INNER WEST COUNCIL

RESPECTFUL RELATIONSHIPS EDUCATION PROJECT

SCOPING STUDY

FINAL REPORT

26 March 2017

Prepared by

Dr Brenda Dobia
Centre for Educational Research
Western Sydney University

Research Team
Ms Ellen Poyner
Ms Madelene McGrath
Ms Leesa Waters
Ms Ally Kodet-Moran
Mr Kon Kalos

WESTERN SYDNEY UNIVERSITY

NAPCAN
PREVENT CHILD ABUSE & NEGLECT

INNER WEST COUNCIL

CONTENTS

TABLES

FIGURES

EXECUTIVE SUMMARY

This report presents the findings from a scoping study initiated by NAPCAN in partnership with the Inner West Sydney Council (IWC) and researchers from Western Sydney University (WSU). In response to growing impetus for preventive approaches to domestic and family violence, the scoping study aimed to develop a tailored whole community strategy for implementation of Respectful Relationships Education (RRE) in the IWC region.

A steering committee established by Council provided guidance for the project, which was conducted via an online survey of relevant community organisations, agencies and schools, and a series of direct consultations with steering group members and key organisational stakeholders.

Undertaken from September to November 2016, the research included 58 survey respondents and 30 consultation participants from a cross section of community organisations. Many of these were already involved in domestic and family violence prevention or early intervention. About half were also involved in sexual assault prevention.

The study revealed strong endorsement of the importance of RRE as a prevention initiative, and most organisations indicated their interest in participating in both undertaking training and facilitating RRE for their clientele. Differences of context and emphasis in the views of various participant groups about what should be included in RRE are presented and discussed in relation to the key themes identified in the findings.

Particular needs and gaps in currently available resources were identified with reference to young people from Aboriginal and Torres Strait Islander and CALD backgrounds, as well as those identifying as LGBTI or experiencing disability or homelessness.

While existing interagency networks are clearly very beneficial for sharing information and practice, the study findings indicated substantial interest in a community-wide approach to prevention of domestic and family violence. In this regard, both the IWC and NAPCAN were seen as having important roles to play in the development of a whole community approach to prevention.

A multi-level strategy that combines the scoping study findings with insights from current prevention frameworks is recommended for implementation in the IWC region. With the goal of enabling whole community engagement and involvement in RRE, the recommended strategy incorporates a community awareness-raising campaign and a series of education initiatives that target development of key capacities for effective prevention through RRE. It combines NAPCAN's expertise in the design and delivery of tailored RRE programs and community education strategies with Council's expertise in community engagement and coordination.

CONTEXT

As identified in the NSW Domestic and Family Violence Prevention and Early Intervention Strategy (NSW Ministry of Health, 2016) "domestic and family violence [DFV] is a complex problem that impacts on all levels of community" (p. 2). While there are multiple factors that contribute to the high prevalence of DFV, the predominance of gender stereotypes that condone men's violence against women and children is recognised as a major driver of DFV and of gendered violence more broadly (COAG 2011; Carmody, Salter, Presterudstuen, Ovenden & Hudson, 2014; TNS Australia, 2015). Consequently the need to change societal norms is a central focus of DFV prevention initiatives (Quadara & Wall, 2012).

Recently, national efforts to address gendered violence have emphasised the need for holistic, integrated initiatives based on coordinated, strategic, community-wide action to challenge ingrained attitudes and promote respectful behaviours (Our Watch, 2015). Education, community engagement and inter-agency collaboration are advocated as critical strategies for developing effective approaches to address an 'epidemic' of gendered domestic violence (Edwards, 2015; NSW Public Schools, 2015; Women NSW, 2014). Respectful Relationships Education (RRE) is recognised as a key initiative in efforts to prevent gendered violence (Our Watch, 2015). RRE teaches young people about healthy relationships and challenges gendered stereotypes that propagate domestic violence and sexual assault.

The National Association for the Prevention of Child Abuse and Neglect (NAPCAN) has extensive experience in development, training and support for delivering RRE and Child Protection programs across Australia. NAPCAN's focus on capacity building includes working with service providers, schools, children and young people to develop and deliver highly regarded programs such as the Love Bites RRE program. The strong uptake of Love Bites in Sydney's Inner West region has been supported by an active network of community based facilitators who deliver Love Bites and other elements of RRE in various settings across the municipality.

Building on interest expressed by council staff and representatives, in 2016 NAPCAN formed a partnership with the Inner West Sydney Council (IWC) to develop and implement a whole of community strategy for preventing domestic violence and sexual assault. The initial phase of this project commenced in September 2016 with a scoping study aimed at identifying the extent of and need for RRE across the communities served by the Inner West Sydney Council.

SCOPING STUDY

This report presents key findings from the scoping study, which was undertaken in collaboration with researchers from the Centre for Educational Research, Western Sydney University (WSU). The overall aim of the scoping study was to develop a tailored whole community strategy for implementation of RRE in the IWC region.

Specifically, the scoping study was designed to:
- Identify and commence partnership formation with key stakeholders (the Council, educational and community settings, other services and networks as identified)
- Ascertain current violence prevention programs, initiatives and strategies (focused on children and young people) being implemented across the Inner West local government area
- Determine which schools and community agencies are prepared and willing to establish a Respectful Relationships Education working group and/or participate in NAPCAN Respectful Relationships Education training
- Identify potential for collaboration between schools and community agencies in supporting respectful relationships education and violence prevention, such as community based facilitators or links between community campaigns and school initiatives
- Ascertain where respectful relationships campaigns could enhance existing community initiatives and programs.

METHOD

Dr Brenda Dobia, Senior Researcher from the WSU Centre for Educational Research, provided leadership in the design and conduct of the research protocol, which included i) establishment of steering committee, ii) an online survey of relevant community organisations, agencies and schools; and iii) consultations with steering group members and key stakeholders regarding development of the implementation plan. Ethics approval was applied for and formally granted by the WSU Human Research Ethics Committee.

NAPCAN co-researchers, comprising Ms Ellen Poyner, Senior Project Officer, Ms Madelene McGrath, National Stakeholder Manager, Ms Leesa Waters, Deputy CEO, and Ms Ally Kodet-Moran, Project Officer, established the project, collaborated in the design of the study, carried out the consultations, participated in the data analysis, and developed the implementation plan. Mr Kon Kalos provided WSU research support, including set up of the online survey, preparation of the ethics application, preliminary data analysis and report writing.

A steering committee made up of key stakeholders from the inner west region and NAPCAN was established to provide local knowledge and expert consultation to the project. The steering committee contributed to the scoping study by offering feedback on its aims, approach and research protocols, promoting participation in the study, and providing advice and feedback on the research report and draft implementation plan.

The steering committee included representatives from the following agencies with collective expertise in community service delivery, women's health, supporting culturally and linguistically diverse communities, education and violence prevention.
- Inner West Council
- Rozelle Neighbourhood Centre
- Leichhardt Women's Community Health Centre
- Metro Assist
- Department of Education
- NAPCAN

Steering committee meetings were held at IWC offices in Leichhardt and were chaired by the NAPCAN project coordinator. Four meetings were held to provide guidance for the study, as follows:

2 September 2016	Review of project design and recruitment process
26 October 2016	Reviewed survey progress and refined recruitment strategy
29 November 2016	Review of preliminary data analysis and initial implementation ideas
7 February 2017	Review of full draft report, implementation and evaluation plans

Survey
A brief, project-specific, online survey was developed and circulated to relevant services. The survey gathered data regarding perceived need and interest in respectful relationships education, details of any existing or previous initiatives in violence prevention, service user and staff demographics, opportunities and timing for service engagement, and any particular service features or challenges that may require specific tailoring (See Appendix A).

Recruitment and participation
Given the short timeframe available for the scoping study no attempt was made to recruit a representative sample. Instead, steering committee members assisted with the recruitment of survey participants by emailing information and an online link to the survey to relevant organisations in the inner west region. Members of the research team were also invited to attend a number of interagency forums to introduce the study to key organisational networks.

The survey was available online from October 18 until November 23 2016. Over this period 58 unique responses were recorded. Figure 1 provides a breakdown of the kinds of organisations that participated in the survey as well as the organisational roles of the individuals who completed the survey on behalf of their organisation. While people in leadership roles were encouraged to complete the survey, it was apparent that in a number of cases other staff members were better positioned to complete it due to their work in the field of violence prevention. In some instances there was more than one response from a single agency, though from different teams or different sections of the organisation.

Organisation types

- Education
- Family/parent support
- Health services
- Social welfare orgs
- Youth services
- Child care/OOSH
- Council projects
- Police
- Sporting clubs

Participant roles

- Executive
- School Principal
- Coordinator/Manager/Team Leader
- Project Officer
- Education/facilitation role
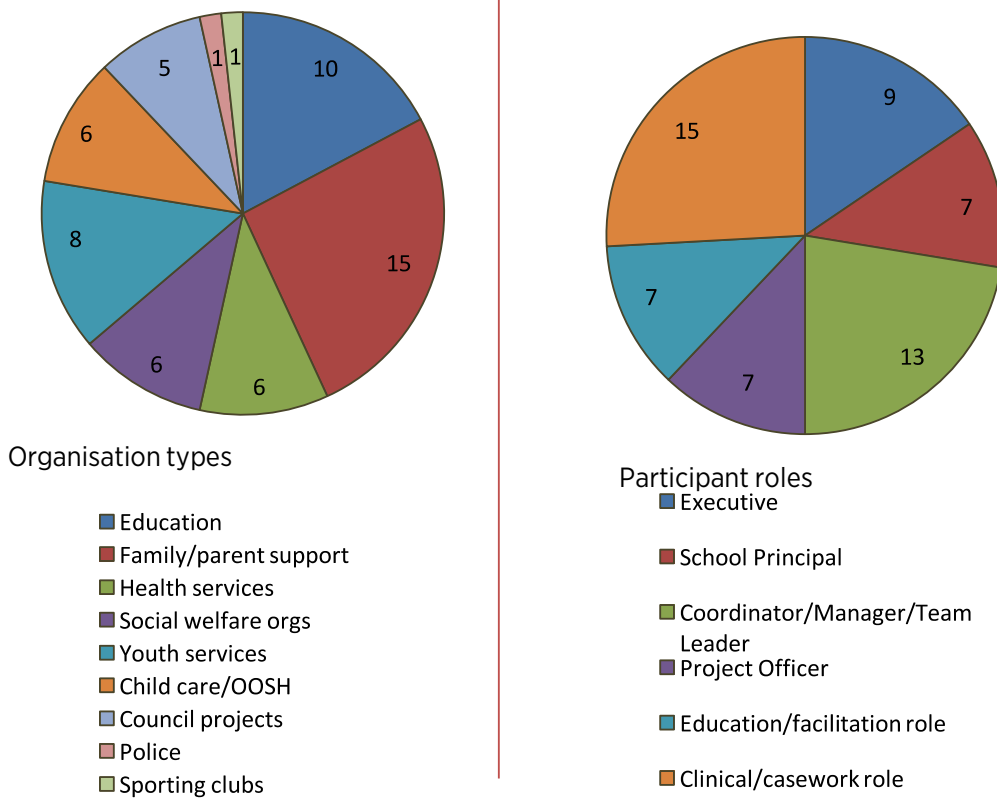- Clinical/casework role

Figure 1 Survey participants by organisational type and role

The organisational breakdown shown in Figure 1 includes many of the target groups identified for the study, but also demonstrates unevenness in the final sample. Given the relatively small and somewhat skewed sample it is important that the findings are interpreted with caution. The results of this scoping study should be considered as preliminary findings, intended to support a further round of community engagement in the project phase.

It should also be noted that although the total number of participants was 58, some participants did not complete all questions. The results reported for specific items have therefore been adjusted to reflect the actual number of responses for that item.

Consultations

In addition to the survey, face-to-face and telephone consultations were undertaken with specific agencies identified by the project Steering Group, following a protocol devised for this project. The purpose of the consultations was to gather additional data to discuss the development of a community-wide approach to respectful relationships violence prevention education.

Recruitment and participation
Members of the Steering Group were asked to collectively generate a list of up to 45 potential interviewees, who were in leadership roles within key organisations. These individuals were initially sent an email invitation from the steering committee and then contacted by a member of the research team to request their voluntary participation in the study. Forty individuals were contacted by the research team and 30 consultations were concluded within the timeframe allocated for the study.

In contacting the recommended organisations there was a deliberate attempt to balance out the skewing that occurred in the survey sample by reducing the number of family/parent support organisations and increasing the number of Police contacts. Schools and youth services were also prioritised. Attempts to increase the number of sporting clubs and out of school hours child care services were ultimately unsuccessful. The organisational breakdown of the final sample is shown in Figure 2.

Consultation participants were asked the following questions and their responses were recorded using a uniform proforma:
- How is your organisation currently involved in Respectful Relationships Education?
- What do you see as the Inner West Council's role and capacity in supporting Respectful Relationships Education in the municipality?

WESTERN SYDNEY
UNIVERSITY

- What do you see as the opportunities for undertaking a whole community approach in this area?
- What are the challenges?
- How do you think NAPCAN can contribute to improving Respectful Relationships Education?
- What would you like to see prioritised in a whole community implementation plan?
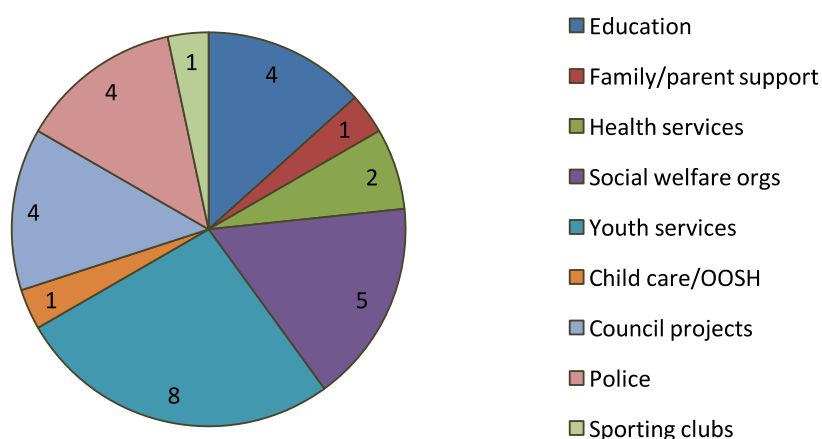
Figure 2 Consultation participants according to types of organisations

Diversity of clientele

Survey respondents were asked to indicate which language and cultural groups their organisations served. On advice from the project steering committee it was decided not to burden respondents with a request to provide details of the numbers of CALD clients served from each nominated group. Instead, Figure 3 shows the number of times specific cultural groups were identified by any respondent as clientele of their organisation. The breadth of cultural diversity in the IWC region is clearly demonstrated.

While the data on cultural and language groups provides a snapshot of diversity in the IWC area, further engagement with culturally and linguistically diverse (CALD) and Aboriginal and Torres Strait Islander communities will be required to ensure that their needs are well understood and addressed in the implementation stage.

Australian / English speaking background — 48
Chinese — 32
Aboriginal and Torres Strait Islander — 29
Vietnamese — 25
Indian — 22
Lebanese — 20
Nepali — 16
Korean — 13
Filipino — 13
Greek — 12
Italian — 12
Sri Lankan — 11
Thai — 10
Other (All) — 9
Spanish — 8
Pacific Islander — 4
Portuguese — 1
Burmese — 1
African — 1
Afghan — 1
Indonesian — 1
Bangladeshi — 1
Iraqi — 1
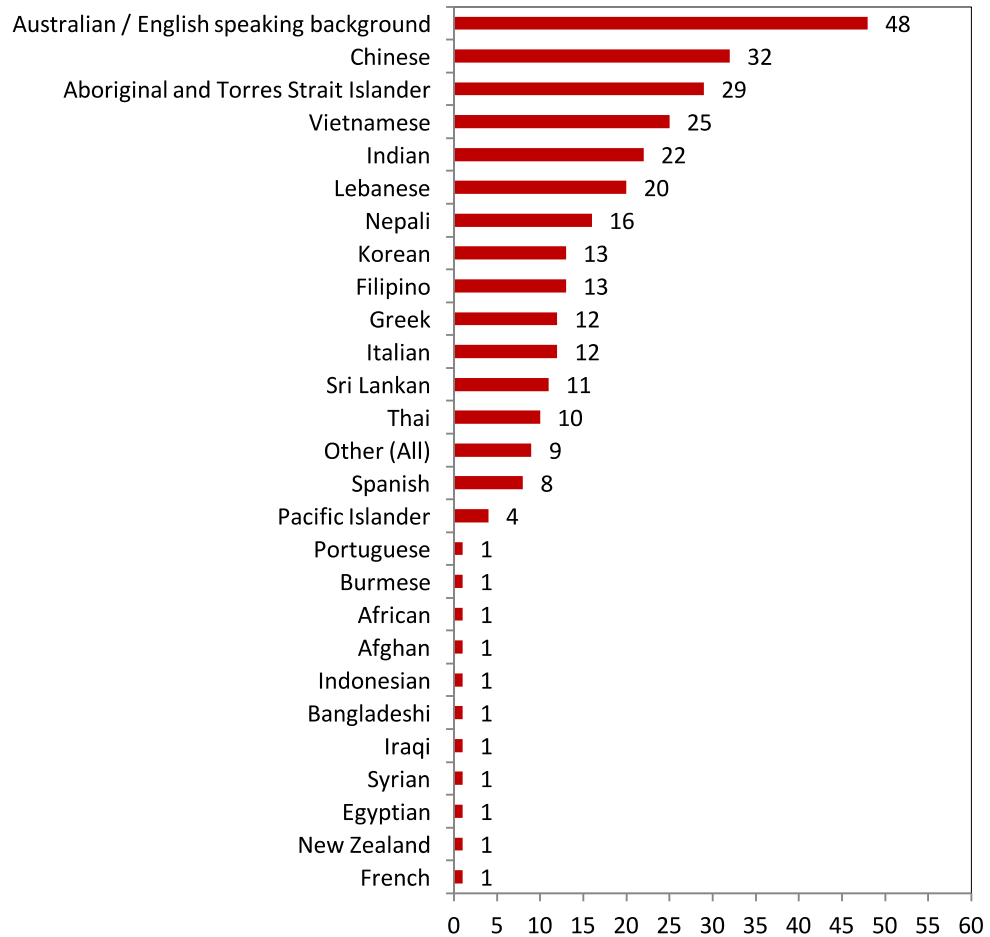Syrian — 1
Egyptian — 1
New Zealand — 1
French — 1

Figure 3 Cultural and language groups served by participating organsations

RESEARCH FINDINGS

Current engagement in prevention of domestic violence & sexual assault

The survey sought to ascertain the extent to which the responding organisations were already involved in prevention of domestic violence (DV) and sexual assault (SA). The overall results indicated substantial engagement in DV prevention (44 respondents, representing 80% of the total). By comparison, involvement in SA prevention was moderate (29 respondents, representing 53% of the total). Open-ended probes regarding the roles played provided information about the kinds of activities being undertaken. These findings were further broken down to investigate levels and kinds of engagement by organisational type, as displayed in Table 1.

Table 1 shows the breakdown of responses to the questions on DV and SA prevention for each of nine categories of organisations. Variations in both the level and kinds of engagement being undertaken are seen to be broadly in line with differences in organisational focus. Most health services and the police respondent indicated involvement in both DV and SA, with their activities focused on early intervention through screening and referral. Family and parenting support services provided a combination of early intervention and prevention activities through the provision of counselling and referral services, as well as support programs and workshops. Child protection reporting and awareness-raising through participation in White Ribbon Day were key approaches in schools and child care services. Coordinated prevention activities that included awareness raising and a specific focus on RRE activities were most clearly articulated by the youth services, social welfare agencies and Inner West Council project teams.

Survey respondents were also asked whether they had undertaken any initiatives in DV or SA prevention with other specialist providers. Forty participants responded affirmatively and indicated which providers they had worked with, as shown in Figure 4. NAPCAN, White Ribbon, Bravehearts, Rape and Domestic Violence Services Australia, Our Watch, and Child Abuse Prevention Service were available to be selected from a prepared menu. The additional agencies were specifically identified by participants under the 'other' category.

Table 1 Organisations' engagement in domestic violence & sexual assualt prevention

Organisation type	Role in **Domestic Violence** prevention		Role in **Sexual Assault** prevention	
	Y/N	Roles played	Y/N	Roles played
Education *n=10*	8/2	• Child protection • White Ribbon Day	6/4	• Child protection • General education programs
Family/Parent support *n=15*	12/3	• Counselling • Casework • Parenting programs • DV screening	7/8	• Casework • Mandatory reporting • Referral • Specialist service
Health services n=6	5/1	• DV screening • Training in DV screening	5/1	• Screening • Referral • Education
Youth services n=7	7/0	• Counselling • RRE workshops • Identifying service gaps for young people	3/4	• Sexuality & relationship workshops • Counselling • Awareness raising
Social welfare n=5	4/1	• RRE workshops • Child protection workshops • Advocacy & referral • Casework	3/2	• RRE workshops • Child protection workshops
Child care/ Out of school hours care *n=4*	2/4	• Child protection reporting • Family support • White Ribbon Day	1/5	• Child protection activities
Council projects n=4	4/0	• Awareness raising • DV interagency forum • RRE support & funding	3/1	• RRE workshops
Police *n=1*	1/0	• Identification & referral	1/0	• Safety lectures
Sporting club n=1	1/0	• Promoting Speak Out campaign	0/1	
Totals	44/11	55 respondents	29/26	55 respondents
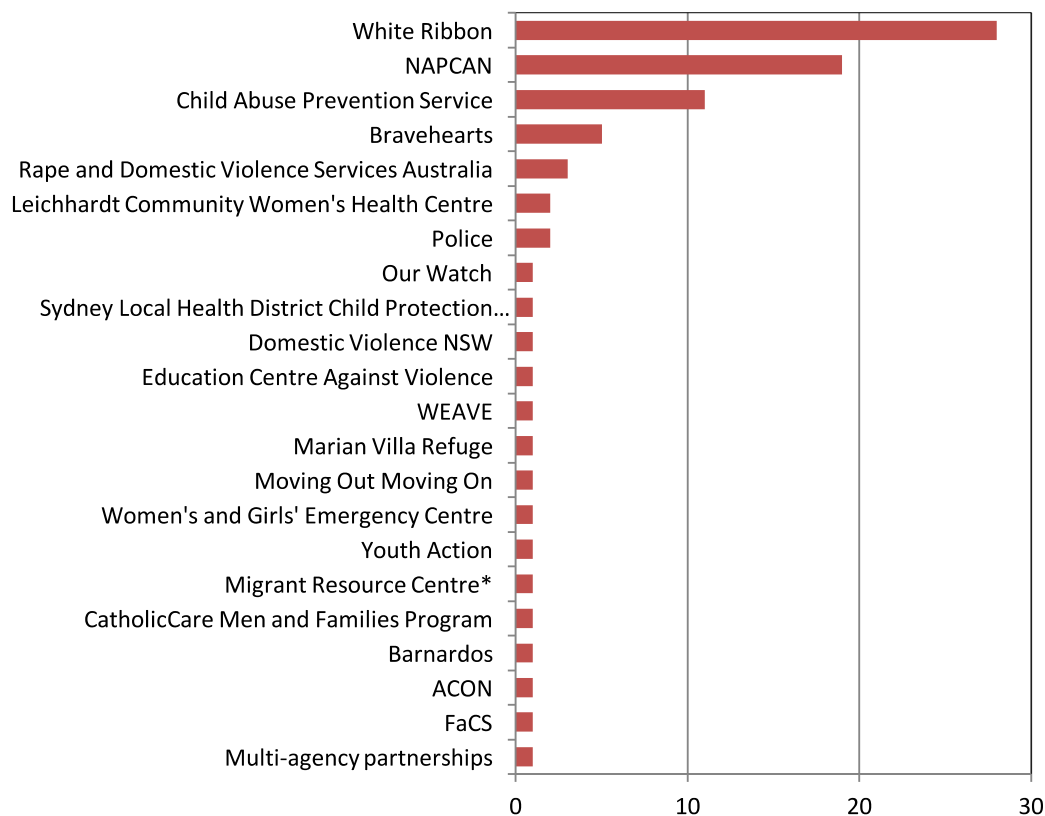
Figure 4 Specialist DV and SA providers with whom initiatives undertaken
* Metro Assist was formerly Metro Migrant Resource Centre

Figure 4 illustrates the range of DV and SA agency collaborations identified by survey participants and the frequency with which they were identified. The timing of the survey, which was undertaken in the lead-up to White Ribbon Day (25th November), is likely to have contributed to the prominence of White Ribbon in this result. There was also evidence of strong uptake over several years by schools and community organisations, particularly in Marrickville, that has built the profile of White Ribbon Day in the inner west. Reference to NAPCAN in the data was particularly associated with the Love Bites program, with a number of agencies involved in facilitating Love Bites workshops for young people in schools and other settings. Child Abuse Prevention Service was a reference point for parenting and family support, as well as information on child protection.

Although other agencies figured less frequently in the responses, as a snapshot of collaborative engagement in the area of DV and SA prevention there is substantial breadth in the responses to this question. In this regard there are noteworthy inclusions of several agencies providing leadership on domestic and gendered violence, as well as specialist agencies identified for their particular expertise in working with Aboriginal and Torres Strait Islander communities (WEAVE, Education Centre Against Violence), CALD communities (Migrant Resource Centre/Metro Assist) and LGBTIQ people (ACON). This breadth of engagement provides supportive evidence of the work being done in the inner west region to share information and cultivate interagency networks of cooperation.

Interest in Respectful Relationships Education

Through a series of targeted questions the survey sought to determine participants' views on RRE and their interest in contributing to its promotion and delivery in the inner west region. Level of interest was investigated through asking respondents to rate the importance of RRE for young people as well as the need for RRE amongst the populations their organisations served. There was broad agreement in relation to both these items, as shown in Figure 5.
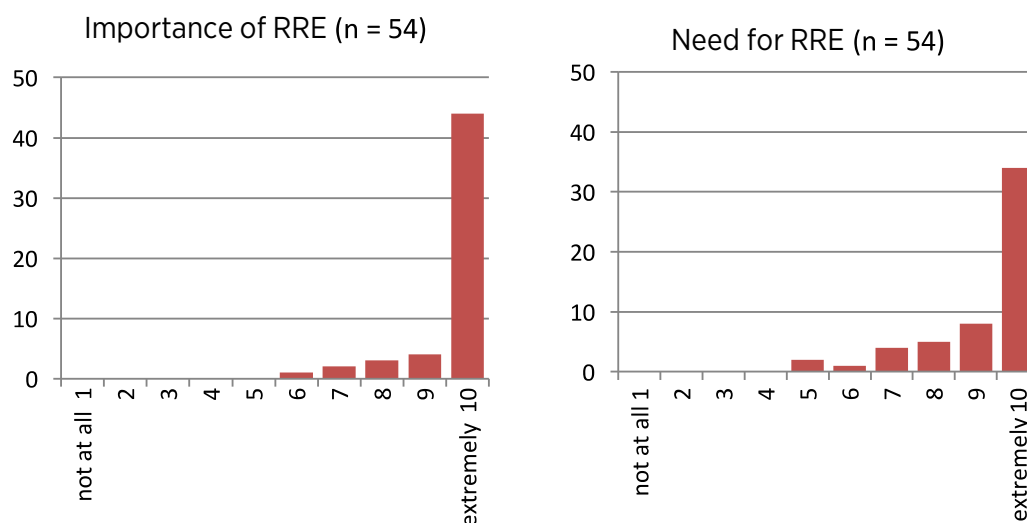

Figure 5 Participant ratings of importance and need for RRE

Fifty-one respondents (94%) indicated that RRE is very to extremely important (ranging from 8-10 on the horizontal axis), with the remaining three (6%) ascribing some importance to RRE. Forty-seven respondents (87%) indicated a high to very high need for RRE among the population groups served by their organisation (ranging from

8-10 on the horizontal axis), with a further five (10%) indicating a moderately high need (ranging from 6-7 on the horizontal axis).

In addition, 33 of 53 respondents (62%) indicated that their organisations were currently providing RRE in some capacity. NAPCAN's Love Bites was the most frequently mentioned RRE program (13 out of 36 responses), with Y-Brave (YWCA – 2 responses), Protective Behaviours (2 responses), and Mates (via Griffith University – 1 response) also noted as examples of specific RRE programs being offered.

The survey investigated respondents' experiences of and attitudes to training in RRE. Twenty-five respondents indicated that staff at their organisations had received training in RRE. Of these, fifteen (60%) had trained in Love Bites. The other ten responses noted a diversity of programs which variously targeted protective behaviours, parenting skills, and school-based practices.

Respondents were asked to rate their perceptions of the availability and usefulness of training in RRE. The range and frequencies of responses to these questions are illustrated in Figure 6.

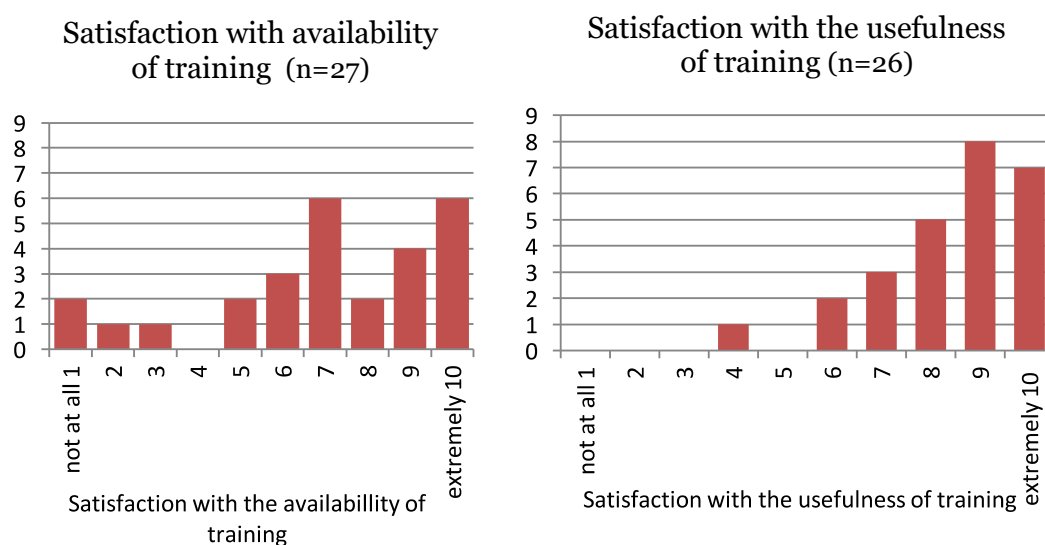Figure 6 Participant ratings of RRE training availability and usefulness

Figure 6 indicates general satisfaction with availability of training, though four exceptions (1-3 on the satisfaction scale) did indicate strong dissatisfaction with training availability. Usefulness of training was more strongly evident from the data, with highest frequencies in the 8-10 range, and only one response indicating that

training was found to be of limited usefulness. Out of these four respondents only one did not register an interest in further training opportunities.

Forty-five out of 58 (=78% of the sample) responded to the question that asked whether their organisation would be interested in undertaking further training in RRE, and of these 39 (87%) indicated they were interested. The survey data also revealed the participants' preferences for the training components shown in Figure 7.
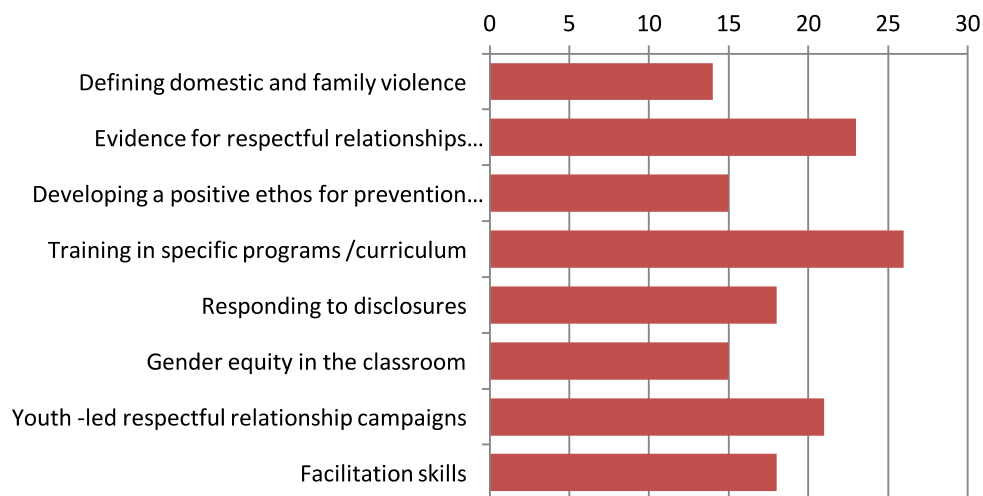
Figure 7 Value of specific training content.

This figure shows the number of times specific components of RRE were endorsed as valuable (n=41).

As illustrated in Figure 7, training in specific programs was most commonly valued, followed by training workshops that deal with the evidence base for RRE. Opportunities for having young people themselves lead RRE campaigns were also viewed as valuable, as were training in facilitation skills and responding to disclosures. It should be noted that these findings reflect the views of those who responded to the survey, which included a preponderance of agencies already involved in family and domestic violence prevention initiatives. It is likely that the lower ranking of classroom and school-based initiatives, and of defining domestic and family violence, reflect the preferences and needs of these specialised services. Surveying a more representative community sample would likely yield somewhat different preferences for training support.

In anticipation of the planned whole community initiative, the final survey question asked respondents to indicate whether their organisations would be interested in participating in one or more of the following suggested community RRE initiatives.

- Provide respectful relationships education to young people
- Establish working group for effective implementation of respectful relationships education involving your whole organisation/school
- Participate in community-based prevention campaigns
- Support youth-consultations to inform Respectful Relationship Education program development
- Participate in support network for schools/organisations implementing Respectful Relationships Education
- Host programs run by outside organisations.

The overall response rate for this item was 90% of the available sample, demonstrating a high level of interest across the participating organisations. Substantial breadth of interest was also evidenced through the range of responses they endorsed, as illustrated in Figure 8. Each listed item was endorsed by 41%-66% of respondents (total n=44 for this question).
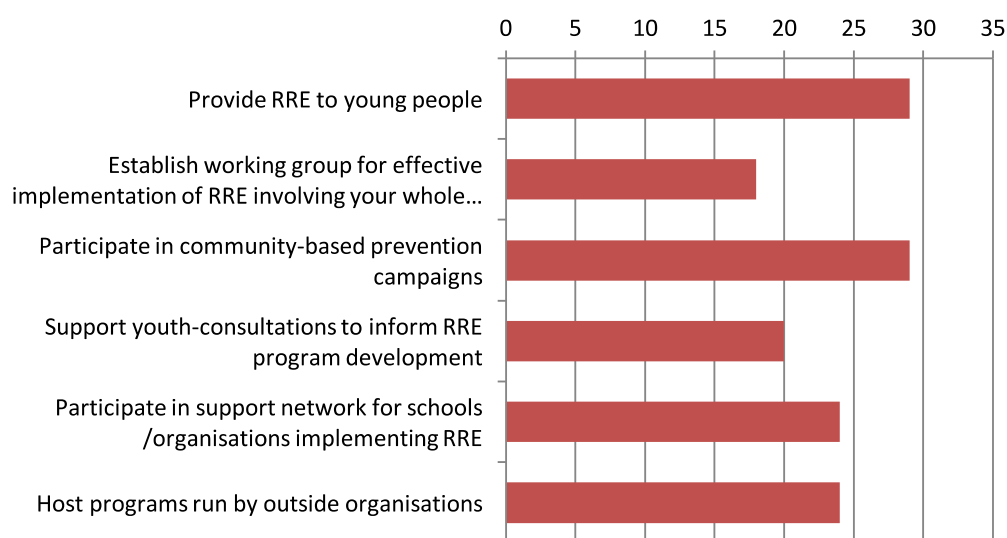

Figure 8 Indications of interest in planning and delivery of RRE (n=44)

Figure 8 reveals that the kinds of participation most frequently endorsed related to community campaigns and the provision of RRE to young people (both 29/44 = 66%). Opportunities which involved coordination of ongoing projects (e.g., working group

participation or support for youth consultations) were favoured less frequently (18-20/44 = 41% & 45% respectively). This more limited enthusiasm likely reflects the lack of financial or staffing resources which were commonly identified by respondents as challenges to their capacity to deliver RRE. Further analysis of this data to more closely inform the implementation strategy will be presented in the following section.

Overall, support for establishing a whole community approach to RRE was high, as were indications of willingness to participate. Advice from the consultations augmented these findings. One significant theme that was identified in the consultations by a range of participants was the need for information about the evidence base relating to RRE and its effectiveness. This was viewed as important both for assuring implementation quality and for influencing decision makers whose support would be essential.

NAPCAN's role in providing specific RRE programming and training in Love Bites was widely appreciated. This emphasis was most prominent amongst council managers, youth organisations and several of the social welfare organisations, some of whom offered specific suggestions for improving implementation and dissemination on the basis of their substantial experience as Love Bites facilitators. Their detailed suggestions in this regard will help to inform the implementation strategy.

From a number of quarters, but particularly amongst those agencies involved in child protection, NAPCAN was also seen as having expertise in conducting social marketing campaigns. A number of those consulted identified NAPCAN's Children See Children Do media campaign as a highly successful means of raising awareness and building community engagement. Several recommendations for a whole community approach referenced this campaign as a leading example of a community education strategy.

Views of Respectful Relationships Education

Whereas the broad findings of the scoping study indicated substantial interest and enthusiasm from different sectors in support of a whole community approach to violence prevention, the research also identified the need to establish a shared understanding of the aims and scope of RRE. Variations in the ways that different types of organisations perceived RRE and its application in their particular settings were evident from the responses to question 10 of the survey, which asked respondents what they felt should be the main components of RRE.

One respondent identified simply that RRE should include 'everything already in the Love Bites program'. Another highlighted that one-off events were not sufficient: a long

term intervention was required to impact beliefs. The need to extend the focus of relationship education to encompass a collective sense of responsibility was raised in the principle 'when someone is hurt it hurts the community'.

Detailed analysis of the open-ended responses to question 10 revealed several key themes regarding the content that should be included in RRE. The scheme that emerged from this analysis consists of four main elements: general skills for positive communication and healthy relationships, emotional education, gender analysis, and safety and consent. The different emphases these elements address are complementary. In combination they provide an effective summary of desirable RRE components.

Further detail to elaborate the four elements is presented below. For each element several illustrative examples from the data are provided.

General skills for positive communication and healthy relationships
This theme emphasised learning about respect and inclusiveness, setting expectations, and learning ways to resolve interpersonal conflict. Comments under this theme included:
- teaching children what respect looks like, how it feels and what it means
- communication and listening skills
- role modelling (and discussing) how respectful relationships are conducted and teaching skills to call out disrespectful behaviour
- non-violent communication
- the right to feel safe and respected
- clear, consistent messages around what constitutes unhealthy and healthy relationships.

Emotional education
A number of responses highlighted the skills of learning about emotions, learning how to manage feelings and build self-esteem, at the same time as having compassion and empathy for others.
- recognising uncomfortable feelings
- emotional intelligence/feeling
- responsibility for feelings and needs
- increasing self-esteem and confidence
- nurturing empathy in children

Gender analysis

A large number of responses emphasised the importance of a gender critique to changing stereotypical behaviour and addressing both DV and SA. Examples included:

- a specific approach to gender and violence, one that addresses the link between gendered power relations or inequalities and violence against women
- understanding what gender violence, sexual harassment are
- for the boys!!!! Girls have less power and given more responsibility for outcomes - needs swapping.
- challenging stereotypes of gender attributed behaviours
- developing empathy and understanding for people of different genders, ethnic backgrounds and religions.

Safety and consent

The emphasis on safety and consent highlighted the need to teach young people practical skills for negotiating relationships safely. Key issues raised were:

- sexual assault and consent issues
- identifying and recognising abuse, personal safety strategies and boundaries
- bystander behaviour
- teaching young people how to create their own safety plan when going through DV
- technology and relationships
- a whole of school approach involving educating teachers and creating partnerships within schools to refer young people who impacted by DFV and SA.

Less frequent but nonetheless important themes included critical analysis of the media for its effects on behavioural norms and expectations, and cultural aspects of relationships and values. The importance of understanding the impacts of trauma, including intergenerational impacts, was also raised.

The variety of ways that RRE was framed highlighted differences in the perspectives and perceived roles of the participating organisations. The disaggregated responses from schools revealed a central emphasis on positive communication and social-emotional learning, with gender and safety issues appearing only as a more limited concern. By contrast, the primary emphasis in the data from social welfare and youth organisations was on the importance of challenging gendered stereotypes and developing skills for negotiating power and sexuality in relationships.

RRE programs currently offered

Paralleling the variations in the ways that RRE tended to be defined by different groups, the kinds of programs being offered also revealed a spectrum of approaches. Question 13a, 'Is your organisation currently providing respectful relationships education?'

elicited 33 positive responses, constituting 62% of the available sample. Question 13b then asked: 'Please describe the program offered.'

Table 2 presents the responses to question 13b, categorised according to the areas the programs target and the forms of delivery. The left-hand column provides the scheme used to categorise the programs and indicates the key features associated with each category. The right-hand column lists the programs identified, with the number in brackets indicating the frequency of naming in the responses to this question.

Table 2 Currently offered programs categorised by key focus

Key focus	Programs identified in scoping survey
General social-emotional learning programs • regular, systematic, developmentally sequenced for school curriculum • build skills for self-awareness, self-management, social awareness, relationship skills, and responsible decision-making	• Bounceback (2) • You can do it (1)
Specific RRE programs • targeted for prevention/early intervention for DV and/or SA with skills development • presentation may be in workshop mode or multiple session program • appropriate for in and out of school settings	• Love bites (13) • Protective behaviours (2) • Y-Brave (2) • Y-Pep (child protection) (1) • Mates (1) • Loving them healthy relationships (2)
Awareness-raising • information and awareness raising through talks, media, events • focus on attitudinal change more than skills	• White ribbon day (2)
Parenting programs • multi-session programs to develop parenting skills • systematic, supported by research, or tailored by agency for local needs	• Aboriginal early years relationships (1) • Circle of security (1) • Tuning into kids (1) • Generic parenting programs (2)
Practices • focus is on ways that teachers, schools (or other organisations) identify and address student/youth support needs and respond to social and behavioural concerns	• Positive behaviour for learning (2) • Restorative justice (2) • Child protection (1)

As indicated in Table 2, general social-emotional learning programs are school-focused and are integrated into the curriculum. They comprehensively target the development of social and emotional skills over an extended period, as recommended by KidsMatter (Graetz, Littlefield, Trinder, Dobia, Souter, Champion et al., 2008). The two programs identified in this category were developed in Australia and offer full primary school curriculum-based resources, but also provide resources suitable for secondary schools. These programs target wellbeing and resilience but do not generally include a specific focus on gender issues or violence prevention.

The RRE programs identified in Table 2 are targeted specifically for DV and SA prevention rather than overall social-emotional wellbeing. Protective Behaviours is aligned with the primary PDHPE curriculum. The other listed programs are currently supplementary to the regular school curriculum, although the recent mandating of RRE in high schools offers opportunities for more effective curriculum integration. NAPCAN is in the process of refining multi-session curriculum-focused versions of its Love Bites and Love Bites Junior programs. The advantages of curriculum integration include the benefits of extended engagement in learning which encourages greater assimilation, retention and application of what is learned.

The value of awareness-raising programs is that they bring attention to the issue of violence prevention and stimulate discussion around the need for community involvement. Visible events such as White Ribbon Day or National Child Protection Week give prominence to the need to address DV and SA, triggering conversations and giving impetus to prevention efforts. Participants in the consultations identified that awareness-raising campaigns provided a useful focus in opening up discussion of the issues, but cautioned that they could become tokenistic unless backed up with substantive and sustained education and support programs.

While RRE typically refers to programs targeting young people, a number of the survey participants identified parenting programs as significant exemplars of their work in the area and cited the specific programs being offered. This highlights the importance of familial practices in influencing the development of respectful relationships. Analysis of the survey and consultation data revealed strong themes around the need for both parenting education and engagement of parents in school-based RRE efforts. The particular parenting programs named by the survey participants and listed in Table 2 have a strong emphasis on enhancing the parent-child relationship through building understanding of children's social and emotional needs as well as acknowledging and addressing those of parents.

The Practices category in Table 2 comprises survey responses to question 13b that identified systemic educational practices, rather than specific programs, as ways of

implementing RRE. Positive Behaviour for Learning (PBL) and Restorative Justice offer frameworks for addressing behaviour issues through educative rather than punitive approaches. PBL is a whole school system focused on proactive and explicit teaching and reinforcement of school expectations for student behaviour. Restorative Justice aims to encourage responsibility and accountability, and can be implemented in a range of settings. Child protection practices undertaken by staff were also nominated in one instance as an example of RRE.

This spectrum of programs and practices provides a broad map of the field of RRE, as informed by the survey data. Each of the outlined categories suggests implications for the roles available for different organisations to play in providing RRE. There are also potential linkages and synergies between the identified categories and programs. When designing a whole community approach to RRE it will be useful to bear this spectrum in mind and consider how to best coordinate and target the available resources for RRE provision across the IWC area.

Implications for RRE

As previously reported, 87% of respondents indicated their interest in undertaking further training in RRE. Figure 7 illustrated how this interest in training was distributed across different content domains. In light of the above analysis showing variations in the ways that RRE is understood and employed, further examination of training interests was undertaken based on disaggregation of the data into organisational categories. This examination sought to more closely determine the specific needs identified by different types of organisations in order to inform ways that training might be more closely targeted to support their work.

Table 3 presents a breakdown of preferred training content by organisation type. Due to low numbers, the data is provided in raw form only. Organisation types are listed in the left column, followed by the total number of organisations of that type who responded to this item. The number of times each training topic was endorsed by organisations of the specified type is presented in the relevant cell. For ease of perusal the highest endorsements for each organisation type have been shaded.

Table 3 Breakdown of preferred trainlng content by organisation type

Organisation type		Training content								
		Defining domestic and family violence	Evidence for respectful relationships education	Developing a positive ethos for prevention across the organisation	Training in specific programs /curriculum	Responding to disclosures	Gender equity in the classroom	Youth-led respectful relationship campaigns	Facilitation skills
Education	/7	1	5	1	4	1	3	1	2
Family/parent support	/11	5	7	4	7	4	3	5	7
Health services	/3	0	2	1	1	2	1	1	0
Social welfare orgs	/5	0	0	0	4	2	1	2	2
Youth services	/7	3	3	4	5	3	3	7	3
Child care/OOSH	/4	2	1	2	2	3	2	1	2
Council projects	/4	3	4	3	3	3	2	4	2
Total endorsements	/41	14	22	15	26	18	15	21	18

Given the low numbers in each category these findings should be interpreted cautiously. However, insofar as the emerging patterns of interest appear consistent with the particular missions and priorities of the identified organisational categories, they suggest some useful directions for targeting a whole community RRE strategy.

Reading down the columns of Table 3, training in specific programs was most commonly endorsed, followed by the evidence base for RRE – as previously identified in Figure 7. However, looking across the rows in the table shows divergent interests across the different organisational types. Schools endorsed the two main priorities; family/parenting support organisations endorsed these but also indicated a desire for training in facilitation skills. Social welfare organisations and youth services valued training in programs, but all youth services indicated they would value training in

youth-led RRE campaigns. Responding to disclosures was the most commonly endorsed training option for child care services, and was also valued by health services. All respondents from council identified a desire for training in the evidence base for RRE and in youth-led campaigns. These distinctions suggest priorities for tailoring training to different organisations, and also identify some potential areas for cross-organisational collaboration. A similar breakdown of interest in participating in a whole community approach to RRE according to different organisational types is in Table 4.

Table 4 Interest in participation in RRE planning/delivery by organisation type

Organisation type		Interest in participation in RRE planning/delivery					
		Provide Respectful Relationships Education to young people	Establish working group for effective implementation of respectful relationships education involving your whole organisation/school.	Participate in community-based prevention campaigns	Support youth-consultations to inform Respectful Relationship Education program development	Participate in support network for schools /organisations implementing Respectful Relationship Education	Host programs run by outside organisations
Education	/8	6	2	2	2	4	5
Family/ parent support	/12	5	3	9	3	5	5
Health services	/3	2	2	0	1	1	0
Social welfare orgs	/4	3	3	4	2	3	4
Youth services	/7	7	4	5	6	5	3
Child care/OOSH	/4	4	2	3	2	3	3
Council projects	/4	2	2	4	4	3	4
Police	/1	0	0	1	0	0	0
Sporting group	/1	0	0	1	0	0	0
Total interest	44	29	18	29	20	24	24

Table 4 identifies patterns of interest in participating in a whole community approach to RRE. The greatest interest in directly providing RRE to young people is associated with those organisations whose missions are in education or in working with youth. Differentially, the greatest interest in participating in community-based campaigns comes from organisations whose role is more strongly identified in the community sector. Consultation with young people to inform RRE is a key interest of youth organisations and council, while interest in hosting programs run by outside organisations was greatest in schools, social welfare organisations and council. These findings suggest directions for developing collaborative alliances to contribute to specific dimensions of an overall community strategy.

Key findings from consultations

In addition to evidence provided through the survey, via the steering committee, and in invitations to discuss the project in a variety of forums, the consultations further identified a substantial level of interest in undertaking a whole community approach to violence prevention through RRE. Participants were enthusiastic about the opportunities such a project offered to build community awareness and capacity so as to extend and enhance the focus of violence prevention efforts. They emphasised the value of taking a coordinated approach that could change community attitudes, empower young people with skills for developing and maintaining respectful relationships, and provide opportunities for broad-based involvement in fostering a safer community.

Whole community initiative
Much of the enthusiasm expressed for a whole community approach identified it as an opportunity to establish a coordinated effort that would not only raise awareness but enable deeper and broader penetration across the community by equipping people to be part of a process where *'no one is left out'. 'There are a lot of people interested in contributing to the issue but don't know how.' 'A lot of people are still asking what they can do.'* A whole community approach was seen as a way *to 'empower people and address the domestic violence situation in a different way.'* It was seen as an opportunity to raise the profile of respectful relationships and make it more public, to get across that violence prevention is *everybody's business*.

Domestic violence was emphasised as a *'societal issue - not just one household on the corner'.* A whole community approach was needed to ensure everyone is *'on the same page'* in understanding the issues and knowing what actions they can take. Adopting a whole community RRE initiative was characterised as *'a more positive approach to*

prevention', by comparison with existing campaigns that are great for awareness raising but do not provide sufficient practical support through ongoing education to support behaviour change. This issue was raised by multiple participants who emphasised that an effective education campaign *has 'to give people who have issues skills to deal with issues'.* Otherwise *'people never seem to get to the next phase, only raise awareness.'*

Further anticipated advantages included the use of a strengths based approach to bring everyone together: *'It has to be a whole approach and everyone needs to come together, especially the schools'.* A strategic approach to the project was advocated, with an emphasis on identifying the roles that different people across the community can play. Some participants referred to the Speak Out campaign that was initiated through the Leichhardt Women's Community Health Centre, identifying it as an initiative that could be built on.

A number of participants expressed the need for a strategic approach based on an analysis of what is already being provided, how effective it is in producing change, and where there may be gaps.

- How it fits in the broader world of young people and families - need a strategic approach;
- Whole of community – measuring impact across the   community – what is having an impact and leaning more toward things that have a positive impact;
- Need an overall body to see if there are gaps where there aren't any respectful relationships programs running at all.

Several participants conveyed the need for a multi-faceted approach that is well orchestrated to capitalise on the range of available resources and networks. This could offer multiple avenues to engage and educate people of different backgrounds in this important work.

- Whole health and wellbeing plan, needs to be broader than Love Bites - good to have a whole gamut of people together - resources, links and networks coming together for the students;
- Need holistic picture of how it fits with everything else, i.e. if White Ribbon Day - bring in the Love Bites outputs and resources; promoting the music etc.;
- Forums that do support the marginalized communities, the CALD communities - needs to be a consideration in any LGA approach.
- Getting them on board - key people in different cultural groups - needs to be across culture.
- Particularly Chinese and Vietnamese; multi layers and cross cultural approach.

A layered approach would include awareness raising using whole community messages *('Think the viral message can be more effective')*, followed up with elaboration and engagement around the roles that each segment of the population can play. Talks and workshops targeted to address the specific needs and capacities of sporting clubs, businesses, parent groups using a population health approach. More explicit train-the-trainer training for professionals who will go on to work directly with young people, *'and snowball from there. Not just in schools … needs to be a community wide thing.'*

Council role

The role of council in providing opportunities for implementing a whole community approach to RRE was viewed very positively overall: 'I think it's great that IWC are leading this.' While NAPCAN was understood to have primary expertise in RRE program development, training and delivery, many participants identified that Council would be best to undertake the major coordination role for the community implementation.

As one IWC participant explained, *'We're the hub - speak to someone and they say go to Council. People feel comfortable in calling us.'* Participants from all organisational categories provided evidence of this view.

- See Council as having a fundamental responsibility for all of us;
- Well placed to build capacity in community;
- Council is in a position to invite members of wider community - cross sectoral invitations;
- Council's role is to try to raise awareness and facilitate building those relationships so community approaches can flourish;
- Actually think Council have a key role as they sit across so many areas … really good opportunity to do some work here;
- Councils have so much input in other areas, seems like a natural progression.

Council's existing role in facilitating interagency networks was identified as a major asset for communication and collaboration, as indicated in the following examples.

- Good thing about interagencies is the building of relationships with other sectors;
- Councils run some of the bigger interagency networks with advantages for keeping people connected, communication networks and promotion of projects and services;
- Reach huge number of services through council relationships.

As well as facilitating the interagency networks, Council's capacity to bring people together and share information with a wide audience was also viewed as a major benefit.

- See Council as bringing people together, rather than leading the way – with limited resources this is probably their role;
- Council could raise awareness around the problem and play a role in making families aware of services, phone numbers or contact points;
- Councils have the respect of key community stakeholders that will help get a project like this over the line;
- Just being a central hub – knowing what is going on in the area at any one time.

In addition, Council was valued for its substantive role in providing staff to support delivery of RRE programs. Having *'people in place who are trained'* was viewed as a particular advantage. *'If councils are involved delivering the program and not just with funding that adds value.'*

Several participants expressed enthusiasm for being involved in the implementation phase planning and governance. For example, a youth agency manager suggested that a working group with multiple stakeholders could be set up in conjunction with the existing Youth Alliance forum. The current project steering committee may wish to consider how to integrate this suggestion as it reviews its governance for the next phase of the project.

NAPCAN role
Consistent with the survey findings, the consultation data demonstrated a broad base of enthusiasm for NAPCAN's RRE programming, in particular Love Bites. There was also a sense that NAPCAN's role in child protection lent credibility and buy-in to its work in RRE.
- NAPCAN are a really good draw card with child protection approach – framing in child protection mode is a good entry point for people who are scared to talk about these things;
- Can work to dilute some of those barriers – child protection approach gives better buy-in;
- NAPCAN has that level of trust;
- Building on a really successful program – I see it in action and know it to be very successful;
- Love Bites is awesome, videos are very confronting; role play; brainstorms are engaging and kids go away full of DV stuff;
- Continue to do more of what you are doing.

A range of suggestions was made in response to the question of what NAPCAN could contribute to improving RRE. Some highlighted the scoping study as an example of what could be improved: *'You're doing it already - this research.'* *'Helping to scope and*

understand what's happening is great.' '*NAPCAN has a role in this - providing the inspiration and the practical plan.'*

Also identified were a number of areas where further developments could be undertaken, including in rearticulating the theoretical and research foundations for Love Bites and extending training capacity. The need for 'best practice' guidelines and research was expressed several times. There were requests for development of resources, including for earlier years, for embedding into curriculum and for clarification of recent whole school RRE applications.

- Need to do RRE across earlier years;
- Information shared by NAPCAN should be age specific - takes away difficult work of teachers to have to adapt for school age groups;
- Whole of school is more recent than Love Bites as a stand-alone program and that needs to be clarified a bit more.

While schools are a major focus for RRE, most teachers are not equipped with the specialist skills required for effective delivery and follow up of material concerning DV and SA. In the recent Victorian trial of a specially developed RRE curriculum (Kearney, Gleeson, Leung, Ollis & Joyce, 2016), teachers frequently found the material very challenging and experienced significant discomfort with knowing how to handle student disclosures, despite the provision of support. This underscores implications for the ways in which school-based RRE is offered, including for the training and support needs of teachers, as well as for the development of effective partnerships between schools and those community organisations that can best offer assistance and referral pathways. *'Opportunity to link our school in confidently with people that we can draw in as resources. … The school would really benefit from the community expertise and support.'*

Participants from the youth services felt that the focus on RRE in schools could miss young people who were in the greatest need. '*Lots of respectful relationships stuff in schools, need more in out of school situations with homeless young people who often don't go to school. They have trauma from families, most of that is domestic violence and that's why they're in refuges.'* Retaining the flexibility to provide both multi-session and workshop delivery modes for RRE is important to enable dissemination in a range of community settings, as well as in schools. *'A lot of those young people aren't in education and are the ones who need it most. A lot have experienced DV.'* Out of school settings such as PCYCs, youth centres and Marrickville Resource Centre were recommended.

Knowledge of recent developments in NAPCAN programming such as the multi-session versions of Love Bites and Love Bites Junior appeared to be variable. It therefore seemed that refresher training in the updated versions of these programs might address several requests for greater curriculum integration. There were also a number of requests for improved communication with and support for Love Bites facilitators. The NAPCAN implementation plan includes provisions to address these concerns. Requests for more appropriate resources for Aboriginal and CALD communities are also being considered as part of the implementation plan.

Some participants were familiar with NAPCAN's work primarily through the video-based awareness campaign Children See, Children Do. *'So powerful, it is such an effective tool that we use all the time for role modelling.'* While, as previously noted, an awareness campaign alone is unlikely to be sufficient to change ingrained behaviour, a well targeted awareness campaign must be considered an essential tool for raising awareness and engaging a range of community organisations and individuals in a whole community approach to violence prevention. *'Was so effective - NAPCAN can put together some stuff like that - harnessing social media for good.'*

An awareness-raising campaign, re-conceived for the current purpose and supported with opportunities to learn more, would respond to a number of comments and requests for video and/or print media.

- Would be good for them to produce materials others can share; social media etc; keep producing things like that ad with that sort of messaging is great
- Offer talks - even short videos;
- Like to see NAPCAN do media stuff around that - posters, Children See Children Do;
- Let the community know how they could help.

There were a number of suggestions relating to NAPCAN's advocacy role and its work with other organisations in the field. These included the following.
- Would be great to have a Love Bites ambassador;
- Make sure to keep working with the peaks e.g. DVNSW - conferences and workshops etc. Need NAPCAN presence there;
- NAPCAN is in a position to lobby at a high level;
- Get politicians and big business on board to understand how can they address this;
- If someway could get to the leaders in big business and get them on board - that's probably going to be quite helpful for funding etc;

- Get more connected and active with Youth organisations at a Peak level, i.e. Youth Action etc.;
- White Ribbon has a whole of school approach angle. - Clarifying the relationship between the two (NAPCAN's and White Ribbon's) - Co-brand?

These suggestions relate to funding, collaboration and visibility, all of which will need to be addressed strategically as part of the development of the planned implementation phase.

Challenges

Reflecting on challenges to implementation of RRE, the consultation participants identified funding and resource issues as the biggest obstacle.

- Funding is huge. We don't have any funding in our programs;
- Running respectful relationships is extra to what we're doing already - trying to do anything extra is difficult;
- Staffing of program - many in-kind hours; Rozelle Neighbourhood Centre feels the brunt;
- Everyone is delivering in-kind and there is no money to retrain people either.

Another recurring issue relates to the engagement of males in RRE. This has to do both with finding ways to engage young men in the gender content during delivery and with recruiting male Love Bites facilitators.   Currently Love Bites trainers are mostly female.

Facilitation was also noted as challenging, due to the difficulty of overcoming stereotypes   to be able to get the message across. This was identified as a training need, to be able to '*send consistent message but in different ways, so you reach rather than alienate'.* This difficulty was further framed as a *'need to develop facilitators skills on how to work with and break down those barriers – perceived rather than real – some barriers are real and some perceived.'* This important issue was identified as a need for additional training and support.

A lack of appropriate resources and referral points for some groups was identified. Participants reported that there were few, if any, resources to support schools in understanding and responding to the needs of rainbow families. Primary schools reported a lack of resources for children under 12/13. NAPCAN is in the process of reviewing its resources for LGBTIQ youth. It does appear there is a need to review resources for several groups, including Aboriginal, CALD groups, and children with disability. Programming for primary schools may also need to be reviewed in consultation with Department of Education.

Implications for whole of community approach

Based on the findings of the scoping study there is significant interest and momentum for undertaking a whole of community approach to violence prevention in the IWC region. A number of organisations have indicated their willingness to be involved, but there are variations between different sectors in their understanding of what constitutes RRE, what it should address and why it is needed. As a result, there are differential needs for consultation and training, with somewhat different strategies required for distinct sectors and community groups.

It should be noted that while the scoping study generated rich data from those who participated, there were significant gaps in its reach. Further engagement and consultations will need to be carried out with Aboriginal and Torres Strait Islander communities, with specific CALD communities and with primary schools in order to establish their needs and collaborate in tailoring resources accordingly. Further consultation with disability groups should also be undertaken.

Recent conceptualisations of gender based violence prevention employ a social ecological framework to inform primary prevention of gendered violence (OurWatch, 2015; Quadara & Wall, 2012), and to identify the range and reach of interventions that may be applied (Jewkes, Flood & Lang, 2015). The focus of this study on developing a whole of community plan has similarly identified the need for a multi-level approach to implementation. Accordingly, the recommendations have been framed within a social-ecological framework, adopting the logic of health promotion (Walden & Wall, 2014) to further conceptualise the potential of a whole of community approach to RRE. The social-ecological model adopted for this project employs a multi-system approach, promotes collaboration across organisations and builds capacity across the whole community (Maton, 2000).

The model utilises NAPCAN's expertise in the design and delivery of tailored RRE programs and community education strategies as well as Council's expertise in community engagement and coordination. This approach is based on the following assumptions:

- Prevention is about strengthening social bonds and refusing ideologies of dominance
- A whole community approach to prevention seeks to build social capital through empowering individuals with practical knowledge and strategies and the understanding that their actions can make a difference
- It aims to build connected communities and networks of support
- It seeks to develop a common framework for RRE promotion and delivery

- It identifies roles for everyone to be included and play their part
- A preventive approach seeks to engage with people before problems occur
- A public health approach seeks to reduce risk and increase protective factors. It aims to connect those experiencing risk with targeted support and early intervention.

Figure 9 draws on Bronfenbrenner's (1989) dynamic ecological systems model to illustrate NAPCAN's approach to community capacity building through providing conceptual frameworks, tools and professional learning opportunities and working with a spectrum of organisations who are involved in direct program delivery. The model invites the involvement of a range of community organisations and works in partnership with council, which provides support for engagement and collaboration, as well as input into the development and dissemination of the strategy, implementation advice and local coordination.

Implementation of the model is supported by a three-way partnership between IWC, NAPCAN and WSU researchers.

The **Council** role is focused on bringing people together and resourcing community actions. It is crucial to coordinate and disseminate a shared framework which can enable and encourage as many organisations and groups as possible to participate in a shared strategy.

NAPCAN's involvement is in resourcing RRE training and forums for schools and other organisations, and in designing a Play Your Part Strategy to bring attention to the issues and identify the roles that people in different contexts can play every day. NAPCAN will provide professional learning support for a network of Love Bites facilitators.

As outlined in the implementation plan, **Researchers from WSU** will provide strategic support to the development and deployment of the strategy working with the Steering Committee in a Participatory Action Research process. They will provide consultancy and co-development of the teacher workshops and will design and implement the evaluation strategy.
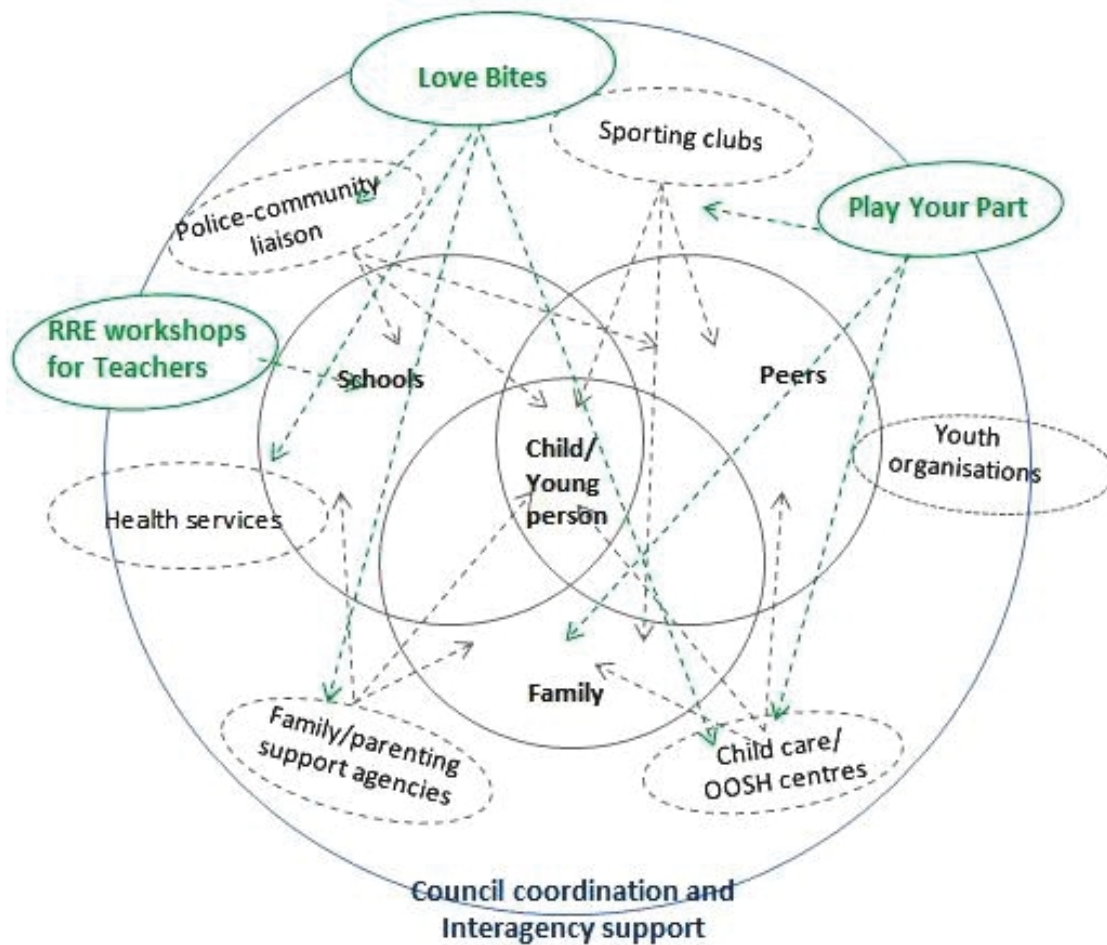
Figure 9 Social-ecological approach to whole community RRE

To further elucidate the recommended approach, Figure 10 employs a public health framework that demonstrates the application of a continuum of strategies for promotion, prevention and early intervention. Strategies in the outermost circle are broadest, developed and intended for everyone in the community, while those in each successive smaller layer are offered at increasing intensity and are targeted to groups at progressively greater risk. The model is presented as a nested system diagram to further highlight the integrative approach proposed. The spheres are not separate but mutually supportive. The whole community approach seeks not only to deliver educational packages, but to strengthen social capital through empowering individuals and organisations to improve relationship awareness and safety.

Awareness raising -
Play Your Part Campaign

Play Your Part workshops

Specialised professional learning
in RRE for schools and
community agencies

In-depth RRE programs
(e.g., LOVE BiTES &
LOVE BiTES Junior)

Links to early
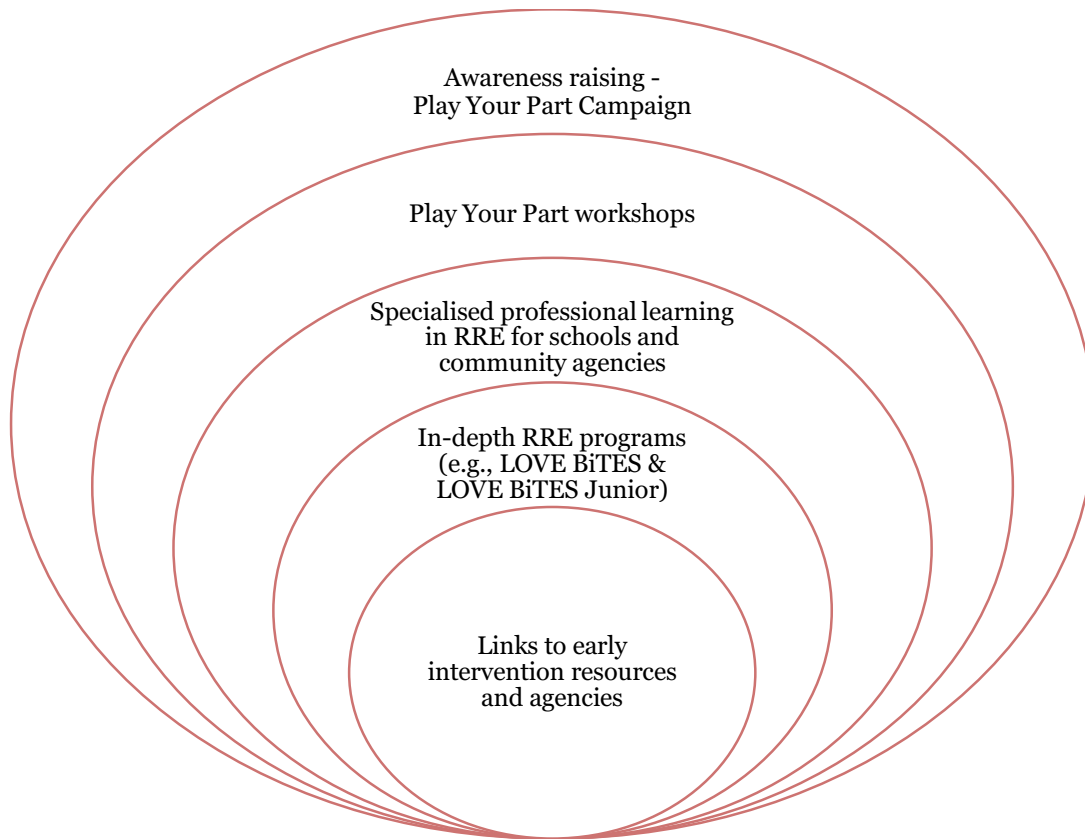intervention resources
and agencies

Figure 10 Health promotion model for whole community violence prevention initiative

The multi-level strategy illustrated in Figure 10 combines a community awareness-raising campaign, framed around the Playing Your Part theme, with a series of education initiatives that target development of capacities for awareness of the issues, integration of prosocial and anti-discriminatory values, and respectful relationships skills, and provide practical opportunities and support for taking action to address gendered violence and improve community safety. The project is designed not only to develop and deliver these initiatives but to build broad capacity across a range of community agencies to support embedding and sustainability of the initiative.

The recommended approach involves development and dissemination of a **whole community awareness campaign** around the Play Your Part theme. Using tailored media resources, the aim at the whole community level is to engage as many community groups and individuals as possible in understanding the key issues in DFV,

and to highlight the idea that everyone has a part to play in reducing violence and building a safer community.

A series of tailored **Play Your Part workshops** and activities are suggested to help define the part that different sectors of the community can play. They will be targeted, for example, to sporting, community and business organisations that have a part to play in modelling positive gender roles and in providing appropriate support and referral for young people who might be experiencing DFV. Play Your Part workshops can also be tailored for parent groups, such as P & Cs. Through working with key youth agencies and schools, young people can be supported to develop their own media messages using the Play Your Part theme.

Specialised professional learning packages for schools and teachers are suggested for co-development by NAPCAN and WSU educators. These professional learning packages aim to enable schools to be more confident and more effective in delivering high quality RRE, and to assist schools to develop appropriate linkages with community support services that can provide early intervention services and backup where necessary.

The scoping study also identified specific needs for respectful relationships programming for several minority populations. It is suggested that NAPCAN **collaborate with specialist agencies** identified through the scoping study to tailor respectful relationships programs for several identified groups, including LGBTIQ youth, Aboriginal communities, CALD groups, and young people with disabilities. A strategy for engaging with marginalised young people outside of school settings was also identified as needed. In each of these cases interagency collaborations can be sought to enhance the resources and support the implementation.

This strategy aims to build further community capacity in prevention efforts, to better meet the specific needs of these groups, and to **enhance effective engagement of a range of local agencies**, thereby extending the reach of the whole community approach.

REFERENCES

Bronfenbrenner, U. (1989). Ecological systems theory, *Annals of Child Development, 6,* 187-249.

Carmody, M., Salter, M., Presterudstuen, G. H., Ovenden, G., & Hudson, M. (2014). Less to lose and more to gain? Men and Boys Violence Prevention Research Project Final Report. Penrith NSW: University of Western Sydney. Retrieved October 28 2015 from www.women.nsw.gov.au/__data/assets/file/0019/300619/PDF_2_Final_Report_Men_and_Boys.pdf

Carrington, P. J., & Scott, J. (2011).*The SAGE Handbook of Social Network Analysis.* Thousand Oaks: SAGE

COAG (2011). National Plan to Reduce Violence Against Women and Their Children. Canberra, Australia: Council of Australian Governments (COAG).

The Edwards, M. (Reporter). (2015, May 4). *Domestic violence: Call for overhaul as crisis reaches 'epidemic' proportions* [Audio podcast]. AM. Retrieved from http://www.abc.net.au/news/2015-05-04/activists-call-for-domestic-violence-overhaul/6441616

Graetz B, Littlefield L. Trinder M, Dobia B, Souter M, Champion C, Boucher S, Killick-Moran C, Cummins R. (2008). KidsMatter: A population health model to support student mental health and wellbeing in primary schools. *International Journal of Mental Health Promotion, 10*(4) 13-20.

Jewkes, R., Flood, M. & Lang, J. (2015). From work with men and boys to changes of social norms and reduction of inequities in gender relations: a conceptual shift in prevention of violence against women and girls. *Lancet, 385*: 1580–89.

Kearney, S., Gleeson, C., Leung, L. Ollis, D. & Joyce, A. (2016). *Respectful relationships education in schools: The beginnings of change. Final evaluation report*. Melbourne, Australia: Our Watch. Retrieved October 16, 2016 from https://www.ourwatch.org.au/getmedia/634efd9c-dd7d-4e66-ba2c-5dc4780cff2f/RREiS_R3_Final_AA.pdf.aspx

Kemmis, S. & McTaggart, R. (2005). Participatory Action Research: Communicative action and the public sphere, in N. K. Denzin & Y. S. Lincoln, *The Sage Handbook of Qualitative Research* (3rd ed). Thousand Oaks: Sage

Maton, K. I. (2000). Making a difference: The social ecology of social transformation. *American Journal of Community Psychology, 28*(1), 25-57.

NSW Ministry of Health (2016). *NSW Domestic and Family Violence Prevention and Early Intervention Strategy 2017-2021.* Sydney, Australia: NSW Ministry of Health. Retrieved January 31 2017 from https://www.women.nsw.gov.au/violence_prevention/dfv-prevention-intervention-strategy

NSW Public Schools (2015*). Respectful relationships and violence education in NSW government schools*. Retrieved July 10 2015 from:
https://hpeclic.files.wordpress.com/2015/07/fact-sheet-respectful-relationships-and-violence-education-in-nsw-government-schools.pdf

Our Watch (2015). *Change the story: A shared framework for the primary prevention of violence against women and their children in Australia.* Retrieved November 6 2015 from https://www.ourwatch.org.au/getmedia/1462998c-c32b-4772-ad02-cbf359e0d8e6/Change-the-story-framework-prevent-violence-women-children.pdf.aspx

Quadara, A. & Wall, L. (2012). What is effective primary prevention in sexual assault? Translating the evidence for action. *Australian Centre for the Study of Sexual Assault Wrap No. 11.* Melbourne: Australian Institute of Family Studies. Retrieved November 28 2015 from
https://www3.aifs.gov.au/acssa/pubs/wrap/wrap11/index.html

TNS Australia (2015). *Reducing violence against women and their children: Research informing the development of a national campaign*. Retrieved November 26 2015 from:
https://www.dss.gov.au/sites/default/files/documents/11_2015/dss_violence_against_women_public_report.pdf

Walden, I., & Wall, L. (2014). *Reflecting on primary prevention of violence against women The public health approach.* (ACSSA Issues No. 19). Melbourne: Australian Centre for the Study of Sexual Assault, Australian Institute of Family Studies. Retrieved December 12 2016 from
https://aifs.gov.au/publications/reflecting-primary-prevention-violence-against-women

Women NSW (2014). *It stops here: Standing together to end domestic and family violence in NSW.* The NSW Government's Domestic and Family Violence Framework for Reform. Retrieved November 2 2015 from
https://www.women.nsw.gov.au/__data/assets/file/0003/289461/It_stops_Here_final_Feb2014.pdf

Appendix A: Online survey

Scoping the need for respectful relationships education in Sydney's Inner West Preventing domestic and family violence requires everyone to work together to change the norms and attitudes that support abusive and violent behaviour. One of the key strategies for creating change is through providing respectful relationships education to children and young people. A scoping study is being undertaken by NAPCAN with a view to collaborating with local organisations so that every child and young person in the Inner West Council area can participate in respectful relationships education. The study is being undertaken in partnership with researchers from Western Sydney University's Centre for Educational Research.

The purpose of this survey is to i) map the work already being undertaken by organisations in the Inner West Council area towards preventing domestic violence and sexual assault, and ii) to identify where there are needs for and interest in participating in respectful relationships education. Your participation is very much appreciated.

1. Name of organisation _____

2. What role do you currently hold in this organisation?
   _____

3. What are the main services provided by your organisation?
   - Education
   - Health
   - Family Support
   - Recreation/Sport
   - Child Care
   - Youth Work
   - Domestic Violence Services
   - Sexual Assault Services
   - Police
   - Disability
   - Settlement Services
   - Legal Services
   - Other (Please provide details) _____

4. How many staff are employed at your organisation? _____F/T staff _____ P/T staff
   If exact numbers not known please provide your best estimate.

5. Which age groups does your organisation serve? *(Please click all that apply.)*
   - 0-2 yos
   - 3-5 yos
   - 5-12 yos
   - 12-18 yos
   - 18-25 yos
   - Families
   - Women
   - Men
   - Adults 25 & over

6. Please indicate below which are the main cultural/language groups your organisation serves.

- Aboriginal and Torres Strait Islander
- Australian/English speaking background
- Chinese
- Italian
- Indian
- Nepali
- Lebanese
- Filipino
- Sri Lankan
- Spanish
- Korean
- Vietnamese
- Thai
- Greek

Other (please specify)_____

7. Does your organisation currently play a role in family and domestic violence prevention? YES/NO

If yes, please provide a brief explanation of the role played and programs offered.

_____

_____

Who is the main target group for these activities?
- Couples
- Families
- Men
- Women
- Other _____

8. Does your organisation currently play a role in sexual assault prevention? YES/NO
If yes, please provide a brief explanation of the role played and programs offered.

_____

_____

Who is the main target group for these activities?
- Couples
- Families
- Men
- Women
- Other _____

9. Has your organisation undertaken any initiatives with other providers who specialise in domestic violence and/or sexual assault prevention? *Please indicate the organisation/s below.*

- NAPCAN
- White Ribbon
- Bravehearts
- Rape and Domestic Violence Services Australia
- OurWatch
- Child Abuse Prevention Service (CAPS)
- Others? _____

Please briefly describe the initiative/s and indicate when it was undertaken.

_____

_____

10. Respectful relationships education is advocated as a key strategy for changing attitudes towards relationship violence and promoting positive relationship skills among young people. What do you feel should be the main components of respectful relationships education?

_____

_____

_____

11. How do you rate the importance of respectful relationships education for young people?

1	2	3	4	5	6	7	8	9	10

Not at all
important

Extremely
important

12. How do you rate the need for respectful relationships education amongst the population groups your organisation serves?

1	2	3	4	5	6	7	8	9	10

Not at all
needed

Major or
urgent need

13. Is your organisation currently providing respectful relationships education? YES/NO
If yes, please describe the program being offered.

_____

_____

14. Have staff at your organisation received training in conducting respectful relationships education? If so, how many staff have received training? ____

15. How satisfied were you with the availability of training?

1	2	3	4	5	6	7	8	9	10

Not at all
satisfied

Extremely
satisfied

16. How useful was the training received?

1	2	3	4	5	6	7	8	9	10

Not at all

Extremely

useful   useful

17. Is your organisation interested in further training for staff? YES/NO

18. What kinds of training content would you find most valuable?

- Defining domestic and family violence
- Evidence for respectful relationships education
- Developing a positive ethos for prevention across the organisation
- Training in specific programs/curriculum
- Responding to disclosures
- Gender equity in the classroom
- Youth-led respectful relationships campaigns
- Facilitation skills

19. Please describe any challenges in conducting respectful relationships education with the population you serve?

_____

_____

How have you sought to meet these challenges?

_____

_____

_____

20. Would your organisation be interested in participating in any of the following respectful relationships activities? *(click all that apply)*
    - Provide respectful relationships education to young people
    - Establish working group for effective implementation of respectful relationships education involving your whole organisation/school
    - Participate in community-based prevention campaigns
    - Support youth-consultations to inform Respectful Relationship Education program development
    - Participate in support network for schools/organisations implementing Respectful Relationships Education
    - Host programs run by outside organisations

Many thanks for providing this valuable information to support effective planning of respectful relationships education dissemination in the Inner West.

In addition to this survey NAPCAN will be conducting a number of consultations relating to this project, with the aim of gathering further input and advice from those who are involved in working with young people. If your organisation would like to be involved in the consultations please contact Ellen Poyner, ellen.poyner@napcan.org.au or
Madelene McGrath, madelene.mcgrath@napcan.org.au to indicate your interest.