services and it underlines the importance of telling one's story. ESD gives students, whether victims or non-victims, a toolbox of instruments they carry with them at all times, tools that are part of who they are or who they are about to become, and teaches them that only they can determine which tool is best to use in any given situation.

It follows and ESD teaches that the victim should never be blamed and that every person has the right to do what is necessary to defend, protect, and keep themselves safe.

Evidence has already shown that programs that share the principles underlying ESD (i.e., IMPACT, Women's Self Defense, Sister Courage, just to name a few; *see*, section 1.2.2 Similar Violence Prevention Methods, below) are an effective tool for preventing interpersonal violence (Senn et al., 2018; Thompson, 2019). ESD empowers both individuals and the community-as-a-whole, whether that is a corporation, university, sporting league, or other entity or a neighborhood or other population group. These principles, as well as the ecological violence-prevention model, take into account the context of violence as well as the individual affected.

Identifying, adapting and, if needed, creating measurement tools that can be wielded by thousands of individuals and institutions to show the efficacy of empowerment self-defense can help to multiply the beneficial and healing powers of ESD to all parts of the globe.

1.2.2.   Similar Violence-Prevention Methods

The practice of ESD goes by more than one name. There are many styles of empowerment self-defense that continue to use historical names or are named for specific instructors, schools of self-defense thought, or organizations. These practices may not use the ESD terminology, but they adhere closely to the principles of ESD and, in some cases, are the origin methods that became ESD. Some examples of the latter include women's self-defense and feminist self-defense because ESD was originally created as a method of self-defense and violence prevention for women, used by feminists, Black Panthers, and others. Today, the use of ESD has been expanded to welcome not just girls and women but people of all genders and gender identities, including boys and men.

Not only is ESD known by other names, such as Women's Self-Defense and Feminist Self Defense, but there are styles of self-defense and violence-prevention training that have been developed by innovators who have not necessarily been aware of ESD but have nonetheless created similar programs. These programs, if not entirely at least mostly adhere to the same principles. And there are programs that have been adapted from ESD courses to account for customs, traditions, and rules of local regions.

As long as a violence-prevention training method substantially adheres to the principles of ESD, taking into account societal, psychological, and physical factors of self-defense, this report applies.

1.2.3.   Current Research on the Effectiveness of ESD

Researchers across the globe have conducted studies to determine the effectiveness of ESD, broadly speaking; but less academic and cumbersome tools are needed for people outside of research and academia, tools they can tailor to their own needs and apply on a smaller scale to their own organizations. Having a comprehensive list of evidence-based tools that is readily accessible will be valuable.

So far, academic research has shown that ESD is quite effective for preventing violence. In fact, ESD has been shown to be the most effective violence-prevention method: one study showed that ESD training not only provided women the skills to avoid, interrupt, and resist sexual violence, but the women put those skills to use successfully, and incidents of violence declined *community-wide* (Senn et al., 2018, Kelly and Sharp-Jeffs, 2016).

Throughout this report, we will demonstrate that bringing ESD training into organizations of all types is financially and operationally beneficial to organizations, more so than any other method of violence-prevention, especially when contrasting the cost of ESD classes with the financial and operational benefits gained through things like decreased turnover and increased productivity.

1.3.   About the Association of ESD Professionals

The Association of ESD Professionals is a professional association representing and supporting ESD practitioners and other professionals working in the field of ESD. It is the vision of the Association to provide support to ESD professionals as we elevate and fortify the ESD profession, expand the reach of ESD, and grow public awareness of ESD's healing benefits. The Association aims to standardize the practice of ESD with credentialing, continuing education, accreditations, and ethical & procedural guidelines to ensure safety and engender public trust. Through our outreach and advocacy work, the Association will influence public policy and increase government funding. To bolster its real-world impact, we will sponsor and share research about ESD, starting with the work of the Measurements Commission. To provide helpful information and tools to ESD professionals, the Association will provide how-tos about business, ethics, and other professional areas in the form of written toolkits, pre-recorded video tutorials, and live webinars and other streaming content. The Association will host events and publish a magazine, blog, and podcast. Through all of its work, the Association will build community and broaden the diversity and inclusiveness of ESD practice.

It is the mission of the Association to support ESD professionals, elevate and fortify the ESD profession, expand the reach of ESD to millions of people around the world, and establish ESD as an indispensable tool for preventing and reducing violence. By teaching people how to empower themselves and shed their fears, the people and organizations doing this noble work can change the world.

The Association will be there to support them and enhance their work.

2.   Why Measurement Tools?

It is the Association's mission is to broaden the reach of ESD. One way to do this is through outreach to organizations and companies, inviting them to first consider and then adopt ESD into their human resources platform and sustainability landscape (in other words, to offer ESD classes to their employees and members).

In order to expand ESD to entities as well as individuals, advocates and consultants need to be able to make good cost-benefit arguments to the companies and organizations they wish to convince. To persuade entities that ESD is a worthwhile investment, advocates and consultants will need to show that providing ESD training to their employees, students, or members is both cost effective and effective in terms of preventing violence. They will also need to demonstrate that preventing violence has a financial and operational benefit as well as a human one. Depending on the type of entity, financial and operational benefits can be demonstrated with statistics on things like improved employee retention, lower dropout rates, increased productivity or performance, and improved morale.

Advocates will need tools to measure, quantify, or otherwise demonstrate the effectiveness of existing ESD programs when persuading organizations to train their people in ESD, and the organizations will need tools to justify continuing their ESD trainings going forward. Identifying the best tools for these purposes is the mandate of the Measurements Commission.

2.1.   Who Will Use the Tools?

The tools will be available and useful to many individuals and entities. For instance, PAVE Prevention (PAVE), a social enterprise helping organizations prevent violence and create healthier and more productive environments through proactive ESD education and training, can use these tools to persuade organizations to incorporate ESD education and training into their HR programs and to certify organizations as PAVE Compliant. Through PAVE's efforts, entities will sponsor ESD training for their employees, members, and athletes; the tools reviewed by the Measurements Commission will make PAVE more persuasive and their work more successful. In addition, advocates can use these tools to encourage nonprofit organizations to recommend ESD instruction to victims of domestic, gender-based, and other types of interpersonal violence, including bullying. Advocates and lobbyists, as well as the Association, can also use these tools to persuade electeds, politicians, and other political leaders to fund ESD programs and publicly promote ESD training. Academic researchers can use measurement tools in their ESD and other violence-prevention research and advocates can use these tools to encourage violence-prevention researchers to include ESD in their research or to do new ESD research projects, thereby creating a greater wealth of evidence about the efficacy of ESD

worldwide. Other professionals, such as writers and journalists, will also be able to use the tools and the research that has been enhanced by the tools.

2.2.   How Will the Tools Be Used?

The Commission examined and identified tools, and it also considered which tools might be adapted from already existing tools and which might be freshly created. Some of the measurement tools have a singular use, to capture the initial state of violence in any given institution, department, or community. Others are more comprehensive and can be used for pre- *and* post-assessments of violence, first to measure the current state of violence and then to measure the effectiveness of ESD violence-prevention initiatives. Measurements taken prior to ESD training establish a baseline, while use of those same tools after target populations have taken ESD courses demonstrates effectiveness by measuring changes in the incidence of violence and in victims' and would-be victims' use of any of the empowerment self-defense techniques.

3. Elements of Violence Examined By the Tools

Measurement tools can examine a variety of elements to determine the nature of the violence problem and to measure the effectiveness of ESD training on preventing new or further violence.

3.1. Effects of Violence and Value of Violence Prevention

It is important to have detailed insight into the nature and extent of any violence that exists in an entity and where it comes from, whether from within (e.g., employees, administration, executives), from outside stakeholders, or from some combination as is often the case. "Stakeholders" in this context refers to people who populate a person's life outside the office or school or team or association, such as family members, team members, bartenders and patrons in a bar, or workers and guests in a hotel. It is equally important to examine how violence may be impacting an entity, as well as the people who populate it.

By honing in on types of violence and issues caused, ESD instructors and consultants like PAVE will be able to design smart, informed, and customized approaches to ESD training. This chapter provides insight into the effects of violence, demonstrating why entities, as well as individuals, have an interest in preventing violence through empowerment self-defense. Some examples are provided below.

3.1.1. Physical and Mental Health Outcomes

On the individual level, violence has a profound effect on health (Krug, 2002). This includes effects on brain chemistry as well as neuroendocrine and cardiovascular systems. Violence can result in heightened levels of stress, digestive tract issues (i.e., IBS), depression, anxiety, and even premature mortality (Rivara et al., 2019). The evidence also shows that violence has a multitude of adverse outcomes, including suicidal thoughts and attempts, depression, smoking, obesity, and alcohol abuse (Taylor et al., 2015; Ellsberg et al., 2008). For entities, this means higher rates of turnover and lower rates of productivity, among other institutional ailments.

Empowerment self-defense techniques and tools can mitigate these effects, make individuals and entities healthier, both physically and in terms of mental health, and more successful.

3.1.2. Quality of Performance and Productivity

If employees, students, or members of an entity are exposed to violence, either in or outside of work, this will negatively affect their quality of work and their performance overall, and it will negatively impact the success of the organization. Negative effects of violence include absenteeism, lack of productivity, poor performance, and the endangerment of individuals in and outside the entity. In addition to this, research from New Zealand shows that "The costs to employers as a result of

domestic violence are already quite high and will continue to escalate without the implementation of preventative measures. For every woman whose experience of violence is prevented as [sic] result of the workplace protections in a particular year, an average of $3,371 in production-related costs can be avoided" (Kahui et al., 2014).

In the context of academic performance, it was found that violence is highly correlated with reduced academic progress and increased disruptive or unfocused classroom behavior as early as primary school (Ratner et al, 2006; Schwartz and Gorman, 2003). These effects can be found in adolescence (Hardaway et al., 2014) and they continue into university (Brewer at al., 2018).

3.1.3. Turnover

Workplace violence is positively correlated with employee turnover rates; the more violence there is, the greater the turnover (Duan et al., 2019). This is because violence in the workplace takes a toll on employee job satisfaction, leading to burnout. This is true in many, if not all, industries. Duan examined this effect in Chinese hospitals, while Ram found it to be a particular problem in the hospitality industry (Ram, 2018).

3.1.4. Other Costs

The economic cost of violence to countries can reach up to 11% of GDP (Klugman et al., 2014; Hoeffler, 2017). This does not include the additional cost of sick days, lower productivity, poor concentration, and disruptions by a violent partner at work; the costs of otherwise unnecessary recruitment and re-training when an employee leaves their job prematurely; the potential contribution of an employee to the company; nor the burden on public funds should an employee who lost their job and their income require public assistance (Taylor et al., 2015). In addition to this, taken together, countries around the world are short-changed a combined $160 trillion in wealth due to differences in lifetime earnings between women and men (Wodon and La Briere, 2018).

United Kingdom Home Office research (Heeks et al., 2018) estimated that the total cost of rape was £4.8 billion 2015-2016. This includes emotional and physical impacts, costs to the health services and the criminal justice system, and lost output resulting from long-term health issues faced by victims. The lifetime costs for adult women who experienced sexual abuse during childhood likely far exceed this estimate. The research assessing the cost of domestic violence in France (Nectoux et al., 2010) found that the total cost of intimate partner violence includes healthcare costs (483 € million), social and justice services (355 € million), production losses as a result of deaths, imprisonments, and absenteeism (1099 € million), and human costs of rape and prejudice (535 € million).

Security costs are also part of this equation. Businesses exposed to violence spend more annually on security, and these costs are subject to inflation every year (Violence Prevention Alliance, 2011).

4.   The Measurement Tools

In this section, we present the tools which can be used to examine the effectiveness of ESD programs on entity and individual levels.

4.1.   Entity-Level Tools

Tools in this section take a top-down approach by focusing on an entity in two ways: 1) Examining what the organization is doing and can be doing to prevent violence and 2) Capturing the state of violence in the entity in order to address it and provide a baseline for establishing the effectiveness of ESD programming.

4.1.1.   Violence Prevention Pledge

A violence prevention pledge is an organization's promise to take steps to prevent violence. When an entity signs the pledge, it demonstrates that it aims to eradicate violence by making intention clear.

One example of a violence-prevention pledge is the ECPAT USA pledge, the End Child Prostitution and Trafficking pledge. ECPAT also has a code of conduct called the Tourism Child-Protection Code of Conduct.

Operating under this Pledge, signed by corporate partners, and through their evidence-based programs such as Y-ACT (Youth Against Child Trafficking), ECPAT is battling child trafficking with more success every year. At the end of 2019, 57 US tourism companies endorsed the Code and signed the Pledge, including Hilton, Marriott, Radisson Hotel Group, and Delta Air Lines, among others (ECPAT, 2019).

<u>Example Pledge</u>

This company will work to prevent violence and pledges to:

1.   Establish a corporate policy and procedures against violence.

2.   Train employees at all levels of the company in violence prevention, factors underpinning violence, and how to report suspected cases.

3.   Include a clause in contracts throughout the value chain stating a common repudiation and zero tolerance for violence.

4.   Provide information to customers on factors underpinning violence, the prevention of violence, and how to report suspected cases.

5. Support, collaborate, and engage stakeholders in the prevention of violence.

6. Report annually on the company's implementation of code-related activities.

4.1.2. In-Depth Assessment of GBVH Risks

In a report developed by Social Development Direct (SDD), a social development assistance and research organization, SDD advises that "[I]n-depth assessment of GBVH [(Gender Based Violence and Harassment)] risks provide an opportunity to better understand context-specific risk factors and to tap into local knowledge and information on support services. In-depth assessments of GBVH risks can enable investors and companies to learn more about company capacity, systems and resources to prevent and respond to GBVH" (SDD, 2020).

This tool would need to be tailored to the entity. It requires engagement of a GBVH expert who would use the following instruments to assess the risks:

- Key informant interviews.

- Desk research (i.e., GBVH policy, procedures, and codes of conduct and grievance policy and process).

- Focus groups.

- Observations.

The outputs of this assessment would be an explanation of GBVH risks for the entity; a description of the entity's capacity and resources to prevent and respond to GBVH with an explanation of capacity gaps and weaknesses; a detailed set of GBVH prevention measures; a detailed set of actions to encourage and ensure that the entity respond to reports safely and appropriately; and a set of Key Performance Indicators (KPIs) against which risks, the effectiveness of prevention, and response measures can be tracked.

The same methodology developed by the GBVH expert can then be used to showcase the effectiveness of ESD once implemented in the company.

4.1.3. Workplace Aggression Inventory

The Workplace Aggression Inventory was developed by Pietersen (2005) in the form of a questionnaire examining three levels of workplace aggression as identified by Neumann and Baron (1998): 1) expressions of hostility, 2) obstructionism, and 3) overt aggression. The questionnaire comprises 72 items using four-point Likert-type rating scales for each of the three levels of hostile, obstructive, and overt aggression behaviors, with 24 items for each of the following applications: 1)

perceived frequency of aggressive behaviors, 2) intensity of feelings, and 3) perceived organizational impact.

The Workplace Aggression Inventory can be used to demonstrate levels of violence existing in a workplace (as expressed by the workplace aggression levels) before and after implementing ESD training.

This tool can be used as is.

4.1.4. IMPACT Survey

The 2018 IMPACT Graduate Survey was developed by the IMPACT International Research Committee (Julie Harmon, Linda Leu, Carol Middleton, Meg Stone, and Martha Thompson) and was revised based on feedback from additional IMPACT directors (Thompson et al., 2019). It examines the effectiveness of training and looks at themes that might be missing in the survey by utilizing both quantitative and qualitative measures.

This tool works by capturing demographic data (i.e., gender, age), establishes whether a participant has taken similar training before, and then asks a variety of training-relevant questions. It also has a "story" question, inviting responders to tell their story:

"Thinking back to your IMPACT program, please describe any situation you have faced that made you think of something you learned from IMPACT. If applicable, please include: What happened? What lesson, concept, or skill did you remember or use? What did you do differently or what decision did you make because of something you learned from IMPACT? What do you remember, if anything, about what you were feeling?"

Sharing this story can identify the themes which might have been overlooked in the training, such as cultural differences of which the training team might not have been aware.

This tool can be used as is.

4.1.5. HR Measures

HR measures can also be used as a tool for measuring the efficacy of ESD training, measures such as rate of turnover and number of days absent. Research consistently shows that violence at the workplace is positively correlated with lack of productivity, staff turnover (intention or actionable), increased days of absence, and job burnout (Duan et al., 2019; Ram, 2015).

These measures, collected from an HR department before and after implementing ESD training, are a good indicator of ESD effectiveness.

4.2. Individual-Level Tools

The following tools capture an individual's experiences of violence and empowerment. Unlike entity-level tools which take into account the context of the violence, these start with an individual's experience.

4.2.1. Sexual Experience Survey (SES)

The Sexual Experience Survey (SES) is a research instrument used to investigate sexual aggression and victimization. It is the most widely used tool for measuring the nature of unwanted sexual experiences.

There is a short form (10 questions) and a long form (21 questions). The questionnaire asks how many times within the past year participants have experienced each violent event, and it asks for details about the context of each experience (Koss, 2006).

The SES can be used to capture the state of sexual victimization and perpetration in the entity before and after ESD training. It is best to conduct the post-training survey three months after training.

This tool can be used as is.

4.2.2. Rosenberg Self-Esteem Scale

The Rosenberg Self-Esteem Scale can be used to measure self-esteem. This is important because research has consistently shown that self esteem is highly negatively correlated with violence (i.e., the more violence there is, the less self-esteem there is and vice versa), so it can provide a good measure for the effectiveness of ESD training. Participants fill in the scale once before ESD training and regularly, such as once a month, after training. Provided it is used in a controlled study where no other self-esteem improvements efforts have been made, this tool can provide a good measure of effectiveness.

The scale's ten elements analyze feelings of acceptance toward oneself on a 4-point Likert scale, ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). It addresses two dimensions: self-confidence and self-deprecation.

This tool can be used as is

4.2.3. Self-Silencing Scale

Samardzic defines self-silencing behaviors as "*putting aside one's wants, needs, and opinions in intimate relationships as a way of avoiding conflict in order to preserve their relationship*" (Samardzic, 2019). Self-silencing behaviors are very prominent with victims of intimate-partner

violence. By measuring self-silencing before and after ESD training, we can demonstrate the effectiveness of the training in the context of preventative behaviors.

The Self-Silencing Scale, developed by Dana Crowley-Jack (2011), examines the major themes that underlie the dynamic of self-silencing. These themes are addressed with the four sub-scales of the instrument: 1) Externalized Self-Perception (seeing and judging the self by external standards); 2) Care as Self-Sacrifice (securing attachments by putting the needs of others before the self); 3) Silencing the Self (inhibiting one's self-expression and action to avoid conflict and possible loss of relationship); and 4) Divided Self (presenting an outward self that differs from inner experience).

This tool can be used as is.

4.2.4. General Well-Being Scale

The General Well-Being Scale, developed by Longo et al. (2017) is a clinical outcome measure assessing an individual's well-being. Diminished well-being is one of the outcomes of violence, therefore by measuring it before and after an ESD program, we can capture the effectiveness of ESD quite successfully.

It measures well-being across fourteen components identified by positive psychology research: happiness, vitality, calmness, optimism, involvement, self-awareness, self-acceptance, self-worth, competence, development, purpose, significance, congruence, and connection. The original instrument has 65 items (Ibid), but there is also a shortened scale with only 14 questions which is more economic and takes less time to administer (Longo et al., 2018).

This tool can be used as is.

4.2.5. Masculine Gender-Role Stress Scale

The Masculine Gender-Role Stress (MGRS) scale (Eisler & Skidmore, 1987) assesses the extent to which men cognitively appraise stress when failing to uphold traditional masculine norms (i.e., being outperformed in a game by a woman). It examines stress in relation to five components: 1) Physical Inadequacy (inability to meet masculine norms of physical fitness and appearance of manliness compared to other men); Emotional Inexpressiveness (not expressing one's emotions or dealing with other people's vulnerable emotions); Subordination to Women (being outperformed by women, especially in work and sports); Intellectual Inferiority (not being able to think rationally or not being sufficiently intelligent to handle a situation); and Performance Failure (potential failure in meeting masculine norms in work and sexual adequacy).

Research shows that Masculine Gender-Role Stress is linked to intimate partner violence and violence against women and gay men (Baugher and Gazmararian, 2015), and it is well-suited to demonstrate the need to implement ESD training in an organization.

There are two versions of the scale: 1) long, with 40 items (Eisler & Skidmore, 1987) and 2) abbreviated with 15 items (Swartout et al, 2015). Both can be used as they are.

4.2.6. ESD Evaluation Form—Brazil Version

The ESD Evaluation Form—Brazil Version, developed by Pâmela Mussi Valdez, captures levels of uncomfortableness prior to and after ESD training in a range of different situations (with strangers, with friends, with work, with family). It is successfully used in trainings in Rio de Janeiro, Brazil.

This tool can be used as is.

4.3.   Tools for Working with Children and Youth

ESD as a method of violence prevention has a great track record with children and youth. The above measures might not all be convenient to use in schools, therefore we present a selection of evidence-based and robust measures to use when working on violence-prevention with children and youth. Any of these can serve as measures of the efficacy of ESD if the data is collected before and after training.

Most of these tools have been collected as the result of the hard work of Merle E. Hamburger and colleagues (Hamburger et al., 2011), authors of *Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools* (Compendium). These are the tools as outlined in the Compendium:

1. Aggression Scale: An 11-item measure assessing the frequency of self-reported perpetration of teasing, pushing, or threatening others (for youth 10–15 years old) (Orpinas & Frankowski, 2001; Orpinas, Horne, & Staniszewski, 2003).

2. Bullying-Behavior Scale: A 6-item measure to assess bullying behavior at schools (for youth 8–11 years old) (Austin & Joseph, 1996).

3. Children's Social Behavior Scale—Self Report: A 15-item measure with 6 sub-scales assessing the relative frequency of various types of aggressive and prosocial behaviors and loneliness (for youth 8–14 years old) (Crick & Grotpeter, 1995).

4. Modified Aggression Scale: A 9-item measure with 2 sub-scales assessing bullying behavior and anger. This is a modified version of the Aggression Scale (Bosworth et al., 1999).

5. Gatehouse Bullying Scale: A 12-item measure assessing overt and covert victimization (for youth 10–15 years old) (Bond, Wolfe, Tollit, Butler & Patton, 2007).

6. Multidimensional Peer-Victimization Scale: A 16-item measure with 4 sub-scales assessing physical and verbal victimization, social manipulation, and property attacks (for youth 11–16 years old) (Mynard & Joseph, 2000).

7. Perception of Teasing Scale (POTS): A 22-item measure assessing the frequency and effect of teasing and bullying (for youth 17–24 years old) (Thompson, Cattarin, Fowler, & Fisher, 1995).

8. Peer Victimization Scale: A 6-item measure assessing bully victimization problems at school (for youth 8–11 years old) (Austin & Joseph, 1996).

9. Victimization Scale: A 10-item measure assessing the frequency of being teased, pushed, or threatened (for youth 10–15 years old) (Orpinas, 1993).

10. AAUW Sexual Harassment Survey: A 14-item measure with 2 sub-scales assessing the frequency of verbal/nonphysical and physical sexual harassment as both perpetrator and victim (for youth 10–18 years old) (American Association of University Women, 2001).

11. Adolescent Peer Relations Instrument: A 36-item measure with 6 sub-scales assessing the frequency of physical, verbal, and social bullying as both perpetrator and victim (for youth 12–17 years old) (Parada, 2000).

12. Child Social Behavior Questionnaire: A 24-item measure with 5 sub-scales assessing the frequency of prosocial, antisocial, and victimization experiences (for youth 9–10 years old) (Warden, Christie, Cheyne, & Fitzpatrick, 2000; Ibid, 2003).

13. Illinois Bully Scale: An 18-item scale with 3 sub-scales assessing the frequency of bullying behavior, fighting, and victimization by peers (for youth 8–18 years old) (Espelage & Holt, 2001).

14. Olweus Bullying Questionnaire: A 39-item measure assessing the frequency of bully perpetration and victimization (for youth 11–17 years old) (Solberg & Olweus, 2003).

15. Peer Interactions in Primary School Questionnaire: A 22-item measure with 2 sub-scales assessing direct and indirect bullying and victimization (for youth 8–12 years old) (Tarshis & Huffman, 2007).

16. Reduced Aggression/Victimization Scale: An 11-item measure with 2 sub-scales assessing experience with overt and relational aggression as both the perpetrator and victim (Orpinas & Horne, 2006).

17. School Life Survey: A 24-item, 2-part measure assessing the frequency of physical, verbal, and relational bullying as both the perpetrator and the victim (for youth 8–12 years old) (Chan, Myron, & Crawshaw, 2005).

18. School Relationships Questionnaire: A 20-item measure with 4 four sub-scales assessing the victimization and perpetration of direct and relational bullying/ aggression (for youth 6–9 years old) (Wolke, Woods, Bloomfield, & Karstadt, 2000).

5.   Persuading Entities to Engage in ESD

Violence is a plague of the 21ˢᵗ century. Now is the time for engaging in prevention and realizing its many benefits for organizations, including monetary, practical competitive, and moral. In this section, we will outline several of these benefits to provide tools of persuasion for advocates and consultants.

5.1.   Monetary Value

If faced with the argument that preventing violence through ESD programs is too costly in terms of funding the training and time off work for employees, advocates will be able to demonstrate that the costs of *not* providing ESD training for employees is *more* costly. There are a multitude of benefits over the (not very) long run.

First, the research shows that investing in primary violence-prevention (i.e., ESD programs) brings a return on investment in 1-2 years' time (World Health Organization, 2020).

Second, it saves companies money by reducing staff turnover, litigation costs, severance costs, and other HR-related expenses.

And it goes further than that. By demonstrating the will to engage in violence-prevention programs like ESD, entities can increase business and revenue through the good will they'll generate. For example, the Criterion Institute, an activist think-tank focusing on sustainable financial solutions to burning issues around the globe, has realized this dual social and financial benefit. It has stated that it is "building a coalition of investors, engaging gender-based violence experts to design financial solutions, and working with fund managers to develop products that address gender-based violence. Through this work, our goal is to move US $10 billion in investment capital by 2022" (Criterion Institute, 2021).

In addition to this, preventing violence against women means more women in the workplace and more women in the highest offices of corporations and other organizations. This can only happen when violence against women is prevented through self-sustaining means such as empowerment self-defense.

5.2.   Profitability

Although investing in ESD programs and exploring their effectiveness might seem like a big investment both in terms of times and money, the research has consistently showed this approach works not just for the employees but also for the firms.

Violence-prevention is closely aligned with increased profitability: the Peterson Institute for International Economics has demonstrated in an examination of nearly 22,000 corporate firms that

growing the share of women in top management positions from zero percent to 30 percent was associated with a 15 percent rise in profitability (Noland et al, 2016).

Furthermore, ESD courses are more often provided in longer segments such as weekends and week-long trainings rather than short, periodic sessions. Therefore, making the one-time, larger investment in more effective training, as opposed to repeated, smaller investments that don't yield results, is an investment in research-backed programming that will yield better, sustainable results. For example, in an analysis of research data examining the efficiency of different types of rape prevention programs, Anderson and Whiston demonstrated that "longer interventions are more effective than brief interventions in altering both rape attitudes and rape-related attitudes. Moderator analyses also suggest that the content of programming, type of presenter, gender of the audience, and type of audience may also be associated with greater program effectiveness" (Anderson & Whiston, 2005).

Another example of the significant return on investment entities can realize from investing in ESD education and training for their employees and members comes from the International Labour Organization (ILO) and the International Finance Corporation (IFC) Better Work Program's garment sector initiative. They found that "improved working conditions are closely linked with employer profitability as a result of increased output, reduced errors, and decreased turnover rates. In Cambodian factories, for example, improvements in working conditions decreased in-line product rejections by 39 percent and shipment rejections by 44 percent" (ILO and IFC, 2013, quoted in IFC and CDC, 2020).

5.3. Competitive Edge

Entities not invested in ESD violence prevention risk losing their competitive edge. They risk losing the confidence of investors, partners, and local suppliers which can drive them to seek business relationships with the entity's competitors.

The World Health Organization has found that there is a consistent return on investment when it comes to violence prevention legislation (Nurse et al, 2014).

In addition to this, investors around the world are encouraged not to invest in companies without clear violence-prevention policies (UNICEF and Criterion, 2020). For example, in the Democratic Republic of Congo, after finding out that "beer promotion girls" hired by Heineken to boost sales were being sexually harassed by customers and staff at Bralima, the company's Congolese subsidiary, several of the company's partners suspended cooperation. This included Dutch ASN Bank, which cut all financial ties (Ibid).

By investing in violence prevention, entities can avoid the risk of costly litigation and pay-outs; improve relations with local communities and strengthen loyalty and trust among service users;

boost the confidence of potential investors and partners, increasing access to markets and finance; reduce absenteeism and improve workers' concentration and performance, with a positive impact on profits and returns for companies and investors; and improve their ability to recruit the skilled talent they need and retain experienced staff, avoiding unnecessary investments in additional recruitment exercises and induction training (Ibid).

This can give an entity a competitive edge that is critical in constantly changing markets.

6.   Conclusion

To fulfill its mission, the Measurements Commission identified, examined, and proposed for adaptation and creation tools that are and can be used to examine the efficacy of programs adhering to the principles of ESD violence prevention.

The Commission:

- **Identified and Examined Measurement Tools.** To identify existing measurement tools that can be used as they are, and determine which work for the purpose of preventing violence both at the individual and community levels. In order to do this, we have identified and examined a total of 14 measurement tools applicable for measuring the efficacy of ESD training of adults and 18 applicable to the training of children and youth. Five are specifically for measuring the effectiveness of entity-level ESD programs. They are the Violence Prevention Pledge, In Depth Assessment of Gender Based Violence and Harassment Risks, Workplace Aggression Inventory, IMPACT Survey, and HR Measures. Six examine the effectiveness of ESD training on the individual level and they include the Sexual Experience Survey, Rosenberg Self-Esteem Scale, Self-Silencing Scale, Well-Being Scale, Masculine Gender-Role Stress Scale, and ESD Evaluation Form.

- **Identified Existing Tools for Adaptation.** To examine existing measurements and determine which, if adapted, would serve as good tools for measuring the effectiveness of ESD. All of the tools above can be adapted to be good tools for measuring the effectiveness of ESD and similar programs.

- **Considered Whether New Measurement Tools Should Be Created.** In considering whether new measurement tools should be created for measuring the effectiveness of ESD, the Commission decided that new measurements tools can be created for the sole purpose of measuring the effectiveness of certain ESD programs (for example, the ESD Evaluation Form), but that there are already many good tools.

- **Identified Best Methods.** To identify how best to use tools in organizations, the Commission focused on tools that measure effectiveness first by establishing a baseline and then by applying the same tool after ESD education and training. Reductions in the incidence of violence and reports of study participants applying ESD techniques to defend themselves clearly reflect the effectiveness of ESD. To identify how best to persuade entities to use these tools, the Commission identified three types of arguments for advocates to employ when attempting to persuade entities to make ESD education and training available to their employees and members: monetary, sustainable, and competitive. All three are evidence-

based, and all three speak to both moral and financial benefits for organizations when they engage in empowerment self-defense as a means of violence-prevention.

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