



Respectful Relationships Evaluation

Report 2.2: Final findings of Round 3

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Executive Summary

This report presents findings from the final evaluation of projects funded in Round 3 of the Respectful Relationships initiative. The approach to evaluating Round 3 projects included both an evaluation of project design and content against the National Association of Services Against Sexual Violence (NASASV) standards (Process Evaluation), and an evaluation of participant outcomes in achieving positive changes in awareness and attitudes towards respectful relationships in the targeted population (Outcomes Evaluation).

The 11 projects targeted diverse participant groups including mainstream primary and secondary school students, students in flexible learning options environments, Indigenous young people, young people from culturally and linguistically diverse (CALD) backgrounds in school settings, and young people in community or other institutional settings such as detention. Participants ranged in age from 8 to 24 years. Each project delivered respectful relationships education programs in multiple venues.

Overall, the process evaluation found that projects demonstrated appropriate approaches to:

1. Community and school consultation,
2. Cultural inclusion and relevance for culturally specific projects,
3. Overall training and support for project facilitators.

A major component of the process evaluation was a comparison of the performance of each project with the standards outlined by the National Association of Services Against Sexual Violence (NASASV). The evaluation found that overall, projects demonstrated compliance with the six NASASV standards.

The main specific findings of the process and outcome evaluations were:

- Most projects clearly articulated a feminist approach to understanding the gendered nature of violence perpetration. Others were reluctant to use and articulate feminist theory in their project design due to a perceived negative impact of feminist ideals.
- Theories of change were used to develop program content but the relevance of these theories to the efficacy of the project was not demonstrated for individual projects.
- All projects used considerable time and resources to ensure that the content and delivery of their projects were inclusive, relevant and culturally sensitive to the diverse range of students that they work with.
- Projects generally demonstrated comprehensive program development and delivery with extensive community consultation and stakeholder engagement particularly when working with Indigenous students and communities.
- One-off projects that were designed for a target population with specific needs and challenges were successful in facilitating initial engagement with populations and organisations that had not previously been engaged with respectful relationships education.

- Successful projects delivered across multiple settings relied on a supportive school environment, the engagement of teachers to model respectful relationships behaviour and to assist with behaviour management in classes, sufficient time to deliver the sessions, and an appropriate venue.
- There is a need to establish clear guidelines around the commitment required from schools and teachers to ensure the best possible outcomes for students and the school.
- The balance between maintaining a coherent and consistent program curriculum and the requirement to flexibly respond to the needs and levels of students was an ongoing challenge.
- Few projects evaluated changes in attitudes or behaviour following program delivery. Projects that did attempt these evaluations reported methodological challenges in obtaining student and parent consent and having low response rates especially in disadvantaged settings with multiple challenges to school participation.
- Most projects demonstrated a commitment to supporting thorough training and professional development of educators and project facilitators.
- Young people were interested and receptive to participating in programs addressing respectful relationships education.
- Focus groups highlighted that young people (males and females) had made positive changes in their lives as a result of participating in the respectful relationships programs. The programs provided young people with a language to describe and analyse their current relationships.
- In a survey of participants, young people rated satisfaction with the programs and perceived outcomes for themselves, as highly positive.
- After considerable effort to gain parental consent, participation of young people in a survey following a respectful relationships education program was poor for most projects.
- For secondary school students, measures recording individual response to anger, conflict resolution skills, acceptance of dating violence and attitudes toward women did not improve significantly, following participation in a respectful relationships program.
- Statistically significant changes following program participation by secondary school students were only observed for measures of psychological dating violence for some projects.
- For primary school students, significant positive changes in response to anger and conflict resolution following participation in a program were found for some projects.
- Measures of response to anger and conflict resolution skills varied significantly between primary schools, indicating that differences in school characteristics are associated with students' understanding of these relationship attitudes and with the potential improvement in these measures as a consequence of participating in a respectful relationships program.

Recommendations from these findings:

- The relevance of feminist theory to current social problems needs to be highlighted for those working in this area of respectful relationships education.
- Appropriate theories of change should be identified with demonstrations on how these models can be used in the design and evaluation of respectful relationships education programs; including articulation of determinants of violent relationship behaviours and how the intervention program targets these to affect participant change.
- A multifaceted approach to delivering programs is required. This approach should address interpersonal violence and promote the development of respectful relationships for a diverse target audience.
- The skills and knowledge required for delivering effective Respectful Relationships programs in schools should be documented for educators or agencies.
- Support should be provided to schools and/or agencies in providing specific training in Respectful Relationships programs in order to establish and maintain a workforce of qualified and experienced program facilitators.
- Skills training should be established for facilitators so they are equipped to deal with disclosure, emotional issues, behavioural problems in the classroom, and other multiple complex problems presented by participants.
- Urgent research is needed to develop age-appropriate standardised instruments and methodologies to assess attitudinal and behavioural change to respectful relationships education, by children and young adults, following program participation.
- Uniform program evaluation strategies should be developed and put in place before commencement of a program of respectful relationships education. This includes the development of forms and processes for obtaining parental consent for student's participation in surveys, assessment of baseline student awareness of respectful relationships before commencement of a program, and a commitment by educators to collect this information.
- Respectful Relationships education programs will have varied impact on student awareness and outcomes depending on the characteristics of the school community and the willingness of the school and teachers to provide a supportive environment. Respectful Relationships programs should therefore consider the community environment in which it is situated, including the baseline respectful relationships awareness level of students.

1 Introduction

This report has been prepared by researchers from the Institute for Social Science Research (ISSR) at The University of Queensland (UQ) for the Department of Social Services (DSS). The report provides findings from the final evaluation of projects funded by DSS's Respectful Relationships initiative in Round 3.

DSS provides leadership in Australian Government policy and project management on issues affecting women and gender equality, family and community safety, and the delivery of women's safety initiatives. DSS, in partnership with State and Territory governments, has been responsible for the implementation of a range of initiatives aimed at reducing violence against women, particularly initiatives under the *National Plan to Reduce Violence against Women and their Children 2010-2022*. Respectful Relationships is a primary prevention initiative that seeks to reduce sexual assault and domestic and family violence through education. The initiative funded projects which were focused on young people and aimed at raising awareness of ethical behaviour; developing protective behaviours; and developing skills in conducting respectful relationships. The Australian Government has committed funding over five years from 2008-09 to 2012-13, investing more than \$9 million to implement Respectful Relationships education projects across Australia. In addition, four Indigenous Respectful Relationships projects totalling \$556,000 were funded in Round 2 under the Indigenous Family Safety Program. In 2012, \$3.7 million was allocated to 11 projects for the third round of funding. All funded projects were undertaken in schools, sporting clubs, and community organisations.

This report evaluated the process and outcome performance of projects funded during Round 3 of the Respectful Relationships initiative. The evaluation approach to Round 3 projects included both an evaluation of project content and models against the NASASV Standards and an evaluation of participant outcomes in achieving the desired awareness and attitudes in the recipient population. This report provides a summary of projects, an overview of the outcome and process evaluation, and final findings of participant outcomes.

2 Summary of Round 3 projects

Eleven projects were funded in Round 3 of the Respectful Relationships initiative (project characteristics are summarised in Table 1 below). The projects targeted diverse participant groups including mainstream primary and secondary school students, students in flexible learning option schools, Indigenous young people, young people from culturally and linguistically diverse (CALD) backgrounds in school settings, and young people in community or other institutional settings such as detention. Participants ranged in age from 8 to 24 years.

Projects varied in size and scope. Duration ranged from single one and two hour sessions to ongoing programs lasting up to two years. Projects also varied in size, with some targeting several thousand participants across multiple sites, while others targeted smaller groups within single schools or communities.

Many of the programs were delivered in school settings, including mainstream secondary schools and primary schools, but also in tertiary courses and alternative or special education settings. Programs were also delivered to participants in other settings such as Indigenous communities, existing support groups (for example, young mothers, migrant and refugee support groups, youth support services) and youth detention. Most of the organisations funded to deliver Respectful Relationships programs in Round 3 were counselling and support organisations for women and families, however youth support organisations and migrant and refugee support services also received funding.

Table 1 Round 3 project summary*

Organisation	Project	Location	Setting	Total participant numbers	Age(s)	Gender	Participant composition	Average duration
Centacare Catholic Family Services	Change-I Am	SA	Indigenous community-based	36	8-24	female	Indigenous	22 months
Interrelate	Kids Connexions and My Family	NSW	Primary schools	11,000	10-13	mixed	non-targeted	5 sessions
Ipswich Women's Centre Against Domestic Violence	LOVE BITES	QLD	Secondary schools and alternative education streams	2415	14-17	mixed	non-targeted	1 full day session + follow up
Migrant Resource Centre	X-Pect Respect	TAS	CALD, migrant and alternative education stream for students	457	12-17	mixed and segregated	CALD and migrant	10 sessions
Relationships Australia NT	RESPECT program	NT	Secondary schools	176	14-18	segregated	Indigenous and CALD youth	2 sessions
Uniting Communities	Respectful Relationships	SA	Mainstream and flexible learning secondary schools, various other institution and community settings	1800	8-24	mixed	various	6 sessions
Vocational Partnerships Group Inc.	Respectful Relationships FNQ	QLD	Secondary schools and alternative education stream	336	13-19	segregated	Indigenous, non-targeted	6 sessions
Women's Council for Domestic and Family Violence	Promoting Respect	WA	Secondary schools	180	12-17	mixed	non-targeted	3 sessions
Women's Health West	You, Me and Us	VIC	Primary schools, English courses within Universities and TAFEs	3 450	10-13; 18-24	mixed	non-targeted	1 session
YWCA NSW	Kids, Families, Communities	NSW	Primary schools and secondary schools	1 560	8-14	mixed	non-targeted	7 sessions
YWCA of Canberra	Respect Communicate Choose	ACT	Primary schools	884	9-12	mixed	non-targeted	9 session

*Based on information from funding application documents and other documents provided by DSS.

3 Methodology

3.1 Evaluation overview and goals

The evaluation of the 11 Respectful Relationships projects funded in Round 3 consisted of both a process evaluation and an outcome evaluation. The process evaluation examined the development and implementation of projects, and examined how they aligned with standards outlined by the National Association of Services Against Sexual Violence (NASASV). The objective of the outcome evaluation was to examine participants' knowledge, values, attitudes and beliefs around respectful dating relationships and to examine change that might be attributed to participation in a Respectful Relationships program.

The process evaluation consisted of:

1. Review of documents submitted to DSS;
2. Interviews with project staff;
3. Interviews with teachers involved in the project (where applicable).

The outcome evaluation consisted of:

1. Quantitative surveys with participants where applicable;
2. Focus groups with participants (when quantitative methods were not applicable).

As described above, there were significant differences between projects in the design, size and scope of the projects. In addition, the timing of delivery of the projects also varied with different start and stop times and different durations of projects. This had implications for undertaking the evaluation and impacted on the methodology used. Due to these time constraints, data used in this evaluation were collected from documents submitted to DSS before the end of 2013, interviews with project staff and teachers were conducted at the end of 2013, and qualitative and quantitative data were collected by the end of January 2014. All funded projects had commenced by this stage, however not all projects had been completed. Few projects had submitted final reports to DSS. Table 2 shows the methods of data collection used for the evaluation of each project.

Table 2 Overview of data collection methods used for evaluation by project organisation

Project Organisation	Process Evaluation			Outcome Evaluation	
	Document Review	Staff Interview	Teacher Interview	Survey	Focus Group
Centacare Catholic Family Services (SA)	✓	✓	N/A ¹		X ²
Interrelate (NSW)	✓	✓		✓	
Ipswich Women’s Centre Against Domestic Violence (QLD)	✓	✓	✓	✓	
Migrant Resource Centre (TAS)	✓	✓	✓		
Relationships Australia NT (NT)	✓	✓			✓
Uniting Communities (SA)	✓	✓		✓	✓
Vocational Partnerships Group Inc. (QLD)	✓	✓	✓	✓	
Women’s Council For Domestic and Family Violence (WA)	✓	✓	✓	✓	
Women’s Health West (VIC)	✓	✓	✓	✓	
YWCA NSW (NSW)	✓	✓	✓	✓	
YWCA of Canberra (ACT and SA)	✓	✓		✓	

3.2 Process Evaluation

The process evaluation included a review of project documents submitted to DSS, an analysis of interviews conducted with project representatives and, where applicable, interviews with teachers involved in project delivery in schools.

3.2.1 Examination of projects against the NASASV Standards

A major component of the evaluation was assessing primary prevention approaches and project design and delivery against the guidelines outlined in the National Association of Services against Sexual Violence (NASASV) Standards. By way of background, in 2008 NASASV and the Office for Women, Department of Families, Housing, Community Services and Indigenous Affairs (Australia) commissioned a one-year project to develop and trial a National Sexual Assault Prevention Education

¹ Indigenous community-based project, not based in schools.

² The scheduled focus group for this project was cancelled due to sorry business in the community over an extended period of time.

Framework. The Sexual Assault Prevention Education (SAPE) Research Team was led by Associate Professor Moira Carmody and aimed to develop primary prevention strategies to promote respectful relationships and decrease sexual and family violence, especially violence against women. Primary prevention strategies are implemented before the problem occurs and are designed to remove the determinants of sexual violence, to prevent the development of risk factors associated with violence, and/or to enhance the factors protective against violence (Chamberlain, 2008, p.3).

The project was underpinned by the following set of principles:

- That primary prevention work must be underpinned by a clear gender analysis and feminist understanding of why sexual assault occurs.
- That the goal of primary prevention is to achieve behaviour change.
- That primary prevention work must target men and women and include the broader community including strategies to engage parents/caregivers.
- That projects which are based on risk management and stranger danger are not primary prevention.
- That primary prevention programs target a range of delivery locations including schools.
- That primary prevention uses a range of practices to respond to geographical and cultural differences across Australia (Carmody, 2009).

In collaboration with the Victorian Health Promotion Foundation (VicHealth), the research resulted in the development of standards for sexual assault prevention education in Australia. The report recommended the adoption of six National Standards for Sexual Assault Prevention Education as the framework to increase the capacity of the sector to deliver high quality primary prevention education programs.

The evaluation examined associations between the implementation of NASASV Standards and project outcomes. The NASASV Standards include the following:

1. Using coherent conceptual approaches to project design;
2. Demonstrating the use of a theory of change;
3. Undertaking inclusive, relevant and culturally sensitive practice;
4. Undertaking comprehensive project development and delivery;
5. Using effective evaluation strategies; and
6. Supporting thorough training and professional development of educators.

3.2.2 Document review

The documents reviewed included original grant applications, project manuals, project resources such as workbooks and session plans, reports and related documents (see Table 3). These documents were provided by DSS to ISSR with the permission of all project organisations. The descriptive review aimed to identify the intended *content* of each project, to compare each project's approach to the

mode of delivery and design, and to evaluate content against guidelines outlined in the NASASV Standards.

Table 3 Documents reviewed for process evaluation by project organisation³

Project organisation	Application Form	Performance Report			Interviews		Workshop resources	Internal evaluation report
		1	2	3	Project personnel	School personnel		
Centacare Catholic Family Services (SA)	✓	4			✓	N/A		
Interrelate (NSW)	✓				✓		✓	
Ipswich Women's Centre Against Domestic Violence (QLD)	✓	✓	✓	✓	✓	✓	✓	✓
Migrant Resource Centre (TAS)	✓	✓	✓	✓	✓	✓	✓	✓
Relationships Australia NT (NT)	✓	✓	✓	✓	✓		✓	
Uniting Communities (SA)	✓	✓	✓	✓	✓			
Vocational Partnerships Group Inc. (QLD)	✓	✓	✓	✓	✓	✓	✓	
Women's Council For Domestic and Family Violence (WA)	✓	✓	✓	✓	✓	✓	✓	✓
Women's Health West (VIC)	✓	✓	✓	✓	✓	✓	✓	✓
YWCA NSW (NSW)	✓	✓	✓	✓	✓	✓		
YWCA of Canberra (ACT and SA)	✓	✓	✓	✓	✓		✓	✓

3.2.3 Interviews with project key informants

The second component of the process evaluation incorporated a semi-structured interview with a key informant(s) from each project. The key informants included project coordinators, facilitators and managers who were nominated by project organisations based on their involvement across multiple

³ This list is based on documents provided to ISSR by DSS prior to February 2014

⁴ Performance reports were followed-up by ISSR and DSS several times. However, at the time of writing this report, performance reports from Centacare Catholic Family Services and Interrelate had not been received.

phases of the project from development, consultation, implementation to delivery. Interviews addressed the informants' perceptions of the Respectful Relationships project, including the challenges and outcomes experienced, and aimed to examine the effectiveness of project and model implementation. A total number of 11 interviews were conducted with one or more staff representatives at a time.

In order to facilitate interviews with project personnel, ISSR contacted each project organisation and asked them to nominate a representative willing to be interviewed about the project. Nominated personnel were usually project grant applicants or project managers involved in the day-to-day management of the funded projects. Project personnel were contacted to schedule suitable interview dates and to allow ISSR to explain the evaluation process. An information sheet and consent form was emailed to each interviewee. Written consent was sought prior to commencing the interview (see Appendix B: Staff and teacher interview consent forms). As projects were undertaken across Australia, all interviews were conducted via telephone.

Interviews were guided by a series of specific focus questions (Appendix A: Telephone interview guides). These questions addressed the following key areas:

1. Project description and the interviewee's role;
2. Underlying conceptual approach to violence prevention through education;
3. Planning and initiation;
4. Project design;
5. Project implementation and challenges encountered as well as any modifications to approach;
6. Staffing and training; and
7. Project evaluation including the project and participant outcomes, perceived impact and mechanisms for monitoring progress and risk assessment.

3.2.4 Interviews with teachers

Suitable teachers for the teacher interviews were identified and nominated either by the project staff or the research team, based on prior communications with the schools. Nominated teachers were usually heavily involved in the organisation and execution of projects in the classroom. Research team members contacted the school principal, explained the evaluation process and sought consent to contact teachers. If consent was given, teachers were then contacted by research staff. Information sheets and consent forms were emailed to potential participants. Written consent was obtained prior to commencing the interviews (see Appendix B: Staff and teacher interview consent forms). All teacher interviews were conducted over the phone. Across eight projects a total of 12 teacher interviews were conducted.

Key areas that were addressed during the 20 to 30 minute interview were as follows:

1. Teacher and school involvement with project development/delivery;

2. Relationships between project organisation and school;
3. Project development and delivery;
4. Training and professional development of educators; and
5. Outcomes from Respectful Relationships education.

3.3 Outcome evaluation

In addition to understanding the design and implementation of the projects, this evaluation also focussed on the impact of the project on the target population. This evaluation was initially designed to assess changes in attitudes, beliefs, and behaviours following participation in the different projects. However, we were unable to assess behavioural change due to ethical considerations (for more detail on this see Section 3.3.3: Ethics and research approvals). Therefore, the outcome evaluation focussed on the assessment of attitudes and beliefs in the target population and assessing changes to these after participation in individual projects. There were two parts to the outcome evaluation: a quantitative study of participant responses to questionnaires; and a qualitative study of focus groups with participants post-project where questionnaire completion was not appropriate (see Table 2). The quantitative evaluation involved the completion of questionnaires by project participants before and after participation. Questionnaires (see Appendix D: Questionnaires) were developed to measure attitudes and behaviours relating to gender and respectful relationships both before and following the delivery of a program. Measures were based on validated scales or adaptations of these scales for the Australian context (see June-November Progress Report, 2013 for further information on the survey instrument development).

Focus groups were conducted with participants where the completion of written surveys was not feasible. This included Flexible Learning Option students who participated in the ICAN stream of the Uniting Communities project and Indigenous participants of projects by Relationships Australia NT and Centacare⁵. The informal and interactive characteristics of focus groups were considered preferable for these groups by project organisations because of the general disengagement of students and overall social dynamics and cultural preferences.

3.3.1 Quantitative Study

3.3.1.1 Questionnaire development

The survey was developed using questionnaire items and scales validated in previous research (in line with recommendations for evaluation in the NASASV National Standards (Carmody, 2009)). Questionnaire items and scales were selected from a compendium compiled by an Australian expert on gender and dating violence, Dr Michael Flood (2008). Standardised scale items have been drawn from five validated scales previously used in national and international quantitative studies examining attitudes and beliefs around teen dating violence (see Table 4 for further details on scales used in the different survey variants). In some cases, only a selection of scale items were used to reduce the

⁵ Due to sorry business in the community the focus group had to be delayed and was out of scope for this report.

length of the questionnaire, to exclude items not relevant in the context of this research, and due to ethical limitations.

The selected scale items measure a range of attitudes and beliefs addressed through the different Respectful Relationship projects, including acceptance of dating violence, attitudes towards male and female psychological dating violence, attitudes towards women, conflict resolution and responses to anger. Demographic factors, including personal and family characteristics, were included as they have been identified as a correlate of victimisation and perpetration of adolescent dating violence (Foshee et al., 2008). Measures including age, gender, ethnicity and Indigenous status, and items associated with socio-economic status (for example, non-nuclear family structure, parental education levels) were also included.

A consistent approach to evaluation of the different projects was maintained where possible to aid comparability of data. However, different data collection approaches were required for some projects where the standard questionnaire approach was not appropriate or feasible e.g. for young children under 12 years of age. In addition to the standard questionnaire, two adapted questionnaires were developed in consultation with project organisations. State education departments were also involved in modification of questionnaires due to ethical considerations relating to asking children questions about a sensitive topic concerning respectful relationships.

The original survey, containing demographic data, the complete set of program feedback questions and selected items from five validated scales, was used for secondary school and young adult participants where project organisations did not express concerns about participant literacy or limited time available for survey delivery. An abridged version of this survey was developed for use with secondary school and young adult participants where project coordinators considered the full survey to be too onerous for participants with literacy or behavioural challenges, or where limited time in school prevented completion of the larger survey. The abridged version contained a reduced number of attitudinal scales. This allowed the research team to still measure attitudinal change without overwhelming the relevant participant population. An adapted version of the survey was also developed for primary school aged participants. The survey was adapted in consultation with project organisations. The questionnaire included age-appropriate questions (e.g., no questions about attitudes relating to dating relationships), with fewer questions on demographic data and program feedback questions to reduce the length and difficulty of the survey for younger participants. Appendix D: Questionnaires includes copies of each questionnaire used in this evaluation. Table 4 provides an overview of scales used in the original survey, and which scales are retained for the abridged and primary school versions.

Table 4 Validated scales used in original survey, primacy school and abridged versions

	Original	Abridged	Primary school
Acceptance of dating violence (Dahlberg, Toal, Swahn, & Behrens, 2005; Foshee, n.d.)	✓	✓	
Attitudes towards male psychological dating violence scales (Price, Byers, & Team, 1999)	✓		
Attitudes towards female psychological dating violence scales (Price et al., 1999)	✓		
Responses to anger (Foshee, n.d.)	✓	✓	✓
Conflict resolution skills (Foshee, n.d.)	✓	✓	✓
Attitudes towards women for adolescents (Galambos & Petersen, 1985)	✓		

3.3.1.2 Procedure

Survey respondents completed questionnaires prior to commencing their Respectful Relationships program and directly after completing the program. Where possible, participants also completed a follow-up questionnaire 2-5 months after the conclusion of their program. The pre-post questionnaire design aimed to measure whether young people’s attitudes on different topics relating to respectful relationships changed after taking part in a Respectful Relationships program, and whether this was maintained over a longer period of time. By measuring attitudinal change, the evaluation examined the effectiveness of each project in changing attitudes around sexual, physical and emotional abuse in relationships. See Table 5 for a summary of questionnaire types used for evaluating each project and for detail concerning stages of surveys completed for each project (pre-program, post-program and follow-up).

Table 5 Questionnaire type and waves completed by project

Project organisation		Questionnaire type	Pre-program	Post-program	Follow-up
Interrelate (NSW)		Primary school	✓	✓	✓
Ipswich Women’s Centre Against Domestic Violence (QLD)		Original	✓	✓	
Uniting Communities (SA)		Original	✓		
Vocational Partnerships Group Inc. (QLD)		Abridged	✓	✓	
Women’s Council For Domestic and Family Violence (WA)		Original	✓	✓	
Women’s Health West (VIC)	Primary school cohort	Primary school	✓	✓	✓
	ESL course cohort (young adult)	Abridged	✓	✓	
YWCA NSW (NSW)	Primary school cohort	Primary school	✓	✓	
	Secondary school cohort	Abridged	✓	✓	
YWCA of Canberra (ACT and SA)		Primary school	✓	✓	✓

3.3.1.3 Consent and questionnaire delivery

Schools were approached to take part in the evaluation, either by the UQ research team or by project organisations (at the project organisations’ discretion). Participation in the evaluation was not compulsory and not all schools and institutions agreed to take part (see Table 6). Where school principals gave a reason for declining to participate in the evaluation the most common response was that the school had too many competing priorities and not enough time. Some schools reported that they received a high number of research participation requests. Other reasons included: schools’ concern about the consent process and the demands it placed on parents who had low literacy and engagement levels; and, infrequently, their concerns about the ‘antisocial’ content of the questionnaires. One school agreed to conduct the survey but subsequently withdrew when no parental consent forms were returned.

When schools had agreed to take part in the evaluation, participants and parents (for participants under 18 years) were asked to provide written consent to participate. Parental and student consent forms and information forms were distributed to classroom teachers of participants under 18 years of age. These forms were sent home with students. Only students who returned both parental and student consent completed questionnaires. Participants aged 18 years and over completed participant consent only.

Questionnaires were administered by either Respectful Relationships facilitators or teachers. Pre-program questionnaires were usually completed within the Respectful Relationships session time directly before the first session commenced. However, in some school settings they were conducted during regular class time in the days prior to program commencement. Post-program surveys were usually completed within the Respectful Relationships session time, directly after the final session finished. However, in some cases participants completed the survey during class time, up to a week after the conclusion of the program. The number of survey respondents by wave and project cohort is summarised in Table 7 below. Overall 1,543 individuals participated in the survey.

Table 6 Schools contacted and recruited to evaluation

Organisation	Eligible schools (took part in project in 2013 and concluded by end 2013)	Schools recruited to survey evaluation
Interrelate (NSW)	32	16
Ipswich Women's Centre Against Domestic Violence (QLD)	4	2
Uniting Communities (SA)	2	1
Vocational Partnerships Group Inc. (QLD)	6	2
Women's Council For Domestic and Family Violence (WA)	1	1
Women's Health West (VIC)	14	6 ⁶
YWCA NSW (NSW)	10	8
YWCA of Canberra (ACT and SA)	7	3

Teachers and facilitators made considerable effort to ensure students completed both pre-program and post-program surveys; however this was not always possible due to student absenteeism in the first or last session, delayed consent form returns, and difficulty tracking down students in large schools if surveys were completed outside of session times. Low response numbers for some projects reflected the challenges in recruiting schools to the survey evaluation (outlined on the previous page) and poor parental consent form returns. In these cases, schools advised that poor consent form return rates were standard due to poor parental engagement and literacy. Poor parental consent form returns are discussed in section 3.4: Challenges and limitations.

⁶ Two of these schools listed were private or university-based English Language Courses for adult students.

Table 7 Sample sizes by wave and organisation

Organisation	Survey type	Student participants	Wave 1 only (pre-program)	Wave 2 only (post-program)	Wave 3 only (follow-up)	Wave 1 and 2 match only	Wave 1 and 3 match only	Matched over all waves
Interrelate Family Centres	Primary School	666	144	90	3	344	85	85
Ipswich Women's Centre Against Domestic Violence	Original	70	51	2	0	17	0	0
Uniting Communities	Original	131	131	0	0	0	0	0
Vocational Partnerships Group	Abridged	12	0	0	0	12	0	0
Women's Council for Domestic and Family Violence	Original	37	2	3	0	32	0	0
Women's Health West	Abridged	42	22	9	0	11	0	0
	Primary School	399	42	113	6	226	12	12
YWCA NSW	Abridged	135	34	29	0	72	0	0
	Primary School	6	2	1	0	3	0	0
YWCA of Canberra	Primary School	45	4	2	0	16	23	23
Total		1543	432	249	9	733	120	120

3.3.1.4 Analytical approach to analysis of survey data

The analysis of survey data included both a descriptive analysis of demographics, personal characteristics and participant feedback on the projects, and a statistical examination of any differences in individuals' scores on attitudinal scales pre- and post-program. To examine change in an individual's scores it is necessary for responses to be collected and recorded at the two time points pre- and post-program. Therefore, individuals for whom data was collected before commencement of a program only are excluded from this analysis.

Demographics and project feedback: Personal characteristics collected in the pre-program surveys were analysed across the entire survey sample and within individual projects. Respondents' feedback and perceived outcomes collected post-program were also analysed. The five-point agreement response scale was combined into the three categories of 'agree', 'neither agree nor disagree' and 'disagree' for ease of interpretation. Results from summaries of respondent characteristics and program feedback are described in Section 5.1: Demographics: age, gender, ethnicity and section 5.2: Student feedback about the program.

Analysis of change: Although items included in the questionnaires were selected from scales that have been previously validated in the literature, the number of items in some of the scales used was reduced. This was undertaken to reduce length and complexity of the questionnaire and to remove items not considered relevant for the Australian context. To check reliability of the reduced scales, Cronbach's alpha statistic was computed for each scale; in other words, to check whether the different items in the scale were consistently measuring different aspects of the same concept and whether they could be reasonably combined into an aggregate measure of that concept. The statistical test showed that all scales were reliable for this student group and as such all scales have been used in the analysis (Cronbach's alpha scores are reported in Appendix F: Technical Appendix).

Following validation of scales, a comparison of participant scores pre- and post-program was conducted. As this analysis was used to examine change in individuals' scores, only those students who completed both pre- and post-program surveys were included. Individuals' pre- and post-program scale scores were compared statistically using a paired t-test which determines whether the mean of differences in the score for all participants was significantly different from zero. In other words, statistical t-tests were used to determine whether or not changes in attitudes and beliefs were identified following participation in a Respectful Relationships program. The null hypothesis for the paired t-test was that the average difference between an individual's pre- and post-program scores was zero. Graphs displaying these results are presented in Section 5.3: Analysis of change.

Identifying associations: For more detailed analyses we used multilevel regression techniques. A statistical regression analysis is used to assess the partial associations of multiple selected variables (e.g. age, gender) with an outcome variable of interest, for example, a scale that measures attitude towards female dating violence.

A multilevel regression analysis is an extension of this technique and is appropriate when the data has a nested or hierarchical structure with two or more levels of grouping. Figure 1 illustrates the

hierarchical (or grouped) structure of the survey data collected for the Respectful Relationships program outcomes evaluation. For each project, schools were first approached to participate in the evaluation and then students within these schools were asked to participate in the survey. Each student was also asked to participate in the survey both before and after the program was delivered so that the difference in responses to an attitude or belief scale could be measured. In this way, the two before and after program responses are nested within a student (level 2) and the students are also nested within schools (level 3). Figure 1 shows how the data can be presented as a three level hierarchy with a single participant response at one time point representing the lowest level of the hierarchy and school representing the highest level. As students within schools are likely to provide more similar responses than students across different schools, for example, due to the characteristics of the families within the school community, and perhaps the way that the program is delivered within a school, the standard regression assumption of independence among all students in the evaluation study is unlikely to hold. Multilevel regression techniques are able to include the grouping structure of the data in the analysis and hence allow us to separate variation in attitude scale scores into components associated with differences between schools, and differences between individuals within schools. This is an important consideration in the evaluation of project outcomes when they are delivered across a range of school environments with diverse characteristics.

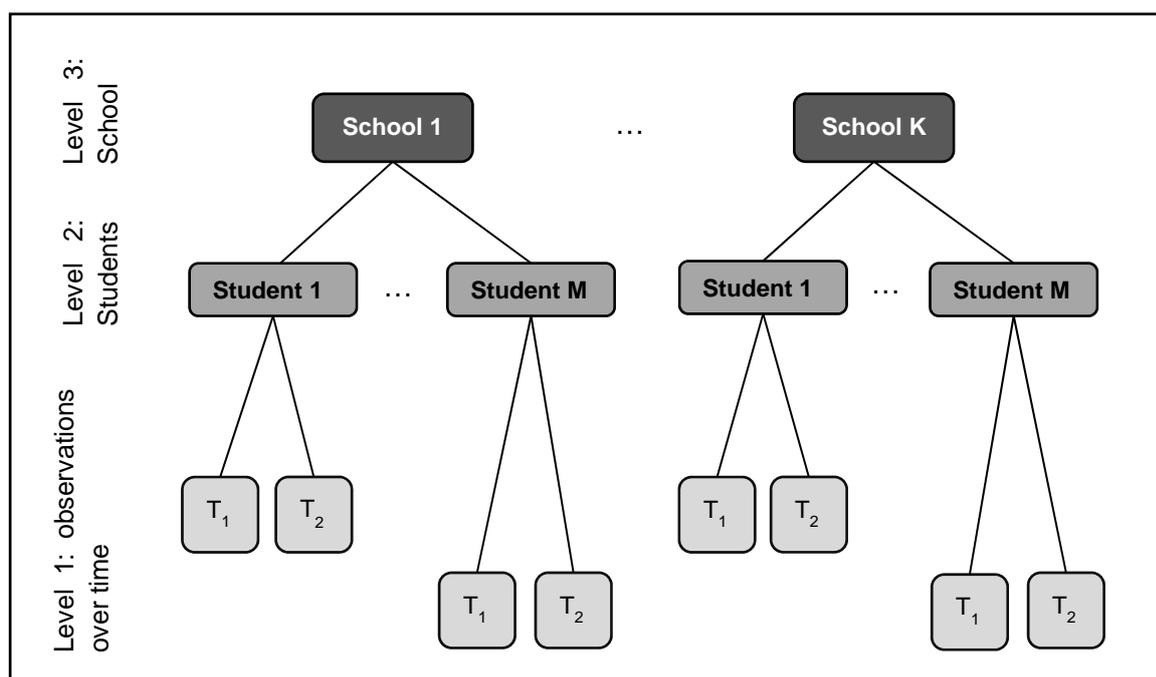


Figure 1 Hierarchical data structure of Respectful Relationships project data

Note: K = Number of schools that took part in the study; M = Number of students within a school that participated in the study

In the multilevel regression analyses we considered the student level demographic variables of gender and age, and school level variables of number of total enrolment, the number of full-time employed staff and attendance rate of students. The only variable found to be statistically significant

in the association with measures of attitude was gender. We also included a variable for wave i.e. an indicator of whether the response was recorded pre-program or post-program. A significant coefficient for wave indicates that the attitude scale for a student was different following participation in the Respectful Relationships program. Hence, results are shown for gender and wave only. Further, “caterpillar plots” derived from the analyses show how the attitude or belief scale varies significantly across schools.

Due to low response rates for wave 3 of the survey, which was delivered approximately 3 to 6 months following program delivery, only wave 1 and 2 responses were considered in this analysis.

3.3.2 Focus groups

Focus groups were conducted with participants in cases where the survey evaluation was considered inappropriate for cultural or literacy reasons. The decision to conduct focus groups with some projects was made in consultation with project organisation staff. Focus groups were chosen as the appropriate evaluation method for participants of three projects outlined in Table 8. Despite best efforts, focus groups were only conducted with participants of the Relationships Australia NT and Centacare SA projects. The delivery of the Uniting Communities SA project was delayed which resulted in repeated delays in scheduling the focus groups with participants. Eventually, focus groups were dismissed for this project as they could not be conducted within the evaluation time line.

Table 8 Round 3 outcome evaluation focus groups

Project	Focus groups	Facilitation
Centacare Catholic Family Services	Young Indigenous I women’s group (junior girls’ group)	Not completed
	Young Indigenous women’s group (senior girls’ group)	
Relationships Australia NT	Young Indigenous women’s group	External consultant from Aboriginal Research Practitioners Network (ARPNNet)
	Young Indigenous men’s group	
Uniting Communities - Stream 1: Southern Innovative Community Action Networks (ICAN)	Flexible Learning Option secondary school group – mixed gender	University of Queensland researchers
	Disadvantaged secondary school – male student group	
	Disadvantaged secondary school – female student group	

Focus group guides and activities were developed in consultation with project organisations and with hired facilitators for the Indigenous groups. Focus groups were conducted with participants between two to six weeks after the completion of their final Respectful Relationships session. The focus groups

aimed to gauge participants' understanding of relationship violence and respectful behaviours by discussing their responses to relationship scenarios. Facilitators also explored participants' recollections of project material and sought participants' reflections on what they had learnt and their feedback on the program. A sample focus group guide is attached in Appendix C: Sample focus group guide – Uniting Communities ICAN school stream participants.

3.3.3 Ethics and research approvals

The ethical issues in undertaking this research evaluation were considerable. The evaluation was conducted in multiple sites across Australia. Therefore ethical approval was required from the researchers' institution, the University of Queensland, from state and territory education departments, and also Catholic Education ethical reviews were required for a number of states. The evaluation was conducted with young people and therefore required parental consent for participation in most cases. For some projects, the evaluation further involved vulnerable populations of disengaged young people, homeless young people, and young mothers. Indigenous communities were also part of this study which required ethical approval from the Aboriginal Health Research Ethics Committee as well as cultural sensitivity and expertise.

In addition to working with vulnerable populations, the evaluation topic was of a sensitive nature with its focus on attitudes and beliefs around domestic violence, relationships, and conflict. Given the age range and vulnerability of the overall study population, the Department agreed that it was inappropriate to enquire about actual engagement in and exposure to dating violence. Original questionnaires were therefore adjusted to capture attitudes and beliefs rather than first hand experiences, to avoid exposing participants to questions relating to potentially traumatic experiences.

The research team sought and received numerous approvals from different ethics and research committees prior to recruiting schools and participants and collecting data for the evaluation. Each of these committees required adjustments to the methodology proposed and modifications to the questionnaires. Approvals were sought and received from:

- University of Queensland Behavioural and Social Sciences Ethical Review Committee;
- ACT Government Education and Training Directorate;
- New South Wales Department of Education and Communities;
- Queensland Department of Education, Training and Employment;
- South Australian Department for Education and Child Development;
- Victorian Department of Education and Early Childhood Development;
- Western Australian Department of Education;
- Tasmanian Department of Education;
- Aboriginal Health Research Ethics Committee, South Australia; and
- Various Catholic Education offices in NSW, NT and SA.

3.4 Challenges and limitations

In addition to the ethical considerations described above, this evaluation had many methodological challenges. The eleven funded Respectful Relationships projects in Round 3 varied in a number of ways including the design, target population, number of sessions, content, and delivery. Finding commonalities across projects in order to undertake standardised evaluations was challenging. The solution to this was to include: 1) a process evaluation which focussed on evaluating the design and implementation of projects and evaluation against the NASASV standards which used a standardised method across all projects, and 2) an outcome evaluation which examined current attitudes and beliefs as well as change over time using a combination of survey data where possible and focus group data where the collection of survey data proved to be infeasible.

Poor survey respondent rates for some projects have been a primary challenge in the implementation of the outcome evaluation. This has resulted in small sample sizes for some projects which may limit the conclusions that can be drawn from statistical analysis. This is discussed further in the results section. As outlined previously in this report, limited survey response rates for some projects were a result of several factors, including:

- Schools declining to take part in the survey due to time constraints and competing priorities;
- Concerns about the demands the consent process and questionnaire itself placed on parents and students with low engagement and/or literacy;
- Poor return of parental consent forms, especially among schools with poor parental engagement or low literacy among parents;
- Limited number of students completing both pre- and post-program questionnaires due to absenteeism during program sessions, or challenges locating students to complete questionnaires outside of program sessions;
- Wave 3 surveys required a new parental consent. In addition, because this phase was undertaken usually weeks after completion of the Respectful Relationships project, teachers were required to conduct the survey without assistance from project facilitators. Therefore most of the teachers and schools refused to take part in wave 3;
- Due to delays in commencement of project funding, sessions in schools started later than initially anticipated. This resulted in a number of schools which were then out of scope for our wave 3 questionnaire;
- All parental information documents were printed in English. Due to the wide range of groups involved in the projects, translation of consent forms was not possible. In several projects the research team received feedback from principals, teachers and facilitators that non-English speaking parents could not read the information sheets and consent forms and therefore did not often return the consent forms.

The evaluation team implemented a number of strategies, in consultation with the project organisations, to maximise school participation and consent form return. The evaluation team and project organisations used a personalised and targeted approach to recruiting schools to build engagement and rapport. Contact with schools was respectful but persistent to ensure all receptive schools were adequately followed up and recruited to the evaluation. In some cases, project organisations liaised with schools to adjust their session delivery schedule, for example adding additional sessions, to ensure there was time for the questionnaires to be completed by the project facilitators to reduce burden on teachers. The evaluation team also developed the abridged questionnaire in consultation with project staff for delivery where time was limited. In areas where consent returns were low, the evaluation team worked with project organisations to continuously streamline and simplify consent processes and documents to reduce barriers to parents providing consent.

While aiming for a standardised evaluation approach across the projects, data collection was adapted slightly within each project due to the different constraints posed by different schools settings, participant groups, project delivery models, and so on. In many cases, this meant the use of the under 12 or abridged survey which collected a less comprehensive set of attitudinal scales than originally intended. In addition, while a relatively consistent approach was maintained across projects, the diversity of project types and target groups has limited the ability of the evaluation to draw comparisons across projects or to make conclusions about different aspects of project models. While some comparisons will be drawn between projects, the idiosyncratic nature of each project's delivery mode, target group, and broader social and school engagement must be considered.

4 Process evaluation findings

This section provides a summary of the process evaluation for projects funded in Round 3. Project documents and qualitative interviews with staff and teachers were conducted to assess the efficiency of project models, development and implementation and to document challenges and benefits experienced throughout the implementation and facilitation process.

Appendix E: Evaluative Project Summaries contains the detailed evaluation reports for each project. Findings presented in these individual project summary reports are based on a review of project documents and telephone interviews with project representatives and teachers. All 11 funded projects were evaluated against the National Association of Services against Sexual Violence (NASASV) Standards. Document reviews and telephone interviews were undertaken to assess whether projects were designed and implemented in line with the NASASV Standards and the evaluation of project content and delivery has been structured around these criteria. Evaluative project summaries have been provided for:

- Centacare Catholic Family Services (SA)
- Interrelate (NSW)
- Ipswich Women's Centre Against Domestic Violence (QLD)
- Migrant Resource Centre (TAS)
- Relationships Australia NT (NT)
- Uniting Communities (SA)
- Vocational Partnerships Group Inc. (QLD)
- Women's Council For Domestic and Family Violence (WA)
- Women's Health West (VIC)
- YWCA NSW (NSW)
- YWCA of Canberra (ACT and SA).

The following sections provide an overview of project performance against the NASASV Standards and a summary of strengths and challenges identified throughout the development, implementation and facilitation process.

4.1 Evaluation of projects against the NASASV Standards

A major component of the process evaluation was the comparison of guidelines outlined in the NASASV Standards with the performance of each project funded under the Respectful Relationships initiative. Framing Best Practice: National Standards for the Primary Prevention of Sexual Assault through Education (Carmody et al, 2009) provided six standards that were designed to be addressed when developing projects, or selecting projects for funding. The six NASASV Standards are:

1. Using coherent conceptual approaches to project design;
2. Demonstrating the use of a theory of change;
3. Undertaking inclusive, relevant and culturally sensitive practice;
4. Undertaking comprehensive project development and delivery;
5. Using effective evaluation strategies; and
6. Supporting thorough training and professional development of educators.

Overall, findings suggest that most projects demonstrated appropriate approaches to the six standards outlined above. Some projects were reluctant to use and articulate feminist theory in their project design (NASASV Standard 1). Most projects clearly articulated a feminist conceptual approach to their project design however some projects reported that they were reluctant to use the word 'feminism' in relation to their project due to a perceived negative impact of feminist ideals. This showed poor understanding of the gendered nature of violence within relationships. More resources need to be made available to articulate the link between gender and victimisation and gender and perpetration of violence. In addition, more work is needed to highlight the relevance of feminist theory to current social problems for those working in this area.

A number of different Theories of Change were used by projects including developmental perspectives, ecological models, a peer-based learning model, dialogical learning model, and social constructivist theory (NASASV Standard 2). These models provide some theoretical basis for the development of content and help in understanding the philosophical underpinnings of each project. However, none of these theories provided a foundation to evaluate the efficacy of the projects or were included in any evaluations undertaken by individual projects. Further work by policy makers and academics needs to be undertaken to identify appropriate theories of change and to show how these models can be used in the design and evaluation of Respectful Relationships education projects.

All projects used considerable time and resources to ensure that the content and delivery of their projects were inclusive, relevant and culturally sensitive to the diverse range of students that they work with (NASASV Standard 3). The diversity of the target audiences gives testament to the need for a multifaceted approach to delivering programs addressing interpersonal violence and promoting the development of respectful relationships.

Projects generally demonstrated comprehensive project development and delivery with extensive community consultation and stakeholder engagement especially for projects working with Indigenous students and communities (NASASV Standard 4). Some of the most successful projects were delivered within an overall program of service delivery. Projects that were delivered and built on pre-existing relationships between the project organisation and the school or community group were more likely to spend less time on promoting and justifying the project, identifying key stakeholders, or setting up. Organisations with pre-existing relationships were able to build on their reputation for high quality programs and professionalism. Despite this, there also appeared to be a place for individual one off projects. These projects were usually designed for a specific target population with specific

needs and challenges. Funding these projects facilitates an initial engagement with these populations to begin a dialogue within the community relating to respectful relationships. Some one-off projects funded through DSS appeared to be very successful and organisers hoped there would be further funding or that the project would be a starting block for further engagement.

Most projects used effective evaluation strategies (NASASV Standard 5) however there were a number of challenges experienced by organisations. One project was exemplary in the evaluation of their project and had a clear evaluation strategy embedded within the design of their project. It included an evaluation of the school environment prior to committing to presenting the project, student focus groups evaluating student priorities and knowledge, a quantitative evaluation based on pre- and post-program participant surveys, teacher evaluations, and a Practicing Respect group session to observe role plays for respectful relationships.

Results from the YMCA Canberra/Adelaide evaluation found that the success of their project delivered across multiple settings depended on a supportive school, the engagement of teachers, sufficient time to deliver the sessions, and an appropriate venue. They identified some problems which included behaviour management of hard to engage students, problems with venues, limited class times with large classes, and the absence of class teachers.

The YWCA reported that future projects will need to establish clear guidelines around the commitment required from schools and teachers to ensure the best possible outcomes for students and the school. They also recognised that the students' maturity and educational level, particularly literacy and English language skills impacted on outcomes for participants and, to some extent, required some adaptation of the program content. The balance between maintaining a coherent and consistent program curriculum and the need to flexibly respond to the needs and levels of students in each class was an ongoing challenge.

Most evaluations focussed on internal reviews undertaken, following significant project milestones and usually addressed questions relating to relevance, participation, and how informative the session was for participants. Few projects evaluated their project against a predefined set of performance indicators. Despite being of little use to assess change in attitudes or behaviour, the use of regular evaluation ensured that the projects maintained a focus on the goals set out in their grant application and served to keep projects on track.

Few projects evaluated their project in terms of assessing changes in attitudes or behaviour. Projects that did attempt these evaluations reported methodological challenges in obtaining student and parent consent and having low response rates, especially in disadvantaged settings experiencing multiple challenges to school participation. More work is urgently needed to develop appropriate instruments to assess both attitudinal and behavioural change in children and young adults in relation to respectful relationships.

Most projects demonstrated a commitment to supporting thorough training and professional development of educators and project facilitators (NASASV Standard 6). One of the main challenges for projects was to find staff and facilitators with the appropriate expertise and experience for their

target groups. This continued to be a problem with projects that were funded as a one-off project or were not part of a consistent multi-focussed program of service delivery.

A detailed examination of projects against the NASASV Standards is reported below.

Standard 1: Using coherent conceptual approaches to project design: the articulation of the theoretical approach upon which the project is based, demonstrating a clear rationale and research evidence relevant to the target population.

A range of conceptual approaches was used by the Round 3 funded projects. Feminist theory was often articulated as the basis of developing the Respectful Relationships interventions (Ipswich Women's Centre, Uniting Communities, Vocational Partnerships Group, Women's Health, YWCA NSW, and YWCA Canberra). Feminist theory was used to explore gender and violence, inform the concept of violence, and the design and delivery of the program and activities. Projects were designed around gender stereotypes and the broader culture of violence. For projects that did not refer to the use of feminism as an underlying conceptual basis for their project, these projects often described the social and gendered nature of interpersonal violence and issues of equality as being the starting point for exploring Respectful Relationships education (Relationships Australia NT).

Staff from two projects reported that they did not like to use the word 'feminism' as they were concerned that this word has the potential to alienate participants and stakeholders. Unfortunately this highlights some lack of knowledge about feminist theory by some workers in this area. More resources need to be made available to articulate the link between gender and victimisation and gender and perpetration of violence. In addition, more work is needed to highlight the relevance of feminist theory to current social problems for those working in this area.

Projects also used developmental approaches to project design (such as Erikson's and Piaget's Stages of Development) which facilitated the adaptation of the project across different age groups. A number of projects also used a strengths-based approach focussing on individual and collective (peer based) strengths, cultural competence, and community engagement. These projects often used whole of school approaches, coupled with community engagement, to increase resilience, reduce risk, build self-respect, and promote the development of interpersonal skills. These models of primary prevention were also based on resiliency theory to reduce risk and increase protective factors. Social learning theory (experiential group learning) was used by Interrelate in their project design. The Migrant Resource Centre articulated a neuroscience approach (brain plasticity research) to overcoming early exposure to trauma and skill development. Across the range of projects, underpinning theories and models of practice were mostly chosen in response to the specific characteristics of the student group and local conditions, such as age group, education sector/alternative learning setting and cultural diversity.

Standard 2: Demonstrating the use of a theory of change: maximising consistency between project aims and the attitude change, skills development, or behaviour change strategies used in projects.

Projects reported that they used a range of theories of change. The Centacare Project used a developmental progression of self-awareness as the basis of their model. They reported that self-

awareness in participants was used to develop life goals. Life goals were used to form the basis for acquiring knowledge and skills for respectful relationships thereby developing a sense of belonging and community participation. They also used mentorship to facilitate the development of these skills.

Interrelate and YWCA NSW used an Ecological Model promoting change at the individual level to promote sustained and meaningful attitudinal change in society. Theories of change were also used to challenge social and cultural factors leading to interpersonal violence and the gendered nature of violence (Migrant Resource Centre; Relationships Australia NT).

Peer based learning was also integral to many projects. The Vocational Partnerships Group used a trans-theoretical model of behavioural change. They reported that change would progress from pre-contemplation (Stage 1) to contemplation and awareness (Stage 2) to sharing (Stage 3) and showing (Stage 4). They harnessed peer influences to challenge normative beliefs with the aim of promoting positive respectful relationships. Women's Council for Domestic Violence and Family Violence also used peer based learning to challenge the beliefs, attitudes, and behaviour of students and staff. Women's Health West used peer based learning to promote leadership in women. In addition, the YWCA Canberra used a gender analysis framework to explore gender inequalities and stereotyping and thereby challenging existing norms in their primary prevention model.

Two other theories of change were also articulated. The Ipswich Women's Centre Against Domestic Violence used a dialogical learning model to explore gender stereotyping and norms. The Uniting Communities project was based on a Social Constructivist Theory linking both experience and the impact of experience on the development of values.

Standard 3: Undertaking inclusive, relevant and culturally sensitive practice: ensuring the specific needs of different and significant population groups are central to building primary prevention models and projects.

Culturally specific projects clearly demonstrated cultural inclusion and sensitivity through community engagement and consultation and tailoring of content. In terms of project content, many projects consulted with the Indigenous community to develop the project and ensure the resources were culturally appropriate. The Centacare Project was designed specifically for Indigenous women and was developed drawing on Aboriginal cultural practice using Indigenous knowledge. Other projects used Indigenous workers and trained staff in culturally sensitive practice.

Relationships Australia NT reported that the needs of their target group were central to the design and implementation of their project. They reviewed and audited materials and adapted them to ensure they were culturally relevant for their target group. The Uniting Communities project was also adapted across a number of settings, often with hard to engage students. Ensuring project content and resources were culturally appropriate was a consistent challenge for all projects and was the key to engaging often marginalised young people.

The Women's Council for Domestic and Family Violence delivered their project across diverse school populations. They believed their content was universal however they also engaged in facilitator debriefing to address any cultural issues that may have arisen.

In terms of content delivery, projects used a number of methods to ensure that their projects were well received by their target audiences. Linguistically diverse workers were engaged by projects, especially those designed to work with CALD students or specific groups. Most projects engaged staff who were highly experienced in both content and in their target audiences and had a program of ongoing staff development and training. In addition, for students with limited English comprehension or language skills, project resources such as manuals and worksheets were often adapted to be more inclusive using visual aids and diagrams. Some projects engaged a buddy system to help those who had difficulty with understanding the resources.

In addition, some adaptation was evident across schools, where the project was adjusted to meet the individual needs of the school and its students. Some projects were delivered in mixed gender formats; in other projects they were delivered in single gender groups for the project as a whole or for specific components. For example, the Vocational Partnerships Project had separate gendered groups for discussions relating to sexuality in relationships at the request of Indigenous school staff in the school. The Ipswich Women's Centre Against Domestic Violence engaged male facilitators to undertake some components of their project to ensure gender balance and modelling of peaceful and respectful relationships amongst the men and women facilitators. The Women's Health West project used female peer educators selected from diverse cultural backgrounds. They also plan to train male peer educators for future projects.

The YWCA NSW project engaged community members to contribute to their content. They adapted their program to meet the diverse needs of learning and behaviourally challenged students and students in the special needs unit. They also adapted the program to be more inclusive for Indigenous students. In addition, the YWCA project in the ACT was also adapted to be inclusive of a range of recently arrived migrant students from diverse backgrounds. The project was aimed at students with low levels of English literacy. The project was also delivered to a diverse range of schools with different socio-economic and student profiles.

In summary, projects employed a range of strategies to ensure that the content and delivery of their projects were inclusive, relevant and culturally sensitive to the diverse range of students that they work with. The diversity of the target audiences gives testament to the need for a multifaceted approach to delivering programs addressing interpersonal violence and promoting the development of respectful relationships. Some projects reported that one of the main challenges of their project was to find staff and facilitators with the appropriate expertise and experience for their target groups. This continues to be a problem with projects that are funded as a one-off project or are not part of a consistent multi-focussed program of service delivery.

Standard 4: Undertaking comprehensive project development and delivery: developing projects based on best practice research evidence from international and local literature, and practice knowledge.

Projects generally demonstrated comprehensive project development and delivery. Most projects reported that they had undertaken extensive community consultation and stakeholder engagement.

This was evident especially in projects working with Indigenous students and communities. Most projects engaged in pre-project engagement to ensure support at the organisational level as well as parent and local community. In addition, some projects were trialled in their area with their target participants to ensure the project was appropriate for the audience and their needs, to ensure teacher support, and to ensure that there was organisational support for the duration of the project. Some projects were overseen by steering committees set up with representatives from the community, the school, the target audience and parents, and the organisation delivering the project.

Most projects engaged in extensive community consultation. Many projects established steering or management committees to assist with the planning, design, and delivery of the projects. The Migrant Resource Centre, the Women's Council for Domestic and Family Violence, Women's Health and other projects established community and stakeholder reference groups to help oversee their project. They provided valuable input on the diverse community needs and assisted with the development and planning of the project. The Women's Health project reported that they engaged in consultation with teachers and schools to continually adapt their resources throughout the project. Relationships Australia NT also reported that they continually reviewed and adapted their resources in consultation with teachers and staff throughout the course of their project.

Some of the most successful projects were delivered within a program of service delivery. Projects that were delivered and built on pre-existing relationships between the project organisation and the school or community group were more likely to spend less time on promoting and justifying the project, identifying key stakeholders, or setting up the project. Organisations with pre-existing relationships were able to build on their reputation for high quality programs and professionalism. For example, the Uniting Communities project reported that they had a sound history of working in the area of domestic violence and Respectful Relationships education and were recognised for the resources they had developed. Uniting Communities was able to build on these solid pre-existing relationships as well as build new relationships. They reported a commitment to school engagement at all levels of their project development and delivery. The YWCA NSW also reported that they had built on their well-established links with the school to deliver their project. They ensured that the project and individual modules were approved by the school before delivering them in the classroom. They developed modules and pilot tested each module before presentation.

The Women's Health Project reported that they had a strong reputation for expertise in women's health, education, and social work. They were able to build on this reputation to deliver a successful Respectful Relationships education project. The Migrant Resource Centre also responded to a need in the community to address school based violence towards and between migrant groups at the school. They supported the school to address the rising level of violence and delivered Respectful Relationships education. They built on their previous work in the school with students from refugee detention and asylum backgrounds.

Projects reported that they had comprehensive resources to support the delivery of their project. Most projects had developed manuals for teachers and facilitators. They reported that they had developed student handbooks and classroom activities. Some projects presented a standardised program across

several sites however most reported that they had adapted their presentations to address the needs of their target audiences or to respond to the needs of the group.

Only a couple of projects reported that they had undertaken a comprehensive literature review before designing their project. More literature is becoming available on the design and implementation of Respectful Relationships education. This will assist future Respectful Relationships education projects to ensure that their project is well developed and consistent with best practice evidence.

Standard 5: Using effective evaluation strategies: the collection of adequate data that indicates the effectiveness of a project in achieving its stated objectives, leads to recommendations for refinement and/or future rollout, and gauges its impact on participants and contribution to primary prevention.

A key component of the review process was to identify projects that included some form of evaluation. With the exception of one project, all funded projects report some form of evaluation. One project, the YWCA Canberra/Adelaide, was exemplary in the evaluation of their project. They demonstrated sound evaluation techniques with an evaluation of a pilot project, as well as qualitative and quantitative data collection with participating students and teachers. Their multifaceted program of monitoring and evaluation included:

- *The Enabling Environment Assessment which evaluates the school environment to determine how the school community is supporting and facilitating students to negotiate respectful relationships.*
- *Student focus groups to capture information about what students have already learnt; classroom and playground dynamics; what students' feel are their strengths in relationships; as well as, areas they would like to improve or develop their skills.*
- *Pre and post program participant surveys to capture where students are before and after they participate in the program against a range of key learning areas covered by the program.*
- *Teachers' evaluation which captures teacher's impression of the program and any impact they perceived for their students as a result of participating in the program.*
- *Practicing Respect session which provides students with an opportunity to return to the program content in the term following their involvement in the workshop sessions (Information from the evaluation reports; see for example Respect Communicate Choose Outcome Report, Blair Athol North B-7 School, South Australia, November 2013).*

Individual reports were prepared relating to all schools which participated in the program. An overall report was submitted to DSS (the latest obtained for this report was YWCA of Canberra, Performance Report 3 for the Respectful Relationships Round Three Program - Respect, Communicate Choose for the period 1 May 2013 - 1 November 2013).

Enabling Environment Assessments were undertaken with each school as part of the preparatory work prior to presenting the program. YWCA Respectful Relationships personnel evaluated the school

community in relation to their concerns about discrimination and violence and explored any current programs addressing these issues. The school leadership and general school community was evaluated on level of support for Respectful Relationships activities, their current knowledge relating to violence against women, and the availability of information, training, and/or other resources relating to violence within the school community.

Student focus groups were conducted at most schools following completion of the project. Focus group discussions indicated that students took different things from the program. The main themes included exploring gender stereotypes, determining individual strengths, dealing with cyber bullying, and being an active bystander. Students reported enjoying the games and role plays the most. Many students also suggested that the sessions could be longer. The focus groups indicated that students were using the skills taught in the program in the classrooms, the playground, and at home. One group reported that students had been empowered to use the skills they had learnt to prevent an incident of bullying.

Pre- and post- program participant surveys were conducted with students to assess satisfaction with the program, knowledge and awareness around key concepts, and whether this had improved post-program. A total of 235 students had completed the questionnaires by the end of Term 3, 2013 (44% females; 23% CALD; 9% ATSI). Results showed that participation in the project: improved gender equitable attitudes (61% of student reported high gender equitable attitudes); increased awareness of respect (80% showed high awareness); enabled students to obtain knowledge about how to practice respectful relationships (79%) and who to go to for help (81%); and that students had developed skills useable in other parts of their lives (61%).

Teacher evaluations were completed by nine teachers in Term 2 and Term 3, 2013. Of those surveyed: 100% rated the overall program as good (83%) or excellent (17%); 100% rated the facilitators as good (62%) or excellent (28%); 77% said they had noticed their students using the skills they learnt in the workshops since participating in the program; 66% noted that there had been an improvement in their students' gender equitable attitudes; and 55% indicated that they had gained knowledge and skills in relation to respectful relationships as a result of the program being delivered in their classroom.

In summary, the YWCA of Canberra/Adelaide undertook a comprehensive evaluation of their project using a mixed methods approach. They assessed the school environment prior to initiating the project with each school. They assessed the students' knowledge and attitudes before the start of the project and again after completion, assessing changes over time. They ran focus groups obtaining feedback from participants about the project. Finally, they also evaluated how the project had impacted on the teacher and obtained teacher perceptions about changes in their students' attitudes and behaviour. The project was found to have an impact on students' knowledge, attitudes and skills.

The research identified key principles in undertaking Respectful Relationships education which included a supportive school, the engagement of teachers, sufficient time to deliver the sessions, and an appropriate venue. Some of the challenges identified by the YWCA of Canberra/Adelaide

included behaviour management, appropriateness of venues, limited class times with large classes, and the absence of class teachers. The YWCA reported that future projects will need to establish clear guidelines around the commitment required from schools and teachers to ensure the best possible outcomes for students and the school. They also recognised that the students' maturity and educational level, particularly literacy and English language skills impacts on outcomes for participants and, to some extent, requires some adaptation of the program content. The balance between maintaining a coherent and consistent program curriculum and the need to flexibly respond to the needs and levels of students in each class is an ongoing challenge.

A second project also demonstrated a sound evaluation approach. The Women's Council completed their own internal student surveys in relation to classroom modules, and with facilitators. In total, 160 students were surveyed across Years 8 to 10. The survey explored student experiences of unhealthy relationships in their families and in their own relationships. The majority of students reported unhealthy relationships in their own families but also reported that they had not experienced negative relationship patterns in their own relationships (although this was not adequately defined in the survey). Students were positive about the knowledge they had gained about healthy relationships, and the majority also reported an increased knowledge about support services. Student responses were also positive about the program with the majority saying that it was interesting, facilitators encouraged participation, and the program had increased their knowledge about what to do if they or someone they knew was experiencing abuse.

The other projects reported different levels of evaluation. Most evaluations focussed on internal reviews undertaken following significant project milestones e.g., evaluations with students and staff following workshops or reviews with staff following training. Most projects reported that they undertook debriefing and review meetings with staff on regular basis to ensure that the project was on track, that content was consistent with the curriculum, that it was meeting the needs of students, and to evaluate teacher engagement. These reviews usually addressed questions relating to relevance, participation, and how informative the session was for participants.

Few projects evaluated their project against a predefined set of performance indicators. Projects that did this were generally focussed on whether the project had met their milestones and targets in the delivery of the project such as engaging a number of schools in the project or delivering the content to a target number of year 10 students, rather than evaluating changes in attitudes or behaviour. Some projects obtained written evaluations from participants, teachers, and facilitators. One project also evaluated student satisfaction. The use of regular evaluation and review sessions ensured that the projects maintained a focus on the goals set out in their grant application and served to keep projects on track.

Few projects evaluated their project in terms of assessing changes in attitudes or behaviour. Projects that did attempt these evaluations reported methodological challenges in obtaining student and parent consent and having low response rates especially in disadvantaged settings with multiple challenges to school participation. Some projects reported anecdotal evidence of an increase in reporting of child abuse following the presentation of project content, observation of changes in behaviour within the

classroom and school grounds, and a general increased awareness about the issues surrounding violence against women and children.

Overall internal evaluations of project milestones and content, relevance and cultural appropriateness to the target population, method of delivery, and fit within the curriculum were the main focus of evaluation strategies of most projects. Few projects undertook to evaluate if the project had made any significant changes to attitudes, behaviour, or knowledge of participants. Methodological challenges mostly relating to consent and participation hampered efforts to obtain this information. Lack of accessible, age appropriate and standardised instruments to evaluate attitudes towards violence impacted on the individual projects' capacity to evaluate change following the delivery of their project. Further work to develop appropriate instruments is urgently required in order to assess the efficacy of primary prevention educational programs in preventing violence in our society.

Standard 6: Supporting thorough training and professional development of educators: ensuring that sexual, domestic and family violence prevention through education projects are delivered by well prepared and supported professionals or peer educators.

All projects reported that they undertook training and supervision for their staff. Most projects reported a comprehensive program of training including: a staff development program coupled with individual professional qualifications; the employment of staff with extensive experience in Respectful Relationships education, often with specialist training in interpersonal violence; training in curriculum and course development; the development of counselling skills; as well as ongoing supervision and opportunities for debriefing and support. In addition, some projects provided opportunities to train stakeholders and interested community organisations. Most projects also used a manualised intervention which helped when new staff needed to be trained.

Projects used a combination of within organisation training coupled with formal professional development opportunities. Projects also established facilitator support networks and regular facilitator meetings to provide support using innovative means, such as regular telephone facilitator meetings. This was important especially for projects that were delivered across large geographical areas and in remote locations. Specialist project training for facilitators and peer educators was provided in the form of one- or two-day training workshops. Some projects also reported that they had provided opportunities for teacher training however this was not always taken up by classroom teachers. Some teachers welcomed project facilitators into the classroom but then used the project as a break from their teaching responsibilities.

Most projects reported that teacher engagement was critical to the success of their projects and that teachers were generally engaged with the respectful relationship project. Teachers provided a critical link between the project staff, students, and the school community. Teachers provided important continuity for the delivery of the Respectful Relationships philosophy. A whole of school approach is based on a school commitment to respectful relationships, engaging school executive, teachers, students and the wider school community. Teachers engaging with Respectful Relationships education initiatives and modelling respectful relationships behaviour and attitudes in the classroom

represent one important link in this process. In addition, engaged teachers were also critical in providing behaviour management within the classroom during project sessions and were especially important when working with hard to engage and marginalised students.

Projects reported that one of the key factors impacting on the success of their projects was the employment of experienced staff. Despite the provision of training and support some projects reported that staff turnover was a significant problem. In addition, the large geographical spread of some projects presented a significant challenge to find facilitators with the right skills and knowledge. The challenge to find, employ, and retain staff with indigenous knowledge and kinship, knowledge about the gendered nature of violence, belief in gender equity, experience with disclosure and reporting protocols, and to identify and engage staff who were experienced with working with youth in both school settings and outside school settings, posed significant problems for some projects. The sessional nature of funding also contributed to these challenges as staff were forced to seek alternative employment following uncertainty with ongoing funding.

In summary, most projects showed a commitment to training and support for project staff. Two factors which impacted on the success of the projects were the employment of experienced staff and engagement of classroom teachers. Project staff needed extensive experience in a number of specialist areas suggesting that a model of engaging organisations outside of the mainstream school community may be an effective way to deliver Respectful Relationships education, at least in the early stages. However, to show a commitment to respectful relationships, classroom teachers also need to be fully engaged with the projects and the classroom delivery of them.

4.2 Summary of identified strengths and challenges

Findings from the process evaluation of all Round 3 projects have been compiled below. The recommendations and considerations listed below are based on facets of projects that were perceived to be effective or beneficial or have been provided in response to reported challenges that emerged during the project design, implementation or delivery phase. These are listed to provide a summation of exemplar practices that were employed in field during the Round 3 and recommendations based on observed challenges. As such, these are not relevant for all projects. Findings are based on an analysis of project content only.

Several major themes emerged from the analysis of project content and interviews for Round 3 projects. These themes broadly include overall project findings related to:

- The need for improved understanding of feminist principles and how they relate to violence.
- Further work by policy makers and academics needs to be undertaken to identify appropriate theories of change and to show how these models can be used in the design and evaluation of Respectful Relationships education projects.
- Some of the most successful projects were delivered within an overall program of service delivery. Despite this, there also appeared to be a place for individual one off projects usually designed for a specific target population with specific needs and challenges. Funding these

projects facilitates an initial engagement with these populations to begin a dialogue within the community relating to respectful relationships.

- Successful projects delivered across multiple settings depend on a supportive school environment, the engagement of teachers to model respectful relationship behaviour and to assist with behaviour management within classes, sufficient time to deliver the sessions, and an appropriate venue. Clear guidelines around the commitment required from schools and teachers to ensure the best possible outcomes for students and the school is essential.
- Despite being of little use to assess change in attitudes or behaviour, the use of regular evaluation addressing questions relating to relevance, participation, and how informative the session are, ensured that the projects maintained a focus on the goals set out in their grant application and served to keep projects on track.
- More work is urgently needed to develop appropriate instruments to assess both attitudinal and behavioural change in children and young adults in relation to respectful relationships. These instruments need to be developmentally appropriate and sensitive enough to assess small changes over time.
- One of the main challenges for projects was to find staff and facilitators with the appropriate expertise and experience for their target groups. This continued to be a problem with projects that were funded as a one-off project or were not part of a consistent multi-focussed program of service delivery.

5 Outcome evaluation findings

This section describes the characteristics of the students who participated in the Respectful Relationships surveys. It also presents results from analyses of the survey data, focussing on changes in student attitudes and beliefs based on responses to pre- and post-program surveys. Due to the range of ages in this student group and the variation in programs delivered, the projects and findings are grouped by primary and secondary schools. The data collection from the surveys was finalised by December 2013 as most projects were completed by this stage.

5.1 Demographics: age, gender, ethnicity

In total 1,543 students completed at least one Respectful Relationships survey. At the time of the first survey in which demographic data were collected, students ranged in age between 9 and 25 years, with the majority of students aged under 12 years (68%). The secondary school aged cohort represented 30% of the surveyed student group, and just 2% of the surveyed population were aged 18 years or older.

The respondents were evenly represented in terms of gender (51% female and 49% male) reflecting that most projects were delivered to both boys and girls. The only exceptions were the Uniting Communities project in South Australia and two projects administrated by women's centres. The questionnaires returned for Uniting Communities were all from one boys' college (cohort) only. The two projects administrated by women's centres (Women's Centre Against Domestic Violence (Qld) and Women's Health West (Vic)) returned a majority of questionnaires from girls (77 % and 67 % respectively) reflecting a lower response rate from boys.

Ethnicity is measured according to Indigenous status, and in relation to country of birth or language other than English spoken at home. For Indigenous status, 9% of surveyed students across all projects identified as Aboriginal, Torres Strait Islander or both Aboriginal and Torres Strait Islander. However, the proportion of respondents identifying as Aboriginal and/or Torres Strait Islander was higher in some projects:

- Interrelate (regional NSW) 13.6%, n=76
- Vocational Partnerships Group (FN Qld) 17%, n=2
- YWCA NSW (Shoalhaven and southern Sydney regions) 23%, n=25.

It should be noted that projects designed specifically for Indigenous populations (Centacare Catholic Family Services, SA, and Relationships Australia, NT) did not participate in the survey.

Some projects had high numbers of respondents who were born in a country other than Australia. Post-secondary students who spoke English as a Second language (ESL) in the Women's Health West (VIC) project were all born overseas and mostly speak languages other than English at home. Approximately 25% of the primary school cohorts of Women's Health West (VIC) and YWCA Canberra were born overseas. Across other school based projects, between five to 15% of students were born overseas. Projects with a higher proportion of students born overseas also had a higher

number of respondents who spoke a primary language other than English at home. For example, 38% of students participating in the Women’s Council for Domestic and Family Violence (WA) project were from households with a primary language other than English.

Table 9 provides an overview of the demographic characteristics of students who participated in wave 1 of the surveys.

Table 9 Individual characteristics of all individuals that participated in wave 1 only by organisation

Organisations	School level	Individual characteristics				
		Age (mean)	Gender (female)	Aboriginal and/or Torres Strait Islander status (ATSI)	Country of birth (Australia)	English spoken at home
Interrelate	Primary	11.58	295 (52.3%)	76 (13.6%)	555 (97.5%)	557 (97.9%)
Ipswich Women’s Centre Against Domestic Violence	Secondary	15.17	52 (76.5%)	3 (4.4%)	58 (85.3%)	59 (86.8 %)
Uniting Communities	Secondary	14.67	0 (0.0 %)	1 (0.8%)	112 (87.5%)	115 (87.8%)
Vocational Partnerships Group	Secondary	14.4	6 (50.0%)	2 (16.7%)	11 (91.7%)	11 (91.7%)
Women’s Council	Secondary	14.83	18 (52.9%)	0 (0%)	15 (45.5%)	21 (61.8%)
Women’s Health West	Primary	11.99	158 (56.4%)	9 (3.2%)	210 (76.4%)	235 (85.5%)
	Post-secondary	20.94	17 (53.1%)	1 (3.1%)	0 (0.0%)	3 (11.1%)
YWCA NSW	Primary	10.80	3 (60.0 %)	1 (20.0%)	5 (100.0%)	4 (80.0%)
	Secondary	12.69	71 (67.6 %)	24 (23.3%)	99 (94.3%)	99 (94.3%)
YWCA of Canberra	Primary	11.27	23 (56.1%)	1 (2.3%)	33 (76.7%)	34 (81.0%)
Total		12.46	643 (50.6%)	118 (9.3%)	1098 (87.0%)	1138 (89.8%)

The purpose of the following analysis was to consider the possible associations between student participation in a Respectful Relationship project and changes in their attitudes and beliefs regarding anger management and conflict management (all school levels) and acceptable dating behaviour (secondary and post-secondary). Information pertaining to these changes was targeted by the three waves of the survey. Wave 1 survey was completed by students before participating in a program. This survey was also used to gather demographic information about the students. The wave 2 survey coincided with completion of the project. This survey collected information about student satisfaction with the program, as well as attitudinal information. The wave 3 survey was identical to survey 2 and

was administered some weeks after the conclusion of the program. Collection of wave 3 surveys was extremely problematic and the issues relating to this have been discussed in section 3.4: Challenges and limitations of methodology.

Table 10 provides some guidance on which scales were used across the different school levels, and will assist in interpretation of the following analyses. All school levels completed responses to the scales related to anger and conflict resolution in the pre- and post-program surveys. However, it should also be noted that for the primary schools, these were the only two scales used. All secondary and post-secondary students completed the first two scales as well as the scale related to acceptance of dating violence. Only those students in the secondary project who completed the original survey completed the final three scales. As noted earlier, some secondary and post-secondary groups completed the abridged version of the scale only, partly because of time and language constraints.

Table 10 Validated scales used in original survey, primary school and abridged versions

	Original	Abridged	Primary school
Primary, secondary and post-secondary students responded to these scales.			
Responses to anger (Foshee, n.d.)	✓	✓	✓
Conflict resolution skills (Foshee, n.d.)	✓	✓	✓
Secondary and post-secondary students responded to these scales.			
Acceptance of dating violence (Dahlberg et al., 2005; Foshee, n.d.)	✓	✓	
Some secondary students responded to these scales.			
Attitudes towards male psychological dating violence scales (Price et al., 1999)	✓		
Attitudes towards female psychological dating violence scales (Price et al., 1999)	✓		
Attitudes towards women for adolescents (Galambos & Petersen, 1985)	✓		

Table 11 provides an overview of the individual demographic characteristics of those students who participated in the pre-program and post-program surveys. It does not include those students who completed the third survey, administered some weeks after the conclusion of the program. For ease of interpretation, the table is divided into primary schools and secondary/post-secondary schools. Only YWCA NSW ran programs across both these settings, however, it should be noted that only three primary aged students from YWCA NSW completed both pre and post surveys. The largest number of primary school surveys were sourced from the Interrelate project in regional NSW (417 students across 16 schools). In the secondary school settings, YWCA NSW had 72 students from five

schools who completed both surveys. Surveys across both school levels were more likely to be completed by female students, particularly in the secondary settings. There is more representation of Indigenous students in the secondary sector. Most students in primary schools were born in Australia and speak English at home. In the secondary projects, there was greater cultural and linguistic diversity, particularly within the Women’s Council group (Perth, WA) and Women’s Health West (Melbourne, Victoria).

Table 11 Individual characteristics of individuals that participated in wave 1 and 2 only by organisation (data from wave 1)

Project organisations	Number of schools that took part	Number of respondents (wave 1 and 2 only)	Individual characteristics				
			Age (mean)	Gender (female)	Aboriginal and/or Torres Strait Islander status (ATSI)	Country of birth (Australia)	English spoken at home
Primary schools							
Interrelate	16	417	11.61	223 (54.0%)	56 (13.7%)	407 (97.8%)	409 (98.1%)
Women’s Health West	4	237	12	138 (58.2%)	7 (3.0%)	179 (76.8%)	199 (85.8%)
YWCA NSW	2	3	11	2 (66.7%)	0 (0.0%)	3 (100.0%)	2 (66.7%)
YWCA of Canberra	3	36	11.25	19 (55.9%)	1 (2.3%)	27 (75.0%)	27 (77.1%)
Total	25	693	11.72	382 (55.6%)	64 (9.4%)	616 (89.5%)	637 (92.7%)
Secondary and post-secondary schools							
Ipswich Women’s Centre Against Domestic Violence	2	17	15.14	13 (76.5%)	0 (0.0%)	13 (76.5%)	14 (82.4%)
Vocational Partnerships Group	2	12	14.4	6 (50.0%)	2 (16.7%)	11 (91.7%)	11 (91.7%)
Women’s Council	1	32	14.75	18 (56.3%)	0 (0.0%)	15 (48.4%)	19 (59.4%)
Women’s Health West	2	11	19.5	4 (36.4%)	0 (0.0%)	0 (0.0%)	1 (10.0%)
YWCA NSW	5	72	12.76	50 (70.4%)	17 (24.3%)	68 (95.8%)	68 (95.8%)
Total	12	144	14.02	91 (63.6%)	19 (13.5%)	107 (76.4%)	113 (79.6%)

5.2 Student feedback about the program

In the second (post-program) survey, students were given the opportunity to provide feedback about the program and its perceived impact on them personally. Primary school aged students provided feedback about the program in terms of usefulness and enjoyment. Secondary students were also surveyed about usefulness and enjoyment, and, in addition, were surveyed specifically about the impact of the program on their skills, beliefs and attitudes pertaining to relationships. This information has been reported according to school level, beginning with primary schools.

5.2.1 Primary School feedback

The primary school questionnaire was an adaption of the original survey (described in section 3.3.1: Quantitative Study), designed specifically for children under 12 years of age. The survey asked students to indicate to what extent they found the program useful/helpful and to what extent they enjoyed the program.

Figure 2 shows the percentages of primary school students who found the program useful or helpful, and who enjoyed the program. Across the four primary schools, the majority of students found the program useful or helpful to them, and most also reported that they enjoyed the program. YWCA NSW shows the broadest range of response to these questions (100% found the course useful/helpful and 75% enjoyed the program) but it should be kept in mind that this reflects the responses of three students only. Where there are greater numbers of students, there is less variance across the two areas. This suggests that most primary aged students viewed the Respectful Relationships projects positively.

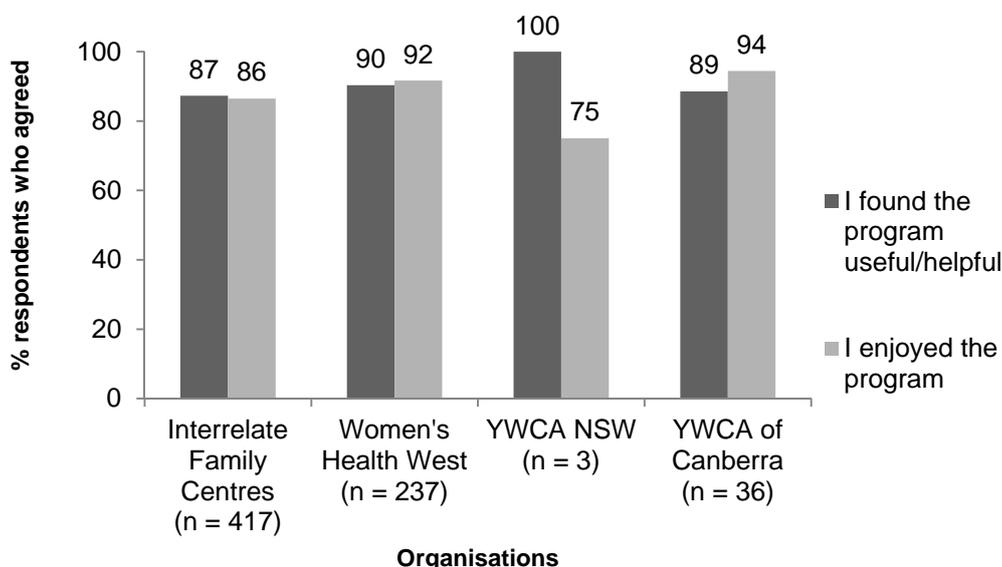


Figure 2 Percentage of primary school students who found the program useful and enjoyable, by program organisation

5.2.2 Secondary and Post-secondary schools

Figure 3 shows the results for survey questions related to usefulness and enjoyment of the program for secondary and post-secondary aged students. Overall, the majority of students across all programs have expressed that they found the Respectful Relationships program useful or helpful to them, and they enjoyed the program.

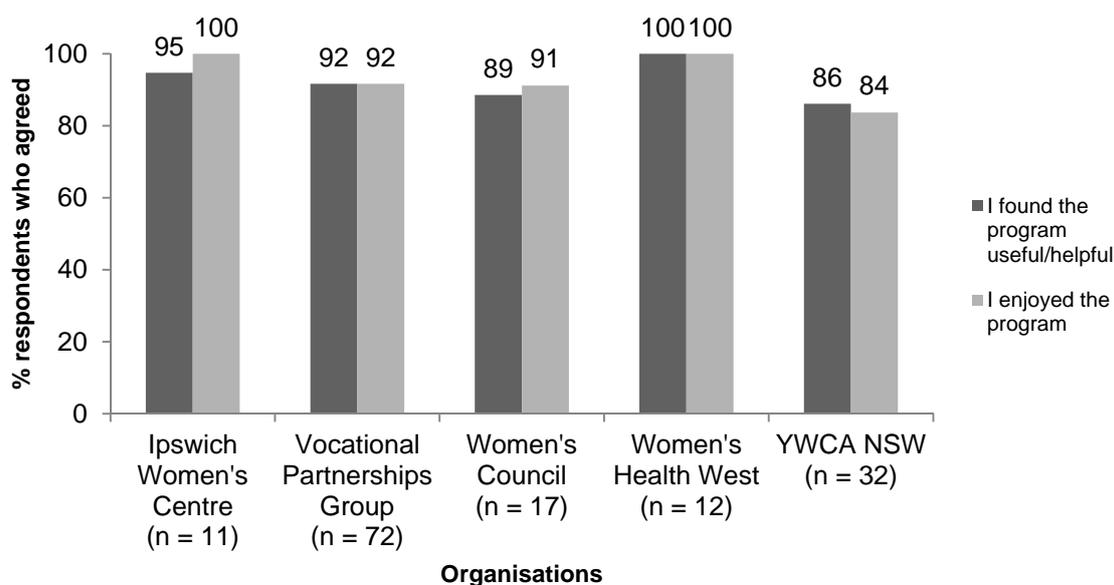


Figure 3 Percentage of secondary and post-secondary school students who found the program useful and enjoyable, by project organisation

Figure 4, below, presents the percentage of secondary students who reported changes in their skills, behaviours and understandings about respectful relationships. It will be recalled that this element of the survey was included for secondary aged students only, and reflects the characteristics of the more mature content of projects delivered to the older students. The responses are provided by students across the project who were of secondary or post-secondary age. Responses in relation to skills, behaviours and understandings show that, in the majority, students expressed that the program has resulted in increased awareness and skills. Between 88% and 94% of students expressed increased awareness of abusive behaviours. Relationship skills and awareness of how to treat others, as well as how to be treated in a relationship, have all been positively impacted by participation in the program, across all settings. Finally, the vast majority of students across the secondary settings have all reported increased ability to seek help or find support should they require it.

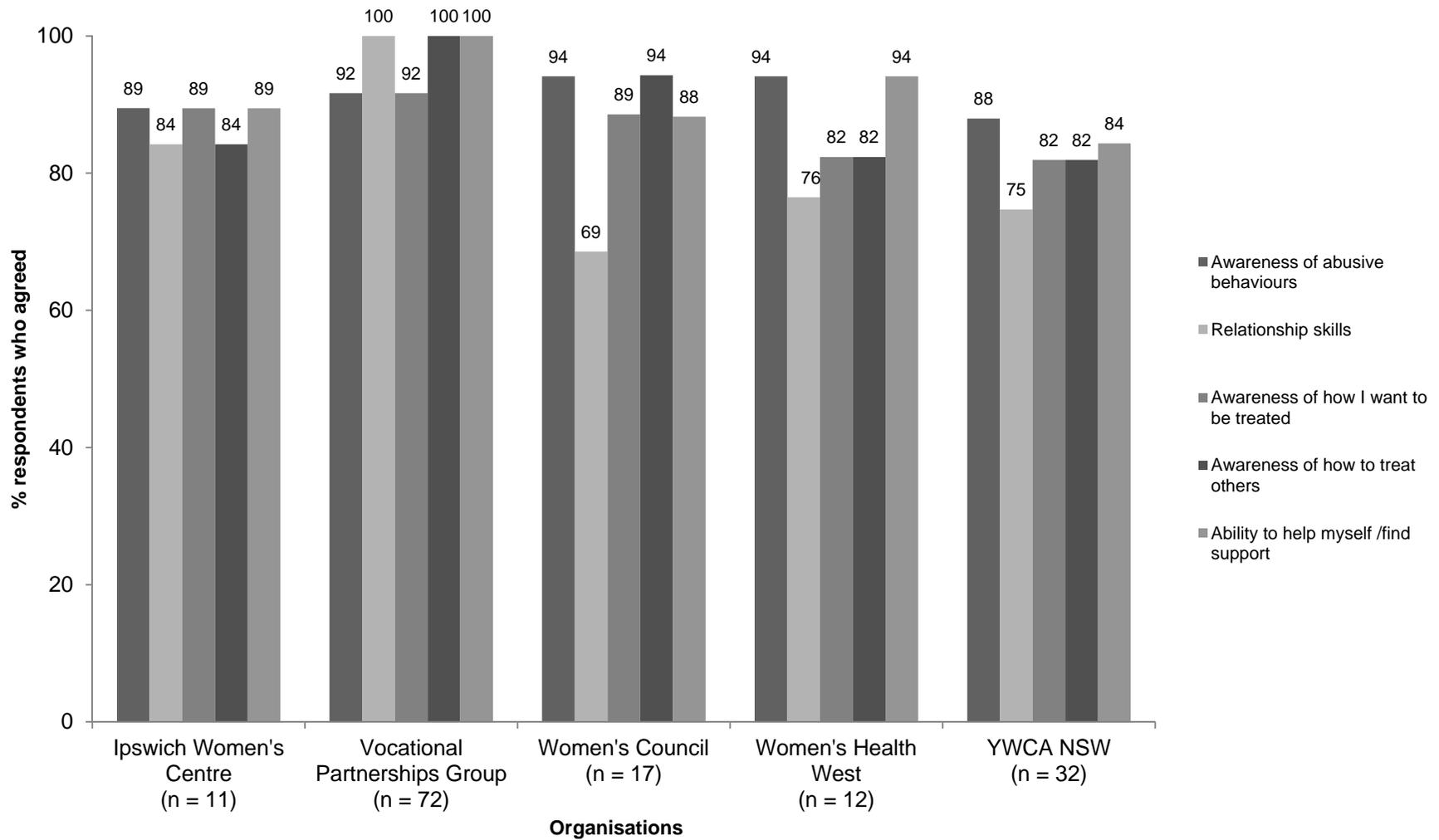


Figure 4 Percentages of secondary and post-secondary school students for whom the program increased awareness and skills, by project organisation

5.3 Analysis of change following project participation

To examine whether individuals' attitudes changed following program participation, the difference in an individual's attitude scale scores pre- and post-program (wave 1 and 2) was computed. In addition, for primary school participants the differences pre- and follow-up-program (wave 1 and 3) were computed. Scale summaries for all three waves are presented in Appendix F: Technical Appendix. To identify whether changes in attitudes between pre- and post-program responses and between pre- and follow-up-program responses were statistically significant, a paired t-test was used (see table 7, p21, for an overview of pre-, post-, and follow-up sample sizes). The pre- and post-program paired t-test analysis only includes those individuals who completed both the pre and post-program questionnaires. For the pre- and follow-up program comparison only respondents who completed the pre- and follow-up questionnaire were included.

Findings for the attitudinal scales are presented in graphs separately for primary school students and secondary school students. The graphs show the mean difference in individual responses following participation in a program along with the 95% confidence interval (CI) for the mean difference. Each graph corresponds to a single attitudinal scale and plots the mean difference in individual responses separately for each project organisation. The 95% CI is represented by a vertical line above and below the mean difference. The t statistics from the paired t-test, the corresponding degrees of freedom (df) and an indication of significance at the 5 % level (*) are presented in the text and details are reported in Tables 22-29 in the Appendix F: Technical Appendix.

5.3.1 Primary schools

Figure 5 shows mean differences in the scale measuring response to anger for wave 1 and 2 for the programs delivered in primary schools by the three project organisations Interrelate, Women's Health West and YWCA of Canberra. The survey for primary school programs asked the following question:

- *If someone hurt your feelings or made you really angry, what do you think would help you deal with it?*

Students were given a selection of 13 possible options and were required to select whether each of the options would either help, might help, or would not help (see Appendix D: Questionnaires for complete question). Figure 5 illustrates the mean of the differences (post-program minus pre-program scores) in individual responses to this anger scale, and the 95% CI, separately for each project organisation.

The vertical axis of the graph represents the mean difference in scale responses and this can be a negative or positive value. Projects for which the average difference is positioned above zero, have demonstrated a positive change with more constructive responses to anger following participation in the program.

The mean difference in the anger scale was positive for both the Women's Health West program (0.04, $t=2.07^*$, $df=235$) and the YWCA of Canberra program (0.10, $t=1.97$, $df=33$, borderline significant). For the Interrelate program, the mean difference in the anger scale was negative (-0.03,

$t=-1.83$, $df=410$), but was not significantly different from zero and so there is no evidence to support a decrease in response to anger attitudes following participation in this program (see t-test results in Table 22, Appendix F: Technical Appendix). Hence, participants of Women’s Health West and YWCA of Canberra programs showed a statistically significant or borderline significant improvement following program participation while participants of the Interrelate program did not indicate any statistically significant change post program on the response to anger scale.

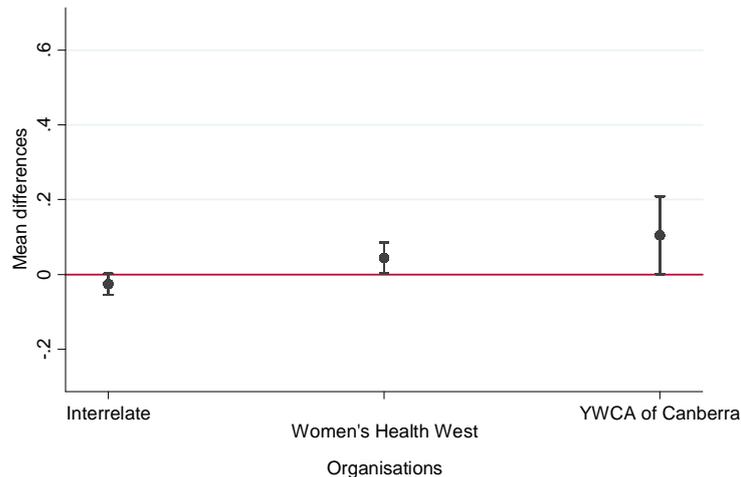


Figure 5 Responses to anger: mean differences in individual scores following participation in program and 95% CI, by project organisation (wave 1 and 2)

No statistically significant improvements in respondents’ response to anger were identified between pre-program and follow-up responses which were collected three to four months after program completion.

Figure 6 shows mean differences in the scale measuring conflict management skills and 95% CIs, for each of the three project organisations. The survey for primary school programs asked the following question:

- *The next time you are really angry at someone, how likely is it you would do the following...*

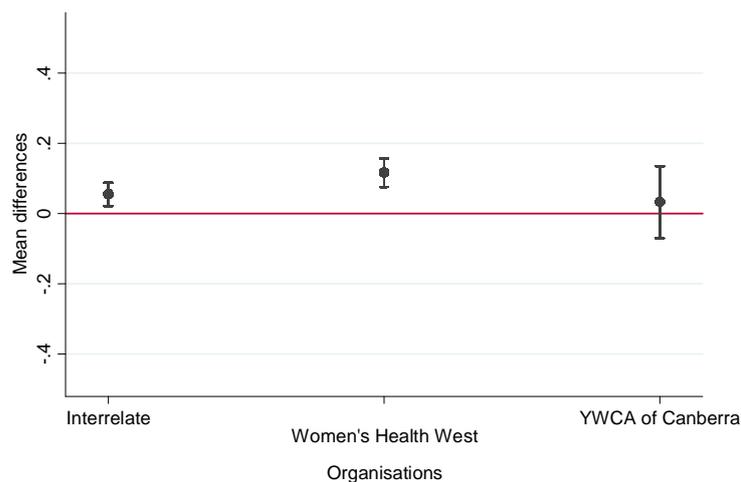


Figure 6 Conflict resolution skills: mean differences in individual scores following participation in program and 95% CI, by project organisation (wave 1 and 2)

Students were given a selection of 13 possible options and were required to select, for each of these, whether they probably would do, might do, or probably would not do (see Appendix D: Questionnaires for complete question). Figure 6 illustrates the mean of the differences (post-program minus pre-program scores) in individual responses to this scale measuring conflict management skills, and the 95% CI, separately for each project organisation. For the purposes of interpreting Figure 6, information is displayed in an identical manner to Figure 5.

Student conflict management choices improved following participation in two of the three Respectful Relationships programs. Interrelate (0.06, $t=3.16^*$, $df=393$) and Women’s Health West (0.11, $t=5.56^*$, $df=236$) have demonstrated statistically significant change for this scale.

Similarly to the response to anger scale, statistically significant changes were not identified between pre-program and follow-up responses for the conflict resolution scale.

5.3.2 Secondary and post-secondary schools

Across the secondary and post-secondary school programs two versions of the survey (original and abridged) were completed. Participants in two of the programs (Ipswich Women’s Centre and Women’s Council for Domestic and Family Violence) completed the original version of the survey for wave 1 (pre-program) and wave 2 (post-program), and so student responses to all survey questions for these two programs were available for analysis. There were no wave 3 data for secondary and post-secondary schools. Other secondary school programs completed the abridged version of the survey only, for the pre- and post-program surveys, and so have responses for a subset of the scales analysed below. All secondary and post-secondary school aged students were surveyed on responses to anger, conflict management skills, and acceptance of dating violence. Attitudinal scales relating to male and female dating violence, and attitudes to women, were answered only by those two programs that used the original survey.

T-tests were applied to each of these scales, to identify evidence of statistically significant change between pre- and post-program responses. This section will present the results analyses for the secondary and post-secondary school aged students, beginning with responses to anger and conflict resolution skills. Copies of all survey questions can be found in the pre- and post-program original surveys in Appendix D: Questionnaires.

Responses to Anger and Conflict Resolution Skills

The survey questions that contribute to these two scales are identical to those asked in the primary school pre- and post-program surveys. Figure 7 shows the mean differences in responses to the anger scale following participation in the secondary and post-secondary programs, by project organisation. The graph shows little movement in student responses to anger, with the confidence interval for the mean difference crossing the zero line for each project organisation. This means that the data shows no evidence for change in student behaviour following participation in the Respectful Relationships program. None of the programs demonstrate a statistically significant change in the paired t-tests of student responses for this survey question (see Table 28).

Figure 8 shows the mean differences for the scale measuring conflict resolution skills for secondary and post-secondary students. Again, there is no indication of change in student skills following participation in the program. There is no evidence of statistically significant change in the conflict resolution skills scale.

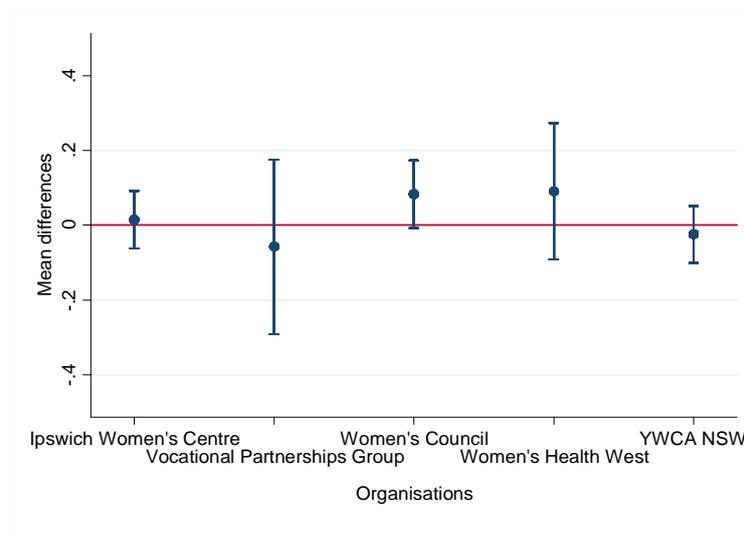


Figure 7 Responses to anger: mean differences in individual scores following participation in program and 95% CI, by project organisation

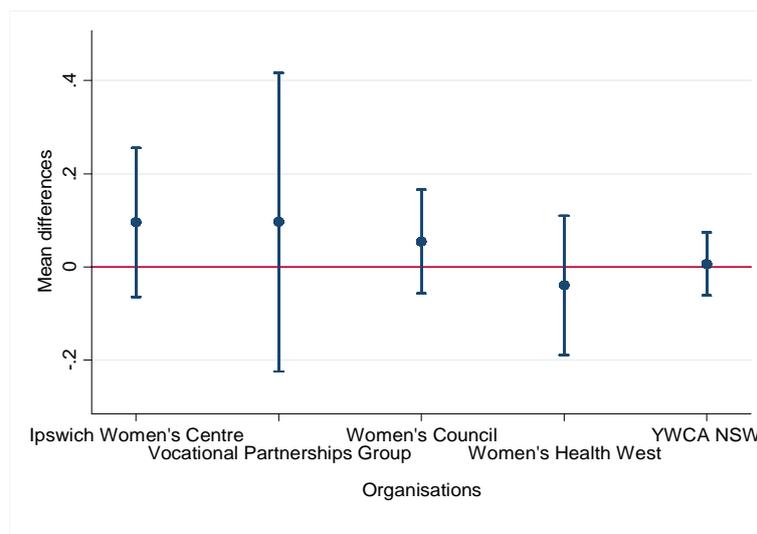


Figure 8 Conflict resolution skills: mean differences in individual scores following participation in program and 95% CI, by project organisation

Acceptance of Dating Violence

Secondary school and older aged students were also surveyed about their attitude to general dating violence. This question is designed to measure acceptance of couple violence, specifically male on female violence, female on male violence and dating violence. The responses to these questions were measured using a Likert scale with four possible responses ranging from strongly disagree to strongly agree. Examples of the statements students were asked to respond to include:

- *It is OK for a boy to hit his girlfriend if she did something to make him mad.*
- *It is OK for a boy to hit his girlfriend if she insulted him in front of friends.*
- *Boys sometimes deserve to be hit by the girls they date.*

A high score on this scale indicates a high level of acceptance of couple violence; a low score indicates a low level of acceptance.

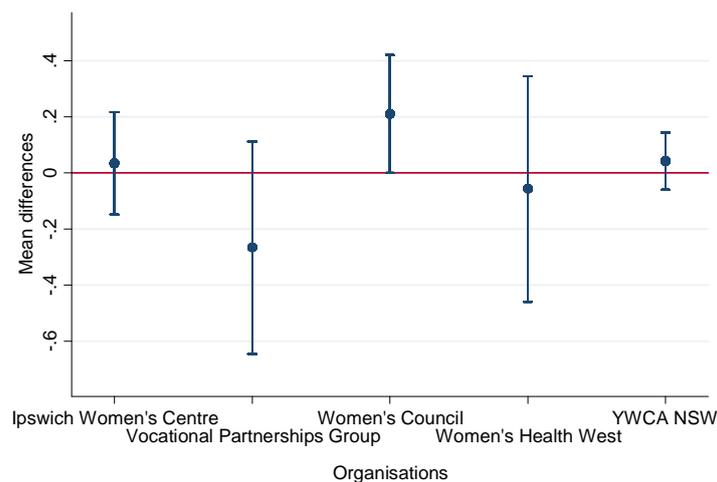


Figure 9 Acceptance of Dating Violence: mean differences in individual scores following participation in program and 95% CI, by project organisation

Figure 9 shows the mean differences in the scale measuring dating violence following participation in a program, by secondary and post-secondary students. Whilst there is variation in the mean difference among the programs (Vocational Partnerships shows a -0.26 change in mean scores whilst Women's Council has a 0.21 change) there was no evidence that the differences are statistically significant (see Table 24). These results indicate that there was no change in participant's acceptance of dating violence following program participation.

Psychological Dating Violence – Male and Female

There were two survey questions that related to psychological dating violence. These survey questions appeared on the original survey only, and were not included in the abridged survey. It will be recalled that only two organisations utilised the original survey: Ipswich Women's Centre Against Domestic Violence and Women's Council for Domestic and Family Violence. Analysis of the psychological dating violence scale is therefore limited to the programs of those two organisations. The first survey scale measured attitudes towards male psychological dating violence and the second measured attitudes towards female psychological dating violence. Responses to the questions relating to psychological dating violence were measured using Likert scales with five possible responses ranging from strongly disagree to strongly agree. Higher scores on the items generally indicate greater acceptance of abusive behaviour. Statements which relate to male psychological dating violence include:

- *A guy should not insult his girlfriend.*
- *A guy should not tell his girlfriend what to do.*
- *A girl should ask her boyfriend first before going out with her friends.*
- Statements which relate to female psychological dating violence include:
- *There is no excuse for a girl to threaten her boyfriend.*

- *There is never a good enough reason for a girl to swear at her boyfriend.*
- *Girls have the right to tell their boyfriends how to dress.*

The scale relating to male dating violence was constructed from 15 statements; for female dating violence, the scale was constructed from 12 statements.

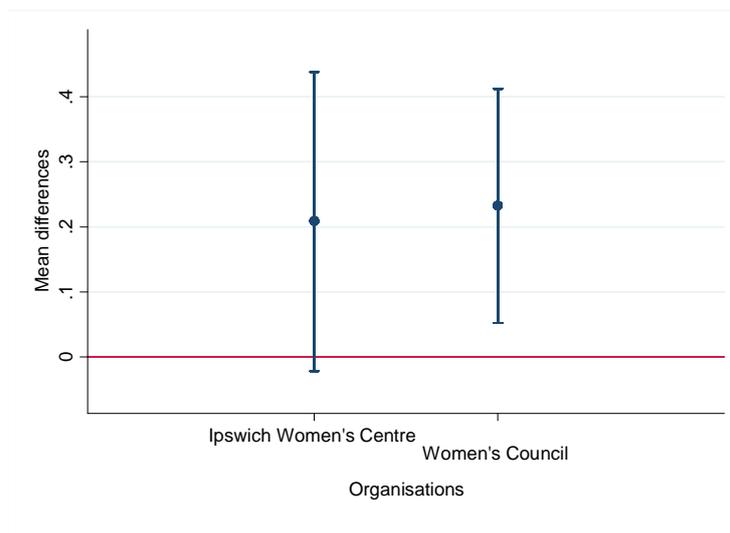


Figure 10 Attitudes towards male dating violence scales: mean differences in individual scores following participation in program and 95% CI, by project organisation

Figure 10 shows the mean difference in the scale measuring attitudes to male dating violence following participation in a program, by project organisation. This scale was computed for two programs only: the Ipswich Women’s Centre and the Women’s Council for Domestic and Family Violence. While the mean difference in the scale for attitudes to male dating violence is positive for both organisations, the mean difference is statistically significant for the Women’s Council (0.24, $t=2.53^*$, $df=30$) and borderline significant for the Ipswich women’s Centre (0.21, $t=1.78$, $df=15$) (see Table 26).

Figure 11 shows the mean difference in the scale measuring attitudes to female dating violence following participation in a program, by project organisation. Again, the mean difference in the scale for attitudes to female dating violence is positive for both organisations and the mean difference is statistically significant for the Ipswich Women’s Centre (0.28, $t=2.48^*$, $df=15$) and borderline significant for the Women’s Council (0.24, $t=1.91$, $df=30$) (see Table 26).

For both programs a positive change in participant’s attitudes to dating violence post program was identified. This change was statistically significant for the Women’s Council for Domestic and Family Violence program on the scale relating to male dating violence and for the Ipswich Women’s Centre Against Domestic Violence on the scale relating to female dating violence.

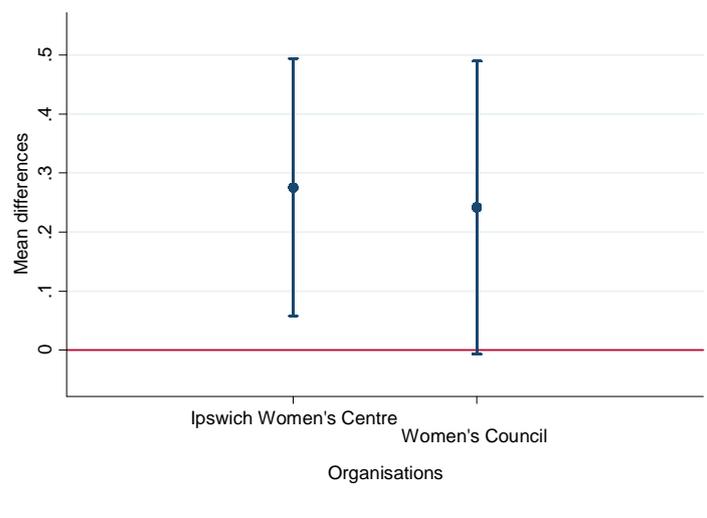


Figure 11 Attitudes towards female dating violence scales: mean differences in individual scores following participation in program and 95% CI, by project organisation

Attitudes towards Women

The final scale analysed for change related to attitudes towards women. The questions corresponding to this scale were measured on a Likert scale with four possible responses, ranging from strongly agree to strongly disagree. Students were asked to respond to 12 statements related to gender roles. Some examples include:

- *Swearing is worse for a girl than a boy.*
- *On a date, the boy should be expected to pay all expenses.*
- *On average, girls are as smart as boys.*

A higher score on this scale indicated less traditional attitudes to women's rights and roles.

Figure 12 shows the mean difference in the scale measuring attitudes towards women following participation in a program, by project organisation. Results from the t-test showed that there was no evidence for a difference in attitudes toward women following participation in a project.

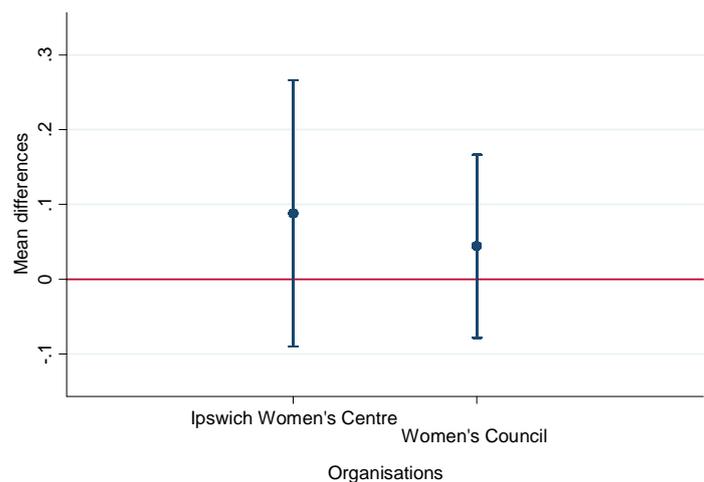


Figure 12 Attitudes towards women for adolescents: mean differences in individual scores following participation in program and 95% CI, by project organisation

5.4 Identifying change and variation among schools

It is feasible that the success of a Respectful Relationships program will be reliant on the environment in which the program will be delivered e.g. the school, the willingness of the parents to provide consent for their child to participate and also the willingness of the student to take part in the program. Therefore change, measured through the mean differences in individual responses to attitude scales following participation in the program, may not be consistent across all schools and will therefore not be highlighted when data collected from students in different schools is combined for analysis.

In Section 5.3 we presented the results for individual differences in responses to attitude scales following participation in a program, without consideration for gender and age of the student or the school environment in which the Respectful Relationships program was delivered. Age was partially considered through separation of the analyses by primary school and secondary school programs, however, the analysis can be further adjusted for age by including it as a control variable in a multilevel regression analysis.

In this section we extend the previous analyses by using multilevel regression techniques to assess the partial associations of gender, age and wave (representing pre- and post-program participation) with each of the scales that measures attitudes while also estimating the unexplained variation in the attitude scales among schools, as described in Section 3.3.1.4: Analytical approach to analysis of survey data. Since no significant improvement from wave 1 to wave 3 using paired t-tests could be demonstrated, follow-up program regression results are not presented in text, but can be found in Appendix F: Technical Appendix. Multilevel regression techniques allow us to include the grouping structure of the data in the analysis and enable us to separate variation in attitude scores into components of variation between schools, and variation between individuals within schools, when programs are delivered across multiple schools. This is an important consideration in the evaluation of

program outcomes when they are delivered across a range of school environments with diverse characteristics.

5.4.1 Programs delivered to primary schools

To further examine whether a positive change in attitude following participation in a program occurs for some schools, but not others, it is necessary to have access to student survey data from at least three schools. For programs delivered in primary schools, sufficient data was collected for two organisations: Interrelate Family Centres and Women's Health West. Due to insufficient responses across schools, YWCA NSW and YWCA Canberra programs were excluded from this analysis. Among the two organisations, the highest response rate for participation in the wave 1 and 2 surveys was achieved for Interrelate with 417 students from 16 schools. Responses from 237 students (4 schools) were achieved for Women's Health West.

Primary school students completed responses for two scales: the response to anger scale and the conflict resolution skills scale. Variables representing gender (dummy variable 'female'), age and wave (dummy variable 'wave 2') were included as control variables in the multilevel regression analysis. Age of primary school students was not statistically significant in association with either scale and was subsequently removed from the multilevel regression analyses. The residual variance from the analysis was further separated into components of between school variance and between student variance for regression results (see Table 31 and

Table 32 in Appendix F).

Gender was significantly associated with both the response to anger scale (Interrelate: $b=0.19^{***}$, Women's Health West: $b=0.10^{**}$) and the conflict resolution skills scale (Interrelate: $b=0.21^{***}$, Women's Health West: $b=0.15^{**}$) indicating that on average females scored higher than males in their responses to these scales. These results indicate that girls, in comparison to boys, responded to anger questions in a more constructive way thus showing greater improvements with regards to their reported conflict management skills post-program.

The response to anger scale was significantly associated with positive change post-program for the Women's Health West program ($b=0.05^*$) but the association was negative for the Interrelate program ($b=-0.03^*$). The conflict resolution skills scale was significantly associated with positive change post-program for both the Interrelate ($b=0.05^{**}$) and Women's Health West ($b=0.12^{***}$) programs. The negative change in the response to anger scale for the Interrelate program is small and borderline significant. This program was delivered in a large number of schools and the data analysed is from 16 of these schools. As it is not possible to control for school level characteristics and factors describing the delivery of the program in a school in the multilevel regression analysis, it is important to at least capture the unexplained variation among schools and to determine whether the change in scale may be negative in some schools but positive in others. This was achieved by including the three level data structure in the analysis and showing the results using "caterpillar plots" below.

For analysis of the response to anger scale, the residual variance explained by school differences, after accounting for gender and individual change following participation in a program, was 9% for Interrelate programs, and 8% for Women's Health West programs. The residual variance explained by differences between students was 55% for Interrelate programs and 54% for Women's Health West programs. It is not surprising that there is a large amount of variation in the attitude scales between students. However, in addition to this variation among students there is still significant variation in responses to the anger scale due to differences among schools. While the proportion of variation attributed to differences among schools is smaller (9%) than the differences among students within schools (55%), it is statistically significant and indicates that the school environment (e.g. school size, class size, socio economic background of students etc.) is important in the effectiveness of Respectful Relationships programs.

Similar results were found for the conflict resolution skills scale. The between school difference explains 6% of the residual variance for Interrelate programs and 10% of the residual variance for Women's Health West programs. The between student variation is higher for this scale than for the response to anger scale: 61% for Interrelate and 65% for Women's Health West.

Figure 13 consists of two caterpillar plots showing variance among schools obtained from the multilevel regression analysis of the response to anger scale and the conflict resolutions skills scale, respectively, for schools that received the Interrelate program. Each vertical line on a plot is associated with a school. After controlling for gender and change in the scale from pre- to post-program, the solid circle shows the position of the school relative to the average response on the

scale from all schools (or overall deviation from the average response which is represented as zero on the vertical axis), and the vertical line corresponds to the 95% confidence interval (CI) for the deviation. If the CI does not contain zero, then the average response from the school is significantly lower or higher than the average and indicates that variation exists among schools.

For the Interrelate program, schools 11, 12 and 14 are consistently ranked lowest based on the average response of students within the schools after controlling for gender and change post-program, and school 2 is ranked highest. As there is variation across schools in the average response to scales before participation in a Respectful Relationships program, this may impact on the effectiveness of the program within schools and hence distort the overall average outcome from programs when the data is pooled across schools.

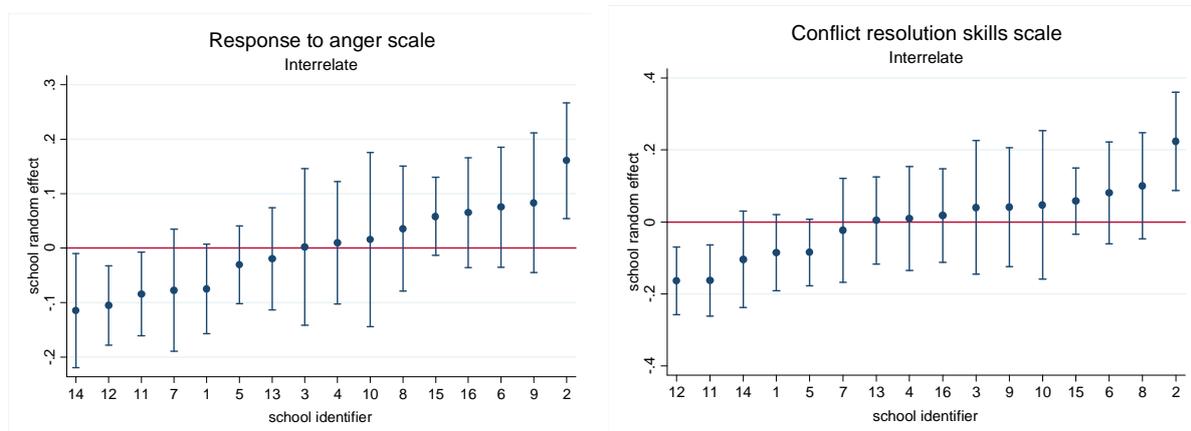


Figure 13 Response to anger scale and conflict resolution skills scale: Caterpillar plots for Interrelate programs illustrating variation in random effects for schools and 95 % CI

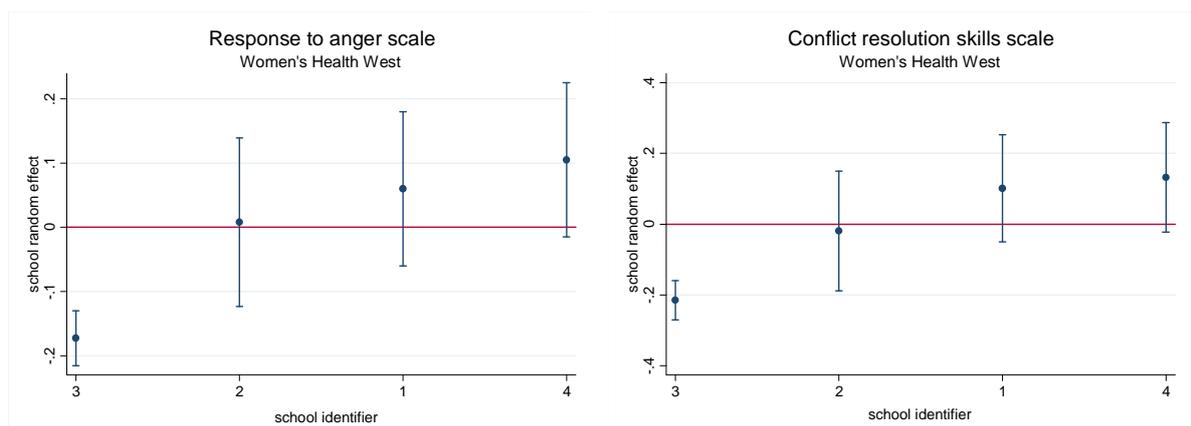


Figure 14 Response to anger scale and conflict resolution skills scale: Caterpillar plot for Women's Health West programs illustrating variation in random effects for schools and 95 % CI

Figure 14 shows the two caterpillar plots obtained from the multilevel regression analysis of the response to anger scale and the conflict resolutions skills scale, respectively, for four schools that

received the Women's Health West program. The plots show that there is significant unexplained variation among schools on both scales with school 3 being ranked lowest and school 4 ranked highest in their responses. This infers that after adjustment for gender, students' values on the response to anger scale and the conflict resolution scale are significantly lower than average for school 3 and higher than average for school 4. Therefore, unmeasured school characteristics are associated with the average scores for these scales and hence delivery of the same respectful relationships program may have a different impact on student awareness from school to school.

5.4.2 Secondary and post-secondary schools

The survey response rates from secondary and post-secondary schools were low and the data collected for most of the projects were restricted to only a few schools. Therefore we were not able to assess unexplained variance between schools in the multilevel regression analysis. Instead, we pooled the data across schools and were able to control for between student variance in the analysis. In these analyses, responses to the acceptance of dating abuse scale were significantly higher for females in the programs delivered by the Women's Council for Family and Domestic Violence. Gender was not statistically significant for any other scales in programs delivered in secondary schools.

A statistically significant positive change was detected for the acceptance of dating abuse scale ($b=0.21^*$, Women's Council), the attitude towards male psychological dating violence scale ($b=0.23^*$, Women's Council), and the attitude towards female psychological dating violence scale ($b=0.28^*$, Ipswich women's Centre against Domestic Violence).

It is interesting that no significant changes were detected pre- to post-program for the response to anger scale and the conflict resolution skills scale for any of the program organisations. This is in contrast to the findings for the programs delivered in primary schools and may be a consequence of the different ages of the children. The effect size for the change in these attitudes following participation in a Respectful Relationships Program may be smaller for older secondary school children and so difficult to detect statistically with smaller sample sizes.

5.5 Summary of findings from survey data

Respondents rated the projects as highly positive, with generally 70 to 100 percent agreement to a range of statements about their satisfaction with their program and its perceived outcomes for them personally.

The reliability of each scale was found to be high, ranging from 0.70 to 0.86. Statistically significant improvements were observed for several scales across some projects, as outlined above. While statistically significant improvements on attitudinal scales were not widespread, average post-program scores for participants were generally higher across all scales and projects. It is possible that more significant improvements may have been observed if the numbers of respondents in some projects were larger. Small sample sizes mean that observable changes need to be quite large before

statistical significance is detected; it is possible that small, real changes in attitudes were not found to be statistically significant because of the inadequate statistical power of smaller respondent samples.

Results:

Paired t-tests:

Primary school projects

- Women's Health West and YWCA Canberra participants demonstrated an improvement on both scales – positive changes pre- and post-program responses. Women's Health West results were statistically significant.
- Interrelate participants showed a significant negative change on the response to anger scale, but a significant improvement in their conflict resolution skills.
- No significant improvements for either scale could be found for pre- and follow-up program questionnaires. It will be recalled that the follow-up program questionnaires were administered 3-4 months after completion of the school program.

Secondary and post-secondary school projects

- Data for secondary and post-secondary school participants show no evidence for change in student behaviour following participation in the Respectful Relationships program for most scales (response to anger, conflict resolution skills, acceptance of dating violence and attitudes towards women scale).
- Statistically significant changes following the program participation were only observed for the psychological dating violence scales – male and female. Women's Council participants demonstrated significant changes in attitudes towards male dating violence while Ipswich Women's Centre participants reported significant changes with regards to their attitudes to female dating violence following participation.

Multilevel regression analysis:

Primary school projects

- Females scored higher than males on response to anger scale and conflict resolution skills scale for both Interrelate and Women's Health West programs
- There was significant positive change post-program for the response to anger scale in the Women's Health West project and for the conflict resolution skills scale for Women's Health West and for Interrelate. However, change was negative for the response to anger scale in Interrelate programs.
- There was significant unexplained variation between schools, and between students within schools for both responses to anger and conflict resolution skills. This indicates that there were other influential factors that were not accounted for in the model, which relate to schools

and individual student characteristics and may impact on the ways in which students respond to the program and to the survey measures.

Secondary school and post-secondary school programs

- There was no significant difference between males and females on the majority of attitude scales in contrast to findings from the primary school programs. This may be a reflection of the difference in age of the students.
- Positive change pre- to post-program was detected for acceptance of dating abuse (Women's Council), attitude towards male psychological dating violence (Women's Council), and attitude towards female psychological dating violence (Ipswich women's Centre against Domestic Violence).

Overall results suggest that female primary students may have experienced greater benefits from the Respectful Relationships intervention projects than male primary students or high school students.

Attitudes and beliefs about conflict resolution and anger management appear not to have changed significantly for secondary aged students. This finding is supported by previous studies which failed to confirm statistically significant changes in attitudes post program with regards to those skills for adolescents (Webster, 1993). However, Johnson, Johnson, Dudley, and Acikgoz (1994) and Grossman et al. (1997) confirmed positive effects of conflict resolution and violence prevention training on primary students which complies with the findings of this report. This suggests that age may play an important role in the effectiveness of violence prevention programs. For secondary aged students there were statistically significant changes noted in attitudes and belief towards dating violence. It should be noted that this too is a topic better addressed with older students and may be less appropriate in primary programs.

Overall, these findings suggest that there was some impact on students across all age groups, albeit, based on different measures. This finding is supported by the qualitative process evaluations, in which content for the respective projects was designed to be relevant and meaningful to the age and maturity levels of the student groups. This suggests that there is scope to positively change attitudes and beliefs about gendered violence and respectful relationships, but the programs designed to address these issues need to correspond to the maturity levels of the students and may differ in content accordingly.

5.6 Focus group findings

5.6.1 Introduction

ISSR's primary evaluation approach was a longitudinal analysis of survey data collected with students before and after program participation. The surveys aimed to examine the effectiveness of individual projects in changing young people's attitudes and behaviours surrounding violence in dating and intimate relationships.

In collaboration with ISSR, some programs decided that surveys would not be appropriate for their target group because of literacy, behavioural issues, or other concerns. Where this was the case, we planned to conduct post-program focus groups to address the evaluation goals by gauging participants' level of understanding of the issues, as well as asking students about their opinions of the program. As described in the methodology, focus groups were planned for three projects: Centacare, South Australia, Relationships Australia, South Australia, and Uniting Communities, South Australia.

5.6.2 Centacare Catholic Family Services, South Australia

The Centacare project was undertaken by Centacare Catholic Family Services in partnership with the Davenport Tji Tji Wiru Youth Centre to deliver the 'Change-I Am' Respectful Relationships program. The key aim of this project was to prevent violence against Indigenous women in the Davenport Community. To achieve this aim, the program worked with Indigenous girls and young women, across three age groups ranging from eight to 24, to provide a journey of self-discovery, community participation, and community education.

The project was divided into three major stages over a two year period. Stage one focussed on self-exploration and the development of an understanding of respectful relationships. During the second phase of the project, participants were required to complete volunteer work within their own communities. Secondly, participants jointly developed an educational theatre performance about Respectful Relationships with the intention of taking the performance to neighbouring remote communities. For Stage three of the program, a Road Show was planned in order to communicate the message about Respectful Relationships to other remote Indigenous communities in South Australia. The Road Show is seen as the culmination of efforts over the duration of the program and is critical to outcomes.

Owing to delays in funding, starting, and during the project, Stage three was delayed till early 2014. This coincided with deadlines to finalise the focus group evaluations. Therefore, no focus group was undertaken for this project.

5.6.3 Relationships Australia, Northern Territory RANT

The Relationships Australia, South Australia, the RESPECT project is a targeted psycho-educational program of activities, created specifically for young Indigenous men and women from remote communities who attend boarding schools in Darwin. The project was organised by Relationships Australia NT (RANT). The RESPECT program aimed to establish a culturally safe space in which young people could explore self-respect; learn about respectful relationships; identify what disrespect looks like; and understand how and where to seek support in relationships. This program was structured on the belief that the building of self-respect is an essential starting point for building respectful relationships with others. The program was designed to run across two weeks, with a two hour workshop in each of the weeks. These workshops were delivered separately to young men and women.

In addition to targeting young Indigenous people from remote communities, it was modified in order to be relevant for young Urban Indigenous people and young people of migrant and refugee background living in and attending school in Darwin. The program has been delivered on six occasions, across three different school campuses, to separate gender groups and will be completed in mid- 2014.

Two focus group evaluations were undertaken for the Relationships Australia, South Australia project. Gender matched experienced indigenous researchers were engaged to facilitate one group with male students (3 participants) and one group with female students (5 participants) after school (approx. 3.30-4.30 pm). The groups followed a semi-structured format (see Appendix C: Sample focus group guide – Uniting Communities ICAN school stream participants).

Results from the Relationships Australia, Northern Territory (RANT) outcome evaluation focus groups:

Most students reported that they enjoyed the Respectful Relationships project and enjoyed 'learning about what's good and what's bad'. The young women's groups were able to identify problems in relationships and discussed issues around violence, abuse, assault, and texting photos. In contrast the young men focussed primarily on the messages that came through their sessions such as: stop smoking drugs, fighting, sniffing (petrol), breaking into shops and stealing, violence, drinking and gambling. They also reported more positive activities they could engage in that were discussed in their sessions. These included things like: going fishing, going hunting, eating bush tucker and sharing with family. One young man mentioned the Kids Helpline number as something he learnt and remembered. The girls group did not identify any aspects of the program that they did not like.

All students agreed that the project would be good for other young people to participate in. In general, all students felt that the RANT sessions had made them change the way they used social media like diva chat, snap chat and Facebook. The young men's group mentioned that Facebook 'make trouble' and 'cause triangle effect on behaviour'. The young men's group also mentioned the things they thought people could do to get help like apologise, talk to family and elders, talk to the police, and to go to a safe house or dry out centre. In regards to dress, the young men thought that people dressed appropriately because of culture.

Overall it appears that this program was positively received by the young indigenous people. They appeared to be engaged with the project. The young women, in particular, developed skills in recognising problems in relationships. In addition, the young men related to messages of positive changes they could make to improve relationships and examined their current activities. One message that was clearly received was that of examining their use of social media. The project prompted a review of how they used social media and the effect it had on behaviour. The program appears to be culturally sensitive to the needs of these young people with a positive, engaging message. These students were also willing to participate in the focus groups outcome evaluation which was further evidence of their commitment to the project.

5.6.4 Uniting Communities, South Australia

The Uniting Communities Respectful Relationships project was a primary prevention strategy that aimed to reduce sexual assault and domestic and family violence through education. The project was targeted towards young people aged 8-24 years. The main aims of the project were to raise awareness of ethical behaviour and to help the young people develop skills in protective behaviours and respectful relationships. The project was designed around four streams: Stream 1: Southern Innovative Community Action Networks (ICAN); Stream 2: New/Emerging Communities; Stream 3: High and Complex Needs group; and Stream 4: Holistic Mainstream Schools Interventions. The program had three core modules including Healthy Ethical Relationships, Recognising Violence, and Gender and Society. The program also had three additional elective modules including Negotiation and Consent in Relationships, Relationship Conflict Resolution, and Respectful Relationships in the Digital World. As of January 2014, the program had completed 77 programs in a range of settings, had over 300 sessions with almost 700 participants, and had partnered with 17 community organisations. The Uniting Communities project participated in both the survey and focus group outcome evaluation.

Three focus groups were conducted in two schools. One group was conducted by ISSR staff with Year 12 students (aged 17-18 years) in the Flexible Learning Option (FLO). Young people from the FLO program have complex social issues with high levels of exposure to violence and sexual assault. Two FLO teachers helped facilitate this group. The group consisted of three girls and two boys however the boys were quite reticent in their participation. The group was conducted approximately 5 weeks after the Respectful Relationships project final session. Given this relatively long period between the conclusion of the project and the focus group, we were particularly interested in what messages and content from the project had been retained by students.

Two groups were also conducted by ISSR staff with students from Year 8 (aged 13-14 years) at a disadvantaged mainstream school. The groups were divided into a group of girls (six participants) and a group of boys (seven participants). The teacher was present during the focus group and divided his time between the two groups. The Respectful Relationships project had concluded the week prior to our visit with this school.

Results from the Uniting Communities, South Australia outcome evaluation focus groups:

A high level of content was recalled by students in the focus groups. Students recalled content relating to:

- internet safety,
- issues surrounding consent and rape,
- the impact of alcohol and drugs on behaviour,
- stereotypes,
- bullying,
- self-care and mateship, and
- respectful relationships and control.

“I think mine was consent in relationships. That was a big thing. Firstly, even though you're in a relationship, it's not always yes. You can basically say no. Even though somebody won't take that...” (consent)(Female FLO participant)

“And no means basically no, get away from me. Not okay, maybe. It's no.” (consent)(Female FLO participant)

“She was the one that started it, but she ended up being a victim at the end.” (bullying) (Female FLO participant)

“The main thing is basically just saying that, look, if you do need help that you know I'm here. Because then they can come to you in their own time when they need to sort of thing, rather than you forcing your help onto them.” (supporting others) (Female FLO participant)

“You just need to have conversations, get to know things better. You don't have to assume something's going on and get really jealous. Don't stress bro.” (male participant)

“You'd worry a little bit, but you'd have to have a conversation, like talk to the partner to sort - just get to know things better instead of just assuming that these things happen and just give them the silent treatment.” (male participant)

“To be a real man.” (male participant)

“There was how to have respectful relationship - how to be a man, what to do in a bad relationship.” (male participant)

At the time the project was delivered, a popular reality TV program The Amazing Race also hit the headlines because of an explosive incident between a couple in the program. The clip showed the young man abusing his female partner. Uniting Communities took the opportunity to integrate this episode and the ensuing media debate into their project. The young people were able to analyse the interaction between the young couple and discuss this in relation to respectful relationships.

“It was about that she had listened to him. He was being all dominant and he was like, he have to listen to me because you're the woman. You have to do all this.” (Female FLO participant)

“Sexist” (Female FLO participant)

“He was full on stereotyping.” (Female FLO participant)

“He was dominant and she had to listen to everything he said otherwise he would have a massive go at her.” (Female FLO participant)

“He didn't hit her though. At least he didn't hit her. Think of it that way.” (Male participant)

The students also recalled some of the activities they did in the sessions with uniting Communities. They recalled seeing videos on alcohol use and abuse and bullying. They enjoyed the game ‘fact or crap’ and reported that some of the results surprised them. The students from the disadvantaged school reported that they enjoyed the ‘red light: green light’ activity. The FLO group enjoyed having food available in the sessions.

All groups reported that they had improved their understanding of abusive relationships. The young people were very articulate in describing the characteristics of abusive relationships and all asserted that they could recognise abusive behaviours. They also recognised that it was sometimes difficult to get out of abusive relationships and that sometimes girls stay in relationships that they should not be in.

“But then there are some people who basically rose-coloured glasses and just ignore that sort of thing. Be like, I like him too much. He's really sweet.” (Female FLO participant)

“Or they say they need him and stuff like that.” (Female FLO participant)

“There's girls out there that just need a male figure and they don't want to let that go, even that male figure is being abusive and violent towards girls.” (Female FLO participant)

“Identifying what kind of relationship you're in and working out if that's a good relationship or it's going to be a bad relationship.” (Female FLO participant)

“To let you know about relationships and how they're healthy and unhealthy.” (Female participant)

“Yes, they said that one woman dies at least every week due to domestic violence, it's bad.” (Female participant)

They also recognised that there are different points of view about what is going on in the relationships and that, sometimes, the young women may be abusive too.

“because a lot of people will just get the female side of the story, like not the male side.” (Female FLO participant)

“Some guys have trouble telling other men that they've beaten up by their girlfriend, because if they're being beaten up by the girlfriend then they can be beaten up by other men. So a lot of guys just hide it and they don't say anything.” (Female FLO participant)

The FLO group also described the cycle of abuse.

“... and then he'll be like, oh it's never going to happen again and then for a few months it's like, oh I love you so much. Don't leave me. Then he goes into a full circle...” (Female FLO participant)

The young people also provided positive feedback about the program and facilitators. Focus group participants reported that the facilitators were knowledgeable, made them feel confident to participate, and were receptive to their feelings and ideas. The program was also flexible and demonstrated this by organising for Life Line to present to the group because of issues around depression that were raised in one of the sessions.

“I found in the sessions they made me a lot more comfortable as well, so you could say what you were thinking, no one's going to judge you or anything.” (Female FLO participant)

“I liked that they put it into our language, not use heaps of words that we didn't know. They made us understand relationships for the present and the future.” (Female participant)

“They had a nice attitude towards it, so I think it made everyone feel confident to talk to the class about the thing.” (Female participant)

Focus group participants also had some minor suggestions for the program. Participants had mixed feelings in relation to providing separate sessions for girls and boys. Some of the girls felt that separate sessions would be good for the boys as they thought that boys would find it hard to describe their feelings in front of the girls. However, most of the boys felt that having joint sessions ensured that everyone had a deeper understanding of respectful relationships and how violence and control affected people.

“I think one of the main things that we focus on is because it was like - one of the main things with unhealthy relationships is that they see - it's mainly the guys who are making the relationship unhealthy. So it kind of shunted them out. It focused more on the girls for that bit. But then with other things, it kind of made the guys look to be the bad ones, even though there were - there are actually some girls who do the same thing. But because they're the minority you don't really look at that much.” (Female FLO participant)

“...just see how they feel and how we feel about doing this, so we can talk to each other about it, not just guys and guys, girls and girls. You don't know what they're talking about. They could be talking about the same thing; they could be talking about something different.” (Male participant)

One of the most important aspects of the program was the direct and immediate impact on behaviour in some areas. For example, one participant reported that she had left her relationship after recognising that it was abusive..

“Actually, I was one of them - I was dating this guy and he was actually abusive and I actually broke up. I actually managed to find the courage to break up with him afterwards [the session] because it was really good.” (Female FLO participant)

The sessions on the use of Facebook and privacy had a large impact on the participants and many said that they had directly changed their behaviour because of the information presented by Uniting Communities. The young women from the disadvantaged school also spoke about how they felt better equipped to support their friends and knew where to get help if they need to.

In conclusion, the results from the focus groups were positive, and suggest that the project was engaging, relevant and inclusive of students often marginalised in mainstream education systems. All students in the focus groups reported that they enjoyed the Uniting Communities Respectful Relationships sessions. The students reported a high degree of recall for project content across a range of relevant respectful relationships issues.

All participants in the group reported that they had developed skills in recognising abusive relationships, with some of the young people in the focus groups reporting that they had left abusive relationships or had changed their use of Facebook, social media, and the internet as a direct result of participating in the program. Overall, the project appears to have been highly successful in engaging young people in discussions about respectful relationships and increasing awareness of relationship violence and abuse. The project provided skills to recognise abusive behaviour and strategies to improve relationships and support their friends if they experienced difficulties.

5.6.5 Summary of results from focus groups outcome evaluation

The focus groups with the Relationships Australia, Northern Territory, and Uniting Communities, South Australia, showed that young people were interested and receptive to participating in programs addressing Respectful Relationships education. All participants reported that they enjoyed the sessions and both the young women and young men had high levels of recall about the content of each project. Focus group participants reported that they had developed skills to recognise respectful relationships in their own lives and lives of their friends, and had learnt strategies to obtain help if they felt they were in relationships that were not healthy.

The focus groups also highlighted that the young people had made positive changes in their lives as a result of participating in the Respectful Relationships projects. Both projects had a component on the use of social media and participants all reported an increased awareness of the potential problems with social media and Facebook. Participants reported that they had modified their use of social media sites as a result of participating in the programs. Participants also reported that the programs had helped them to examine their own relationships and had made some significant changes since participating in the projects.

It appears therefore, that Respectful Relationships projects can be adapted for use with disengaged students in flexible learning options, Indigenous students in boarding schools, mainstream disadvantaged schools and other settings where education services support marginalised student groups. It is these students who are often those most in need of Respectful Relationships education and support. The strong messages of healthy relationships, violence prevention and control, are messages that all boys and girls relate to, regardless of their situation. It was interesting to observe that many of the young men involved in these projects were engaged in the content and felt empowered to have positive healthy relationships. One of the key benefits of engaging with Respectful Relationships education for these students has been to enable a language to describe and analyse their current relationships. It is hoped that this will inform their future relationships, and in so doing, support them to develop more positive and healthy partnerships as they move into adulthood and build young families.

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Appendix A. Telephone interview guides

Teacher interview guide

Introduction

Thank you for agreeing to take part in this phone interview with me today. The interview is part of a wider project we are doing to evaluate programs funded under the Department of Social Services' Respectful Relationships initiative. The initiative has funded domestic violence primary prevention programs across Australia, including **PROGRAM NAME**, which your students took part in.

The aim of this interview is to get some insight from teachers into how the programs worked within schools, including how your school and **PROGRAM NAME** worked together, your feedback on the training model and content, and any perceived impact for your school and students.

Teacher and school's involvement with program development/delivery

1. So, to give me some context, could you please tell me about the kind of involvement you had with **PROGRAM NAME** at your school?
2. From your perspective, what did you see as the purpose and goals of **PROGRAM NAME**?

Relationships between program and school

3. Can you please describe how **PROGRAM NAME** came to be run at your school? How involved was the school in planning and implementation of the program?
4. How would you describe the relationship between your school and **PROGRAM ORGANISATION**?
5. Do you think the teachers and others in the school community were engaged with the program? (probes: Why/why not?, did engagement/lack of engagement affect the delivery of the program?)
6. [If lack of engagement] How do you think the program organization could have gotten more school buy-in?

Program development and delivery

I now have some questions about the content of **PROGRAM NAME** and how it was delivered. I am interested in your opinion on its effectiveness and appropriateness.

7. The program involved [session duration and number]. How appropriate did you think this was for your students? Do you think the program was long enough for the program to reach its goals?
8. Do you think that the program was appropriate for the target group?
9. Do you have students from different cultural or linguistic backgrounds at your school? Was the program sensitive and inclusive for different cultural groups in your classes?
10. Do you have any feedback on how the program's strengths and weaknesses, or how it could have been improved?

Training and professional development of educators

11. What was your perception of the facilitators who came to deliver **PROGRAM NAME**? Do you think they had the appropriate skills and abilities for the delivery of programs like this?

Outcomes from Respectful Relationships education

12. Do you think the program had any impact on students? Do you think the program had any broader impact on the school, students' families' or the wider community?
13. Were there any unexpected impacts?

Thanks very much for your help with our project.

Program staff interview guide

Introduction

Thank you for agreeing to take part in this phone interview with me today.

The research will provide DSS with information about the effectiveness of programs and how they met the goals of the Respectful Relationships initiative and will help inform Good Practice Guidelines for delivering Respectful Relationships education in schools. We're interested in your views and hearing about your successes and learning during the Respectful Relationships program.

Project and staff role description

1. Staff introduction – position, role in RR project.
2. Description of RR team, who else worked on the project?
3. Clarifications of project details from documentation as required.

Project initiation

1. How did the project come about? (probes: was there a perceived need)
2. Did you go through a consultation process to develop and organize the project? Can you please describe your consultation with stakeholders.

Project implementation

1. In general, how would you describe the engagement of the schools or organisations you were working with? What strategies did you use to build engagement?
2. When it came to running the project in [insert setting], did you have to adapt your original project design? Did you adapt your delivery to suit the context of individual schools or settings?
3. Did you have any specific challenges or obstacles related to delivering the project in schools?

Project design and content development

1. Why did you choose to work with the specific participant group(s)?
2. How did the design of the project come about? (probes: setting, session duration and type, specific activities, gender of participants and facilitators)
3. The NASASV standards recommend that primary prevention education programs use a theoretical or conceptual approach as the basis for understanding why sexual violence occurs and the prevention pathway that should be used to reduce sexual violence.
 - a. What sort of approaches to prevention did you take? Did you consider theory or conceptual models in the development of the project? E.g. critical gender and feminist theories, ecological theories, human rights approaches, social learning theories, victimology and crime and deterrence approaches.
1. What changes did you hope to create in participants – what participant outcomes were you aiming for (probes: attitude change, skills development and behavioural change)? How did you anticipate the program activities would lead to these desired outcomes? (theory of change guideline in NASASV).
2. Did you need to consider different cultural groups in development and delivery? What did you do to make your program culturally sensitive and inclusive?

Staffing and training

1. Describe the facilitators who worked on the project. How were these staff members selected/recruited?
2. Can you please describe the training that was provided for facilitators? What about ongoing support and supervision?

Evaluation

1. What methods did you use for evaluating the project?
2. Did you have specific outcomes you were trying to evaluate? What were they?

Perceived impact of project / strengths, weaknesses and challenges

1. What do you think were the strengths of your project?
2. What did you consider the key outcomes? Did you observe any changes in participants?
3. Were there any unexpected outcomes or discoveries?
4. In general, what were the key challenges or obstacles you faced in delivering this program?
5. If you could start the project again, is there anything you would change about its design or implementation?

Appendix B. Staff and teacher interview consent forms

Respectful Relationships Evaluation

Staff consent form

Instructions: Please sign, scan and email this form back to the research team at e.shaw3@uq.edu.au prior to the interview. If you prefer, you can instead provide verbal consent over the phone at the time of your interview.

- I have been informed about the purpose and nature of this research. I understand that participating in the research is voluntary.
- I have had any questions or queries answered to my satisfaction.
- I understand that I will be asked to participate in a telephone interview lasting around an hour with a researcher from the University of Queensland.
- I understand that I will be asked about the design and implementation of the Respectful Relationships program run by my organisation.
- I understand that the interview will be audio-recorded. De-identified transcripts of the interview will be prepared by a transcription company which adheres to strict confidentiality agreements. After transcription, audio-recordings and transcripts will be kept private and secure and will only be accessible by the research team.
- I understand the information I provide will be used for research purposes and will be kept confidential. The information will be used to write a report that will be accessible by the Department of Social Services only. My organisation will receive an Executive Summary of the report which will summarise findings from all programs funded in Australia.
- I understand that I won't be identified in the study findings.
- I understand that I am free to withdraw from the study at any time without penalty. If I have provided information it will be destroyed. Should I wish to withdraw my consent after the interview has been completed, I can do so by contacting project co-ordinator: **Liz Shaw at e.shaw3 @uq.edu.au or 07 3346 9964.**
- I agree to participate in the research.

Staff name: _____

Staff signature: _____ **Date:** _____
(not required if verbal consent provided)

VERBAL CONSENT – for interviewer use only

I have explained the research project and read the consent form to the interviewee, and have answered any questions they have. The interviewee has consented to take part in the interview.

Interviewer name: _____

Interviewer signature: _____ **Date:** _____

Respectful Relationships Evaluation

Teacher consent form

Instructions: Please sign, scan and email this form back to the research team at e.shaw3@uq.edu.au prior to the interview. If you prefer, you can instead provide verbal consent over the phone at the time of your interview.

- I have been informed about the purpose and nature of this research. I understand that participating in the research is voluntary.
- I have had any questions or queries answered to my satisfaction.
- I understand that I will be asked to participate in a telephone interview lasting around an hour with a researcher from the University of Queensland.
- I understand that I will be asked about the design and implementation of the Respectful Relationships program run by my organisation.
- I understand the information I provide will be used for research purposes and will be kept confidential. The information will be used to write a report that will be accessible by the Department of Social Services only. My organisation will receive an Executive Summary of the report which will summarise findings from all programs funded in Australia.
- I understand that I won't be identified in the study findings.
- I understand that I am free to withdraw from the study at any time without penalty. If I have provided information it will be destroyed. Should I wish to withdraw my consent after the interview has been completed, I can do so by contacting project co-ordinator: **Liz Shaw at e.shaw3 @uq.edu.au or 07 3346 9964.**
- I agree to participate in the research.

Staff name: _____

Staff signature: _____ **Date:** _____

(not required if verbal consent provided)

VERBAL CONSENT – for interviewer use only

I have explained the research project and read the consent form to the interviewee, and have answered any questions they have. The interviewee has consented to take part in the interview.

Interviewer name: _____

Interviewer signature: _____ **Date:** _____

Appendix C. Sample focus group guide – Uniting Communities ICAN school stream participants

Group details:

School/participant group:	
Date:	
Facilitator 1 name:	Phone number:
Email:	
Facilitator 2 name:	Phone number:
Email:	
Number of participants:	
Focus group time commenced:	Time completed:

Rough timeframe for focus group (guide only) – 60 minutes total

5 minutes	Introduction and ice breaker
20 minutes	Student reflection on key learnings
15 minutes	Program's impact on behaviour
15 minutes	Testing student understanding of program content (scenarios)
5 minutes	Conclusion and wrap up

INTRODUCTION

Welcome everyone. Today we will be having a discussion about the Respectful Relationships sessions you have been doing with the Uniting Communities staff.

We want to know more about whether you learnt new things in these sessions, and whether you thought the sessions were useful and interesting overall.

I will be asking some questions to guide the discussion, but our aim is to have a conversation about these topics so please respond to things your friends have said or to ask them questions if you want to.

Please remember that everything we discuss today is private and confidential, and we won't tell your teachers or the facilitators what you say. And remember, there are no right or wrong answers to any of the questions I ask – please be as honest as you want to be. However, keep in mind that if you tell us that you or someone you know has experienced of committed violence we may need to tell your teacher or school counsellor.

Please make sure you give everyone a chance to talk and share their thoughts, and remember that what they say is private so should not be repeated by you to any other person outside the focus group.

It is also important to remember that it is your choice whether you participate in the discussion and you do not have to answer any questions that you are not comfortable with. You are also free to leave the discussion at any point if you no longer want to participate.

These information sheets have more information about the project. Please read it through carefully and if you have any more questions about the discussion, please ask.

If you have any questions about any of the information on this form please let me know. If you understand what we are doing today and are happy to participate, please sign the consent form.

1) STUDENTS' REFLECTION ON KEY LEARNINGS

You've just completed a program with Uniting Communities.

Can anyone tell me what the program was about? Why do you think you were asked to take part in the program, what do you think it aimed to do?

So, over the last few weeks the sessions conducted by [facilitator's name] covered a lot of topics, including healthy relationships, understanding abuse and violence in relationships, mobile phones and social media, and stereotypes of boys and girls.

Thinking back to the things you did in the classes, was there anything you learned that you found particularly interesting, or surprising?

- Option i. Students write a few words to describe their key learning and put it with blue tack on the white board. The facilitator then looks for which ones are common, or less common, and leads a group discussion on these topics.
- Option ii. If asking students to reveal their cards publically is not appropriate, get students to write their key learnings in their books and then volunteer to tell the rest of the class.

2) STUDENTS' REFLECTION ON PROGRAM'S IMPACT ON BEHAVIOUR

Let's move on now to talk about whether you think you will use the information you learned in the future.

- a) *Is there anything you might do differently in relationships now? What might you do differently?*
- b) *What about with your friends? Can you think of a time when you might use this information to help them?*
- c) *Do you think differently now when you see relationships or boys and girls in the media? How so?*
- d) *Can you tell us one or two things you would do differently when using mobile phones or the internet?*

3) DISCUSSING STUDENT UNDERSTANDING OF PROGRAM CONTENT

So, we have spoken about your opinions about the program. Now I would like to have a discussion about some of the topics you spoke about over the last few weeks with Uniting Communities. I have a couple of scenarios about relationships, where people may not be treating each other as well as they should. I am interested to see what you think about these scenarios, and maybe what you would have done in these situations.

NOTE: Depending on time available we may cover 2 or 3 of these scenarios. The goal is to gauge students' knowledge and understanding of the issues covered in the sessions.

Scenario 1.

Jess has just started dating Tim, a guy a few years older than her. He invites her to a party. She wants to look nice at the party and wears a dress that is short and quite tight. At the party Tim is drunk and Jess has had a few beers too. He tries to put his hand up her dress and doesn't stop when she tells him not to. He says she is a tease and keeps going, so she pushes him away. He yells in her face and calls her a slut. The next day he sends her lots of text messages apologising and saying that he didn't mean it, and that he was drunk.

Follow up questions	Issues to explore when discussing questions
<p>What do you think about Tim's behaviour?</p> <p>What types of abuse are occurring?</p>	<ul style="list-style-type: none"> • Explore attitudes towards Tim's perpetration of sexual violence (i.e. Tim groping Jess) and psychological violence (Tim calling her a slut, sending lots of texts). • Explore attitudes about female responsibility for sexual provocation – i.e. 'slut shaming' and 'teasing' • Explore attitudes about diminished male responsibility— i.e. 'I was drunk'
<p>Who is responsible?</p> <p>What excuses might people make for this behaviour?</p>	<ul style="list-style-type: none"> • Explore perception of female responsibility for sexual provocation (i.e. dressing provocatively, drinking)
<p>What could Jess do now?</p> <p>What do you think the impact of Tim's behaviour could have on Kate?</p>	<ul style="list-style-type: none"> • Explore knowledge and skills in preventing/responding to violence • Explore attitudes towards acceptance/non-acceptance of abuse and violence • Explore self esteem

Scenario 2.

Josh and Katie are boyfriend and girlfriend. One day they are watching music film clips on TV together. The female singer is dancing and wearing lots of make-up, a skimpy top and really short shorts. Josh asks Katie why she doesn't dress like the girl on in the video, and says she should start to wear more make-up to school.

Some follow up questions	Issues to explore when discussing questions
<p>What do you think of Josh's request?</p>	<ul style="list-style-type: none"> • Explore understanding of controlling behaviours in relationships • Explore understanding and attitudes of gender stereotypes in the media
<p>How do you think Katie could respond?</p> <p>What do you think the impact of Josh's requests could have on Katie?</p>	<ul style="list-style-type: none"> • Explore peer pressure • Explore relationship and communication skills
<p>Why do you think Josh might think these things?</p>	<ul style="list-style-type: none"> • Explore understanding and attitudes of gender stereotypes in the media

Scenario 3.

Dave and Laura have been going out for 3 months. Laura has lots of male friends at school and Dave gets really jealous if she hangs out with them when he is not around. One day, Laura is meant to meet Dave after school. She walks out the front of school with a male friend from her class. Dave is angry and gives her the silent treatment all afternoon.

Some follow up questions	Issues to explore when discussing questions
<i>What do you think of Laura's behaviour?</i>	<ul style="list-style-type: none"> • Attitudes towards individual interests/lives in a relationship
<i>What do you think about Dave's behaviour?</i>	<ul style="list-style-type: none"> • Understanding and attitudes towards jealousy and controlling behaviours
<i>How could he have expressed his feelings differently?</i>	<ul style="list-style-type: none"> • Understanding of constructive responses and communication

4) STUDENT RECOMMENDATIONS FOR THE PROGRAM

Thanks for a really interesting discussion. To wrap up can we talk a little bit about your thoughts on the strengths and weaknesses of the program.

- a) *What did you like about the program?*

- b) *Is there anything you would change to make it more useful for other students?*

Appendix D. Questionnaires



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

Respectful Relationships Evaluation

Follow-up questionnaire

Thank you in advance for participating in this important survey. The purpose of this survey is to gather information on your attitudes and beliefs about relationships.

Your privacy

We ask you to write your name and date of birth in the section provided on the next page. When you have finished the survey, please tear this page off and return both this page and the survey separately to the survey facilitator. Your survey responses are private and will be kept separate from your name and date of birth.

Completing this questionnaire

Please complete all the questions honestly. Your beliefs and attitudes are important to us and **there is no right or wrong answer**. This survey can be completed in about 20 minutes. Please remember, your participation in the survey is completely voluntary which means you don't have to participate if you don't want to.

Any questions?

If you have any questions about this study, please contact the Research Coordinator, Ms Caroline Crothers on (07) 3346 7802 or c.crothers@uq.edu.au.

Project Researcher—

Caroline Crothers, Research Manager, Social Science Research Institute, University of Queensland, Australia.

Please complete the following contact details:

First Name _____ Last Name _____

Date of Birth (dd/mm/yy) _____

Your program...

The following statements relate to how you felt about the respectful relationships program that you participated in some time ago. There are no right or wrong answers, only opinions. Therefore, it is very important that you answer each question honestly. Please express your feelings about each statement by indicating whether you: strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree or, strongly disagree.

1. To what extent do you agree or disagree with the following statements?

	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree
c. I think the program has made me more aware of what abusive relationship behaviours are	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
d. I think the program has increased my relationship skills	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
e. I think the program has increased my awareness of how I want to be treated in a relationship.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
f. I think the program has increased my awareness of how I should treat others in a relationship.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
g. I think I have more confidence in my ability to help myself /find support if I experienced violence or abuse.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.

B – Your attitudes and beliefs...

B1. How strongly do you agree or disagree with the following statements?

	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
a. It is ok for a boy to hit his girlfriend if she did something to make him mad.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
b. It is OK for a boy to hit his girlfriend if she insulted him in front of friends.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
c. Girls sometimes deserve to be hit by the boys they date.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
d. A girl who makes her boyfriend jealous on purpose, deserves to be hit.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
e. Boys sometimes deserve to be hit by the girls they date.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
f. Sometimes boys have to hit their girlfriends to get them back under control.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
g. It is OK for a boy to hit a girl if she hit him first.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
h. It is OK for a girl to hit a boy if he hit her first.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.



C – Your attitudes and beliefs (continued)...

The following statements describe attitudes toward a variety of behaviours in dating relationships which different people have. There are no right or wrong answers, only opinions. Therefore, it is very important that you answer each question honestly. Please express your feelings about each statement by indicating whether you: strongly agree, mildly agree, neither agree nor disagree, mildly disagree or, strongly disagree.

C1. To what extent do you agree or disagree with the following statements?

	Strongly Agree	Mildly Agree	Neither Agree nor Disagree	Mildly Disagree	Strongly Disagree
a. A guy should not insult his girlfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
b. A guy should not tell his girlfriend what to do	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
c. A girl should ask her boyfriend first before going out with her friends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
d. Relationships always work best when girls please their boyfriends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
e. There is never a reason for a guy to threaten his girlfriend	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
f. Sometimes guys just can't help but swear at their girlfriends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
g. A girl should always change her ways to please her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
h. A girl should always do what her boyfriend tells her to do.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
i. A guy does not need to know his girlfriend's every move	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
j. There is never a good enough reason for a guy to swear at his girlfriend	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
k. It is understandable when a guy gets so angry that he yells at his girlfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
l. It is O.K. for a guy to bad mouth his girlfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
m. There is never a reason for a guy to yell and scream at his girlfriend	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
n. A girl should not see her friends if it bothers her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
o. It is important for a girl to always dress the way her boyfriend wants.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.

C2. To what extent do you agree or disagree with the following statements?

	Strongly Agree	Mildly Agree	Neither Agree nor Disagree	Mildly Disagree	Strongly Disagree
a. There is no excuse for a girl to threaten her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
b. There is never a good enough reason for a girl to swear at her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
c. Girls have a right to tell their boyfriend how to dress.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
d. A guy should always do what his girlfriend tells him to do.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
e. If a girl yells and screams at her boyfriend it does not really hurt him seriously.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
f. Girls have a right to tell their boyfriends what to do.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
g. It is important for a guy to always dress the way his girlfriend wants.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
h. Sometimes girls just can't help but swear at their boyfriends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
i. A guy should always ask his girlfriend first before going out with his friends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
j. It is O.K. for a girl to bad mouth her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
k. It is understandable when a girl gets so angry that she yells at her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
l. Sometimes girls have to threaten their boyfriends so that they will listen.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
m. A girl should not control what her boyfriend wears.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.

D – When you're angry...**D1. If someone hurt your feelings or made you really angry, what do you think would help you deal with it?**

	Yes, would help	Might help	No, would not help
a. Throwing something at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
b. Asking someone for advice on how to handle it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
c. Hitting the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
d. Yelling and screaming insults at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.

D1. If someone hurt your feelings or made you really angry, what do you think would help you deal with it?

	Yes, would help	Might help	No, would not help
e. Telling the person why I am angry	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
f. Making nasty comments about the person to others	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
g. Trying to mess up something the person was trying to do	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
h. Having a discussion with the person about it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
i. Damaging something that belonged to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
j. Fantasizing about telling the person off	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
k. Trying to calm myself down before talking to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
l. Fantasizing about hurting the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
m. Keeping it inside	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.

D2. The next time you are really angry at someone, how likely is it you would do the following

	I probably would do this	I might do this	I probably would not do this
a. Tell the person how you feel.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
b. Hang-up the phone on them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
c. Try to calm down before talking to them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
d. Refuse to talk to them about the problem.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
e. Ask lots of questions so that I can get the whole story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
f. Give them the silent treatment.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
g. Ask them what they are feeling.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
h. Let them know what is important to you.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
i. Try to find a solution that suits you both.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
j. Stomp off during the argument.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
k. Listen to their side of the story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
l. Act like nothing is wrong.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
m. Physically hurt them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.

E – Girls and Boys

The statements listed below describe attitudes toward the roles of girls and women in society which different people have. There are no right or wrong answers, only opinions. You are asked to express your feeling about each statement by indicating whether you strongly agree, mildly agree, mildly disagree, or strongly disagree.

E1. Please indicate the extent to which you agree or disagree with each of the following statements.

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
a. Swearing is worse for a girl than for a boy.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
b. On a date, the boy should be expected to pay all expenses.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
c. On average, girls are as smart as boys.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
d. More encouragement in a family should be given to sons than daughters to go to university.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
e. It is all right for a girl to want to play rough sports like football.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
f. In general, the father should have greater authority than the mother in making family decisions.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
g. It is all right for a girl to ask a boy out on a date.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
h. It is more important for boys than girls to do well in school.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
i. If both husband and wife have jobs, the husband should do a share of the housework such as washing dishes and doing the laundry.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
j. Boys are better leaders than girls.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
k. Girls should be more concerned with becoming good wives and mothers than desiring a professional or business career.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
l. Girls should have the same freedoms as boys.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.

Thank you for your participation in our research

Need to talk? Kids Helpline counsellors are available 24 hours a day, 7 days a week. Nothing is too big or too small to call them about.

Kids Helpline is Australia's only free, private and confidential, telephone and online counselling service specifically for young people aged between 5 and 25.

Call 1800 55 1800

<http://www.kidshelp.com.au/teens/>





THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

Respectful Relationships Evaluation

Post-program Questionnaire

Thank you in advance for participating in this important survey. The purpose of this survey is to gather information on your attitudes and beliefs about relationships.

Your privacy

We ask you to write your name and date of birth in the section provided on the next page.

When your survey is received by the researchers the front page with your name on it will be torn off and kept separately from your survey responses. This will ensure that your responses are anonymous and private.

Completing this questionnaire

Please complete all the questions honestly. Your beliefs and attitudes are important to us and **there are no right or wrong answers**. This survey can be completed in about 20 minutes.

Please remember, your participation in the survey is completely voluntary which means you don't have to participate if you don't want to.

Any questions?

If you have any questions about this study, please contact the Research Coordinator, Ms Caroline Crothers on (07) 3346 7802 or c.crothers@uq.edu.au.

Project Researcher—

Caroline Crothers, Research Manager, Social Science Research Institute, University of Queensland, Australia.

Please complete the following contact details:

First Name _____ Last Name _____

Date of Birth (dd/mm/yy) _____

Your program...

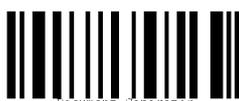
The following statements relate to how you felt about your program. There are no right or wrong answers, only opinions. Therefore, it is very important that you answer each question honestly. Please express your feelings about each statement by indicating whether you: strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree or, strongly disagree.

1. To what extent do you agree or disagree with the following statements?

	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree
a. I found the program useful/helpful	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
b. I enjoyed the program	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
c. I think the program has made me more aware of what abusive relationship behaviours are	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
d. I think the program has increased my relationship skills	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
e. I think the program has increased my awareness of how I want to be treated in a relationship.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
f. I think the program has increased my awareness of how I should treat others in a relationship.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
g. I think I have more confidence in my ability to help myself /find support if I experience violence or abuse.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.

2. What did you learn in the program that you found valuable? (please write below)

3. Was there anything you didn't like about the program? (please write below)



B – Your attitudes and beliefs...

B1. How strongly do you agree or disagree with the following statements?

	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
a. It is ok for a boy to hit his girlfriend if she did something to make him mad.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
b. It is OK for a boy to hit his girlfriend if she insulted him in front of friends.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
c. Girls sometimes deserve to be hit by the boys they date.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
d. A girl who makes her boyfriend jealous on purpose, deserves to be hit.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
e. Boys sometimes deserve to be hit by the girls they date.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
f. Sometimes boys have to hit their girlfriends to get them back under control.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
g. It is OK for a boy to hit a girl if she hit him first.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
h. It is OK for a girl to hit a boy if he hit her first.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.

C – Your attitudes and beliefs (continued)...

The following statements describe attitudes toward a variety of behaviours in dating relationships which different people have. There are no right or wrong answers, only opinions. Therefore, it is very important that you answer each question honestly. Please express your feelings about each statement by indicating whether you: strongly agree, mildly agree, neither agree nor disagree, mildly disagree or, strongly disagree.

C1. To what extent do you agree or disagree with the following statements?

	Strongly Agree	Mildly Agree	Neither Agree nor Disagree	Mildly Disagree	Strongly Disagree
a. A guy should not insult his girlfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
b. A guy should not tell his girlfriend what to do	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
c. A girl should ask her boyfriend first before going out with her friends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
d. Relationships always work best when girls please their boyfriends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
e. There is never a reason for a guy to threaten his girlfriend	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.

C1. To what extent do you agree or disagree with the following statements?					
	Strongly Agree	Mildly Agree	Neither Agree nor Disagree	Mildly Disagree	Strongly Disagree
f. Sometimes guys just can't help but swear at their girlfriends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
g. A girl should always change her ways to please her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
h. A girl should always do what her boyfriend tells her to do.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
i. A guy does not need to know his girlfriend's every move	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
j. There is never a good enough reason for a guy to swear at his girlfriend	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
k. It is understandable when a guy gets so angry that he yells at his girlfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
l. It is O.K. for a guy to bad mouth his girlfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
m. There is never a reason for a guy to yell and scream at his girlfriend	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
n. A girl should not see her friends if it bothers her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
o. It is important for a girl to always dress the way her boyfriend wants.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.

C2. To what extent do you agree or disagree with the following statements?					
	Strongly Agree	Mildly Agree	Neither Agree nor Disagree	Mildly Disagree	Strongly Disagree
a. There is no excuse for a girl to threaten her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
b. There is never a good enough reason for a girl to swear at her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
c. Girls have a right to tell their boyfriend how to dress.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
d. A guy should always do what his girlfriend tells him to do.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
e. If a girl yells and screams at her boyfriend it does not really hurt him seriously.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
f. Girls have a right to tell their boyfriends what to do.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.

C2. To what extent do you agree or disagree with the following statements?

	Strongly Agree	Mildly Agree	Neither Agree nor Disagree	Mildly Disagree	Strongly Disagree
g. It is important for a guy to always dress the way his girlfriend wants.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
h. Sometimes girls just can't help but swear at their boyfriends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
i. A guy should always ask his girlfriend first before going out with his friends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
j. It is O.K. for a girl to bad mouth her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
k. It is understandable when a girl gets so angry that she yells at her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
l. Sometimes girls have to threaten their boyfriends so that they will listen.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
m. A girl should not control what her boyfriend wears.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.

D – When you're angry...**D1. If someone hurt your feelings or made you really angry, what do you think would help you deal with it?**

	Yes, would help	Might help	No, would not help
a. Throwing something at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
b. Asking someone for advice on how to handle it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
c. Hitting the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
d. Yelling and screaming insults at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
e. Telling the person why I am angry	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
f. Making nasty comments about the person to others	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
g. Trying to mess up something the person was trying to do	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
h. Having a discussion with the person about it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
i. Damaging something that belonged to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
j. Fantasizing about telling the person off	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
k. Trying to calm myself down before talking to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
l. Fantasizing about hurting the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
m. Keeping it inside	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.

D2. The next time you are really angry at someone, how likely is it you would do the following...

	I probably would do this	I might do this	I probably would not do this
a. Tell the person how you feel.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
b. Hang-up the phone on them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
c. Try to calm down before talking to them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
d. Refuse to talk to them about the problem.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
e. Ask lots of questions so that I can get the whole story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
f. Give them the silent treatment.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
g. Ask them what they are feeling.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
h. Let them know what is important to you.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
i. Try to find a solution that suits you both.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
j. Stomp off during the argument.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
k. Listen to their side of the story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
l. Act like nothing is wrong.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
m. Physically hurt them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.

E – Girls and Boys

The statements listed below describe attitudes toward the roles of girls and women in society which different people have. There are no right or wrong answers, only opinions. You are asked to express your feeling about each statement by indicating whether you strongly agree, mildly agree, mildly disagree, or strongly disagree.

E1. Please indicate the extent to which you agree or disagree with each of the following statements.

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
a. Swearing is worse for a girl than for a boy.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
b. On a date, the boy should be expected to pay all expenses.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
c. On average, girls are as smart as boys.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
d. More encouragement in a family should be given to sons than daughters to go to university.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
e. It is all right for a girl to want to play rough sports like football.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
f. In general, the father should have greater authority than the mother in making family decisions.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
g. It is all right for a girl to ask a boy out on a date.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
h. It is more important for boys than girls to do well in school.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
i. If both husband and wife have jobs, the husband should do a share of the housework such as washing dishes and doing the laundry.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
j. Boys are better leaders than girls.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
k. Girls should be more concerned with becoming good wives and mothers than desiring a professional or business career.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
l. Girls should have the same freedoms as boys.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.

Thank you for your participation in our research

Need to talk? Kids Helpline counsellors are available 24 hours a day, 7 days a week. Nothing is too big or too small to call them about.

Kids Helpline is Australia's only free, private and confidential, telephone and online counselling service specifically for young people aged between 5 and 25.

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<http://www.kidshelp.com.au/teens/>





THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

Respectful Relationships Evaluation

Pre-program questionnaire

Thank you in advance for participating in this important survey. The purpose of this survey is to gather information on your attitudes and beliefs about relationships.

Your privacy

We ask you to write your name and date of birth in the section provided on the next page.

When your survey is received by the researchers the front page with your name on it will be torn off and kept separately from your survey responses. This will ensure that your responses are anonymous and private.

Completing this questionnaire

Please complete all the questions honestly. Your beliefs and attitudes are important to us and **there are no right or wrong answers**. This survey can be completed in about 20 minutes.

Please remember, your participation in the survey is completely voluntary which means you don't have to participate if you don't want to.

Any questions?

If you have any questions about this study, please contact the Research Coordinator, Ms Caroline Crothers on (07) 3346 7802 or c.crothers@uq.edu.au.

Project Researcher—

Caroline Crothers, Research Manager, Social Science Research Institute, University of Queensland, Australia.

Please complete the following contact details:

First Name _____ Last Name _____

Date of Birth (dd/mm/yy) _____

A – Getting to know you...

A1. What is your date of birth?

/	/	dd/mm/yyyy
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A2. Are you?

Female	<input type="checkbox"/>	1.
Male	<input type="checkbox"/>	2.

A3. Are you of Aboriginal or Torres Strait Islander origin?

No	<input type="checkbox"/>	1.
Yes, Aboriginal	<input type="checkbox"/>	2.
Yes, Torres Strait Islander	<input type="checkbox"/>	3.
Yes, Aboriginal and Torres Strait Islander	<input type="checkbox"/>	4.

A4. What country were your parents born in?

	Mother	Father
Australia	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.
Other (<i>please write below</i>)	<input type="checkbox"/> 2.	<input type="checkbox"/> 2.
Mother-		
Father-		

A5. What country were you born in?

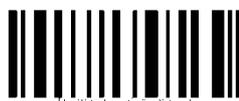
Australia	<input type="checkbox"/>	1.
Other (<i>please write below</i>)	<input type="checkbox"/>	2.

A6. What language do you mostly speak at home?

English	<input type="checkbox"/>	1.
Other (<i>please write below</i>)	<input type="checkbox"/>	2.

A7. How well do you read in English?

Very well	<input type="checkbox"/>	1.
Well	<input type="checkbox"/>	2.
Poorly	<input type="checkbox"/>	3.
Very poorly	<input type="checkbox"/>	4.



A8. What is the highest level of education your parents have completed?

	Mother	Father
Primary school	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.
Some secondary school	<input type="checkbox"/> 2.	<input type="checkbox"/> 2.
All years of secondary school	<input type="checkbox"/> 3.	<input type="checkbox"/> 3.
Trade or Technical Qualification	<input type="checkbox"/> 4.	<input type="checkbox"/> 4.
Degree or Diploma	<input type="checkbox"/> 5.	<input type="checkbox"/> 5.
Don't know	<input type="checkbox"/> 6.	<input type="checkbox"/> 6.

A9. Have you ever hooked up with, dated, or had a romantic relationship with someone?

No	<input type="checkbox"/> 1.
Yes	<input type="checkbox"/> 2.

A10. Who are the people you live with? (Tick all that apply).

Mother	<input type="checkbox"/> 1.
Father	<input type="checkbox"/> 2.
Step-parent	<input type="checkbox"/> 3.
Grandmother	<input type="checkbox"/> 4.
Grandfather	<input type="checkbox"/> 5.
Mother's boyfriend or partner	<input type="checkbox"/> 6.
Mother's girlfriend or partner	<input type="checkbox"/> 7.
Father's boyfriend or partner	<input type="checkbox"/> 8.
Father's girlfriend or partner	<input type="checkbox"/> 9.
Foster parent (s)	<input type="checkbox"/> 10.
Brother (s)	<input type="checkbox"/> 11.
Sister (s)	<input type="checkbox"/> 12.
Other (Who?)	

B – Your attitudes and beliefs...

B1. How strongly do you agree or disagree with the following statements?

	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
a. It is ok for a boy to hit his girlfriend if she did something to make him mad.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
b. It is OK for a boy to hit his girlfriend if she insulted him in front of friends.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
c. Girls sometimes deserve to be hit by the boys they date.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
d. A girl who makes her boyfriend jealous on purpose, deserves to be hit.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
e. Boys sometimes deserve to be hit by the girls they date.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
f. Sometimes boys have to hit their girlfriends to get them back under control.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
g. It is OK for a boy to hit a girl if she hit him first.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
h. It is OK for a girl to hit a boy if he hit her first.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.

C – Your attitudes and beliefs (continued)...

The following statements describe attitudes toward a variety of behaviours in dating relationships which different people have. There are no right or wrong answers, only opinions. Therefore, it is very important that you answer each question honestly. Please express your feelings about each statement by indicating whether you: strongly agree, mildly agree, neither agree nor disagree, mildly disagree or, strongly disagree.

C1. To what extent do you agree or disagree with the following statements?

	Strongly Agree	Mildly Agree	Neither Agree nor Disagree	Mildly Disagree	Strongly Disagree
a. A guy should not insult his girlfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
b. A guy should not tell his girlfriend what to do	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
c. A girl should ask her boyfriend first before going out with her friends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
d. Relationships always work best when girls please their boyfriends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
e. There is never a reason for a guy to threaten his girlfriend	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
f. Sometimes guys just can't help but swear at their girlfriends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
g. A girl should always change her ways to please her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.

C1. To what extent do you agree or disagree with the following statements?					
	Strongly Agree	Mildly Agree	Neither Agree nor Disagree	Mildly Disagree	Strongly Disagree
h. A girl should always do what her boyfriend tells her to do.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
i. A guy does not need to know his girlfriend's every move	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
j. There is never a good enough reason for a guy to swear at his girlfriend	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
k. It is understandable when a guy gets so angry that he yells at his girlfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
l. It is O.K. for a guy to bad mouth his girlfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
m. There is never a reason for a guy to yell and scream at his girlfriend	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
n. A girl should not see her friends if it bothers her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
o. It is important for a girl to always dress the way her boyfriend wants.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.

C2. To what extent do you agree or disagree with the following statements?					
	Strongly Agree	Mildly Agree	Neither Agree nor Disagree	Mildly Disagree	Strongly Disagree
a. There is no excuse for a girl to threaten her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
b. There is never a good enough reason for a girl to swear at her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
c. Girls have a right to tell their boyfriend how to dress.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
d. A guy should always do what his girlfriend tells him to do.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
e. If a girl yells and screams at her boyfriend it does not really hurt him seriously.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
f. Girls have a right to tell their boyfriends what to do.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
g. It is important for a guy to always dress the way his girlfriend wants.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
h. Sometimes girls just can't help but swear at their boyfriends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
i. A guy should always ask his girlfriend first before going out with his friends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.

C2. To what extent do you agree or disagree with the following statements?

	Strongly Agree	Mildly Agree	Neither Agree nor Disagree	Mildly Disagree	Strongly Disagree
j. It is O.K. for a girl to bad mouth her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
k. It is understandable when a girl gets so angry that she yells at her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
l. Sometimes girls have to threaten their boyfriends so that they will listen.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
m. A girl should not control what her boyfriend wears.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.

D – When you're angry...**D1. If someone hurt your feelings or made you really angry, what do you think would help you deal with it?**

	Yes, would help	Might help	No, would not help
a. Throwing something at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
b. Asking someone for advice on how to handle it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
c. Hitting the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
d. Yelling and screaming insults at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
e. Telling the person why I am angry	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
f. Making nasty comments about the person to others	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
g. Trying to mess up something the person was trying to do	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
h. Having a discussion with the person about it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
i. Damaging something that belonged to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
j. Fantasizing about telling the person off	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
k. Trying to calm myself down before talking to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
l. Fantasizing about hurting the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
m. Keeping it inside	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.

D2. The next time you are really angry at someone, how likely is it you would do the following...

	I probably would do this	I might do this	I probably would not do this
a. Tell the person how you feel.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
b. Hang-up the phone on them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
c. Try to calm down before talking to them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
d. Refuse to talk to them about the problem.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
e. Ask lots of questions so that I can get the whole story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
f. Give them the silent treatment.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
g. Ask them what they are feeling.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
h. Let them know what is important to you.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
i. Try to find a solution that suits you both.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
j. Stomp off during the argument.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
k. Listen to their side of the story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
l. Act like nothing is wrong.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
m. Physically hurt them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.

E – Girls and Boys

The statements listed below describe attitudes toward the roles of girls and women in society which different people have. There are no right or wrong answers, only opinions. You are asked to express your feeling about each statement by indicating whether you strongly agree, mildly agree, mildly disagree, or strongly disagree.

E1. Please indicate the extent to which you agree or disagree with each of the following statements.

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
a. Swearing is worse for a girl than for a boy.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
b. On a date, the boy should be expected to pay all expenses.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
c. On average, girls are as smart as boys.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
d. More encouragement in a family should be given to sons than daughters to go to university.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
e. It is all right for a girl to want to play rough sports like football.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
f. In general, the father should have greater authority than the mother in making family decisions.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
g. It is all right for a girl to ask a boy out on a date.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
h. It is more important for boys than girls to do well in school.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
i. If both husband and wife have jobs, the husband should do a share of the housework such as washing dishes and doing the laundry.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
j. Boys are better leaders than girls.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
k. Girls should be more concerned with becoming good wives and mothers than desiring a professional or business career.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
l. Girls should have the same freedoms as boys.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.

Thank you for your participation in our research

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<http://www.kidshelp.com.au/teens/>





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Respectful Relationships Evaluation

Pre-program questionnaire – Short version

Thank you in advance for participating in this important survey. The purpose of this survey is to gather information on your attitudes and beliefs about relationships.

Your privacy

We ask you to write your name and date of birth in the section provided on the next page. When your survey is received by the researchers the front page with your name on it will be torn off and kept separately from your survey responses. This will ensure that your responses are anonymous and private.

Completing this questionnaire

Please complete all the questions honestly. Your beliefs and attitudes are important to us and **there are no right or wrong answers**. This survey can be completed in about 20 minutes. Please remember, your participation in the survey is completely voluntary which means you don't have to participate if you don't want to.

Any questions?

If you have any questions about this study, please contact the Research Coordinator, Ms Caroline Crothers on (07) 3346 7802 or c.crothers@uq.edu.au.

Project Researcher –

Caroline Crothers, Research Manager, Social Science Research Institute, University of Queensland, Australia.

Please complete the following contact details:

First Name _____ Last Name _____

Date of Birth (dd/mm/yy) _____

A – Getting to know you...

A1. What is your date of birth?

/ /	dd/mm/yyyy
---------	------------

A2. Are you?

Female	<input type="checkbox"/>	1.
Male	<input type="checkbox"/>	2.

A3. Are you of Aboriginal or Torres Strait Islander origin?

No	<input type="checkbox"/>	1.
Yes, Aboriginal	<input type="checkbox"/>	2.
Yes, Torres Strait Islander	<input type="checkbox"/>	3.
Yes, Aboriginal and Torres Strait Islander	<input type="checkbox"/>	4.

A4. What country were your parents born in?

	Mother	Father
Australia	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.
Other (<i>please write below</i>)	<input type="checkbox"/> 2.	<input type="checkbox"/> 2.
Mother-		
Father-		

A5. What country were you born in?

Australia	<input type="checkbox"/>	1.
Other (<i>please write below</i>)	<input type="checkbox"/>	2.

A6. What language do you mostly speak at home?

English	<input type="checkbox"/>	1.
Other (<i>please write below</i>)	<input type="checkbox"/>	2.

A7. How well do you read in English?

Very well	<input type="checkbox"/>	1.
Well	<input type="checkbox"/>	2.
Poorly	<input type="checkbox"/>	3.
Very poorly	<input type="checkbox"/>	4.



A8. What is the highest level of education your parents have completed?		
	Mother	Father
Primary school	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.
Some secondary school	<input type="checkbox"/> 2.	<input type="checkbox"/> 2.
All years of secondary school	<input type="checkbox"/> 3.	<input type="checkbox"/> 3.
Trade or Technical Qualification	<input type="checkbox"/> 4.	<input type="checkbox"/> 4.
Degree or Diploma	<input type="checkbox"/> 5.	<input type="checkbox"/> 5.
Don't know	<input type="checkbox"/> 6.	<input type="checkbox"/> 6.

A9. Have you ever hooked up with, dated, or had a romantic relationship with someone?	
No	<input type="checkbox"/> 1.
Yes	<input type="checkbox"/> 2.

A10. Who are the people you live with? (Tick all that apply).	
Mother	<input type="checkbox"/> 1.
Father	<input type="checkbox"/> 2.
Step-parent	<input type="checkbox"/> 3.
Grandmother	<input type="checkbox"/> 4.
Grandfather	<input type="checkbox"/> 5.
Mother's boyfriend or partner	<input type="checkbox"/> 6.
Mother's girlfriend or partner	<input type="checkbox"/> 7.
Father's boyfriend or partner	<input type="checkbox"/> 8.
Father's girlfriend or partner	<input type="checkbox"/> 9.
Foster parent (s)	<input type="checkbox"/> 10.
Brother (s)	<input type="checkbox"/> 11.
Sister (s)	<input type="checkbox"/> 12.
Other (<i>Who?</i>)	

B—Your attitudes and beliefs

B1. How strongly do you agree or disagree with the following statements?

	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
a. It is ok for a boy to hit his girlfriend if she did something to make him mad.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
b. It is OK for a boy to hit his girlfriend if she insulted him in front of friends.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
c. Girls sometimes deserve to be hit by the boys they date.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
d. A girl who makes her boyfriend jealous on purpose, deserves to be hit.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
e. Boys sometimes deserve to be hit by the girls they date.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
f. Sometimes boys have to hit their girlfriends to get them back under control.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
g. It is OK for a boy to hit a girl if she hit him first.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
h. It is OK for a girl to hit a boy if he hit her first.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.

D—When you're angry...

D1. If someone hurt your feelings or made you really angry, what do you think would help you deal with it?

	Yes, would help	Might help	No, would not help
a. Throwing something at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
b. Asking someone for advice on how to handle it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
c. Hitting the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
d. Yelling and screaming insults at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
e. Telling the person why I am angry	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
f. Making nasty comments about the person to others	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
g. Trying to mess up something the person was trying to do	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
h. Having a discussion with the person about it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
i. Damaging something that belonged to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
j. Fantasizing about telling the person off	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
k. Trying to calm myself down before talking to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
l. Fantasizing about hurting the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
m. Keeping it inside	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.

D2. The next time you are really angry at someone, how likely is it you would do the following...

	I probably would do this	I might do this	I probably would not do this
a. Tell the person how you feel.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
b. Hang-up the phone on them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
c. Try to calm down before talking to them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
d. Refuse to talk to them about the problem.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
e. Ask lots of questions so that I can get the whole story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
f. Give them the silent treatment.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
g. Ask them what they are feeling.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
h. Let them know what is important to you.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
i. Try to find a solution that suits you both.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
j. Stomp off during the argument.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
k. Listen to their side of the story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
l. Act like nothing is wrong.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
m. Physically hurt them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.

Thank you for your participation in our research

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Respectful Relationships Evaluation

Post-program Questionnaire – Short version

Thank you in advance for participating in this important survey. The purpose of this survey is to gather information on your attitudes and beliefs about relationships.

Your privacy

We ask you to write your name and date of birth in the section provided on the next page. When your survey is received by the researchers the front page with your name on it will be torn off and kept separately from your survey responses. This will ensure that your responses are anonymous and private.

Completing this questionnaire

Please complete all the questions honestly. Your beliefs and attitudes are important to us and **there are no right or wrong answers**. This survey can be completed in about 20 minutes. Please remember, your participation in the survey is completely voluntary which means you don't have to participate if you won't want to.

Any questions?

If you have any questions about this study, please contact the Research Coordinator, Ms Caroline Crothers on (07) 3346 7802 or c.crothers@uq.edu.au.

Project Researcher—

Caroline Crothers, Research Manager, Social Science Research Institute, University of Queensland, Australia.

Please complete the following contact details:

First Name _____ Last Name _____

Date of Birth (dd/mm/yy) _____

Your program...

The following statements relate to how you felt about your program. There are no right or wrong answers, only opinions. Therefore, it is very important that you answer each question honestly. Please express your feelings about each statement by indicating whether you: strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree or, strongly disagree.

1. To what extent do you agree or disagree with the following statements?

	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree
a. I found the program useful/helpful	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
b. I enjoyed the program	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
c. I think the program has made me more aware of what abusive relationship behaviours are	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
d. I think the program has increased my relationship skills	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
e. I think the program has increased my awareness of how I want to be treated in a relationship.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
f. I think the program has increased my awareness of how I should treat others in a relationship.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
g. I think I have more confidence in my ability to help myself /find support if I experience violence or abuse.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.

2. What did you learn in the program that you found valuable? *(please write below)*

3. Was there anything you didn't like about the program? *(please write below)*



B – Your attitudes and beliefs

B1. How strongly do you agree or disagree with the following statements?

	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
a. It is ok for a boy to hit his girlfriend if she did something to make him mad.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
b. It is OK for a boy to hit his girlfriend if she insulted him in front of friends.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
c. Girls sometimes deserve to be hit by the boys they date.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
d. A girl who makes her boyfriend jealous on purpose, deserves to be hit.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
e. Boys sometimes deserve to be hit by the girls they date.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
f. Sometimes boys have to hit their girlfriends to get them back under control.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
g. It is OK for a boy to hit a girl if she hit him first.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
h. It is OK for a girl to hit a boy if he hit her first.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.

D – When you're angry...

D1. If someone hurt your feelings or made you really angry, what do you think would help you deal with it?

	Yes, would help	Might help	No, would not help
a. Throwing something at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
b. Asking someone for advice on how to handle it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
c. Hitting the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
d. Yelling and screaming insults at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
e. Telling the person why I am angry	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
f. Making nasty comments about the person to others	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
g. Trying to mess up something the person was trying to do	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
h. Having a discussion with the person about it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
i. Damaging something that belonged to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
j. Fantasizing about telling the person off	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
k. Trying to calm myself down before talking to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
l. Fantasizing about hurting the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
m. Keeping it inside	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.

D2. The next time you are really angry at someone, how likely is it you would do the following...

	I probably would do this	I might do this	I probably would not do this
a. Tell the person how you feel.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
b. Hang-up the phone on them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
c. Try to calm down before talking to them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
d. Refuse to talk to them about the problem.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
e. Ask lots of questions so that I can get the whole story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
f. Give them the silent treatment.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
g. Ask them what they are feeling.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
h. Let them know what is important to you.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
i. Try to find a solution that suits you both.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
j. Stomp off during the argument.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
k. Listen to their side of the story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
l. Act like nothing is wrong.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
m. Physically hurt them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.

Thank you for your participation in our research

Need to talk? Kids Helpline counsellors are available 24 hours a day, 7 days a week. Nothing is too big or too small to call them about.

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Respectful Relationships Evaluation

Follow-up questionnaire – Short version

Thank you in advance for participating in this important survey. The purpose of this survey is to gather information on your attitudes and beliefs about relationships.

Your privacy

We ask you to write your name and date of birth in the section provided on the next page. When your survey is received by the researchers the front page with your name on it will be torn off and kept separately from your survey responses. This will ensure that your responses are anonymous and private.

Completing this questionnaire

Please complete all the questions honestly. Your beliefs and attitudes are important to us and **there are no right or wrong answers**. This survey can be completed in about 20 minutes. Please remember, your participation in the survey is completely voluntary which means you don't have to participate if you don't want to.

Any questions?

If you have any questions about this study, please contact the Research Coordinator, Ms Caroline Crothers on (07) 3346 7802 or c.crothers@uq.edu.au.

Project Researcher—

Caroline Crothers, Research Manager, Social Science Research Institute, University of Queensland, Australia.

Please complete the following contact details:

First Name _____ Last Name _____

Date of Birth (dd/mm/yy) _____

Your program...

The following statements relate to how you felt about the respectful relationships program that you participated in some time ago. There are no right or wrong answers, only opinions. Therefore, it is very important that you answer each question honestly. Please express your feelings about each statement by indicating whether you: strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree or, strongly disagree.

1. To what extent do you agree or disagree with the following statements?

	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree
c. I think the program has made me more aware of what abusive relationship behaviours are	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d. I think the program has increased my relationship skills	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
e. I think the program has increased my awareness of how I want to be treated in a relationship.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
f. I think the program has increased my awareness of how I should treat others in a relationship.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
g. I think I have more confidence in my ability to help myself /find support if I experienced violence or abuse.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5



B—Your attitudes and beliefs

B1. How strongly do you agree or disagree with the following statements?

	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
a. It is ok for a boy to hit his girlfriend if she did something to make him mad.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
b. It is OK for a boy to hit his girlfriend if she insulted him in front of friends.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
c. Girls sometimes deserve to be hit by the boys they date.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
d. A girl who makes her boyfriend jealous on purpose, deserves to be hit.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
e. Boys sometimes deserve to be hit by the girls they date.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
f. Sometimes boys have to hit their girlfriends to get them back under control.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
g. It is OK for a boy to hit a girl if she hit him first.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
h. It is OK for a girl to hit a boy if he hit her first.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.

D—When you're angry...

D1. If someone hurt your feelings or made you really angry, what do you think would help you deal with it?

	Yes, would help	Might help	No, would not help
a. Throwing something at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
b. Asking someone for advice on how to handle it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
c. Hitting the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
d. Yelling and screaming insults at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
e. Telling the person why I am angry	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
f. Making nasty comments about the person to others	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
g. Trying to mess up something the person was trying to do	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
h. Having a discussion with the person about it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
i. Damaging something that belonged to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
j. Fantasizing about telling the person off	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
k. Trying to calm myself down before talking to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
l. Fantasizing about hurting the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
m. Keeping it inside	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.

D2. The next time you are really angry at someone, how likely is it you would do the following...			
	I probably would do this	I might do this	I probably would not do this
a. Tell the person how you feel.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
b. Hang-up the phone on them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
c. Try to calm down before talking to them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
d. Refuse to talk to them about the problem.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
e. Ask lots of questions so that I can get the whole story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
f. Give them the silent treatment.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
g. Ask them what they are feeling.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
h. Let them know what is important to you.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
i. Try to find a solution that suits you both.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
j. Stomp off during the argument.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
k. Listen to their side of the story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
l. Act like nothing is wrong.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
m. Physically hurt them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.

Thank you for your participation in our research

Need to talk? Kids Helpline counsellors are available 24 hours a day, 7 days a week. Nothing is too big or too small to call them about.

Kids Helpline is Australia's only free, private and confidential, telephone and online counselling service specifically for young people aged between 5 and 25.

Call 1800 55 1800

<http://www.kidshelp.com.au/teens/>





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Respectful Relationships Evaluation

Pre-program questionnaire – Grades 5 to 7

Thank you for completing this important survey. The purpose of this survey is to help us understand your attitudes about relationships.

Your privacy

We ask you to write your name and date of birth in the section provided on the next page. When your survey is received by the researchers the front page with your name on it will be torn off and kept separately from your survey responses. This will ensure that your responses are anonymous and private.

Completing this questionnaire

Please remember, your participation in the survey is completely voluntary which means you don't have to participate if you don't want to. If you do participate, please complete all the questions honestly. Your beliefs and attitudes are important to us and **there are no right or wrong answers**.

Any questions?

If you have any questions about this study, please talk to your teacher or group facilitator.

Please complete the following contact details:

First Name _____ Last Name _____

Date of Birth (dd/mm/yy) _____

A – Getting to know you...

A1. What is your birthday?
(for example – 22 November).

--	--

A2. What year were you born? (please tick)

2000 1.

2001 2.

2002 3.

2003 4.

A3. Are you?

Female 1.

Male 2.

A4. Are you of Aboriginal or Torres Strait Islander origin?

No 1.

Yes, Aboriginal 2.

Yes, Torres Strait Islander 3.

Yes, Aboriginal and Torres Strait Islander 4.

A5. What country were you born in?

Australia 1.

Other, please write below 2.

A6. What language do you mostly speak at home?

English 1.

Other (please write below) 2.

--	--



D – When you are angry...

D1. If someone hurt your feelings or made you really angry, what do you think would help you deal with it?

	Yes, would help	Might help	No, would not help
a. Throwing something at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
b. Asking someone for advice on how to handle it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
c. Hitting the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
d. Yelling and screaming insults at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
e. Telling the person why I am angry	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
f. Making nasty comments about the person to others	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
g. Trying to mess up something the person was trying to do	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
h. Having a discussion with the person about it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
i. Damaging something that belonged to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
j. Fantasizing about telling the person off	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
k. Trying to calm myself down before talking to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
l. Fantasizing about hurting the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
m. Keeping it inside	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.

D2. The next time you are really angry at someone, how likely is it you would do the following...

	I probably would do this	I might do this	I probably would not do this
a. Tell the person how you feel.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
b. Hang-up the phone on them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
c. Try to calm down before talking to them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
d. Refuse to talk to them about the problem.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
e. Ask lots of questions so that I can get the whole story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
f. Give them the silent treatment.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
g. Ask them what they are feeling.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
h. Let them know what is important to you.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
i. Try to find a solution that suits you both.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
j. Stomp off during the argument.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
k. Listen to their side of the story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
l. Act like nothing is wrong.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
m. Physically hurt them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.

Thank you for filling out this survey! 😊



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Respectful Relationships Evaluation

Post-program questionnaire – Grades 5 to 7

Thank you for completing this important survey. The purpose of this survey is to help us understand your attitudes about relationships.

Your privacy

We ask you to write your name and date of birth in the section provided on the next page. When your survey is received by the researchers the front page with your name on it will be torn off and kept separately from your survey responses. This will ensure that your responses are anonymous and private.

Completing this questionnaire

Please remember, your participation in the survey is completely voluntary which means you don't have to participate if you don't want to. If you do participate, please complete all the questions honestly. Your beliefs and attitudes are important to us and **there are no right or wrong answers.**

Any questions?

If you have any questions about this study, please talk to your teacher or group leader.

Please complete the following contact details:

First Name _____ Last Name _____

Date of Birth (dd/mm/yy) _____

Your program...

You participated in a program about respectful relationships. The following questions relate to how you felt about the program.

1. Do you agree or disagree with the following statements?

	Agree a lot	Agree a bit	Neither	Disagree a bit	Disagree a lot
a. I found the program useful/ helpful	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
b. I enjoyed the program	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.

D – When you are angry...

D1. If someone hurt your feelings or made you really angry, what do you think would help you deal with it?

	Yes, would help	Might help	No, would not help
a. Throwing something at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
b. Asking someone for advice on how to handle it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
c. Hitting the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
d. Yelling and screaming insults at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
e. Telling the person why I am angry	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
f. Making nasty comments about the person to others	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
g. Trying to mess up something the person was trying to do	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
h. Having a discussion with the person about it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
i. Damaging something that belonged to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
j. Fantasizing about telling the person off	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
k. Trying to calm myself down before talking to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
l. Fantasizing about hurting the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
m. Keeping it inside	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.



D2. The next time you are really angry at someone, how likely is it you would do the following...

	I probably would do this	I might do this	I probably would not do this
a. Tell the person how you feel.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
b. Hang-up the phone on them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
c. Try to calm down before talking to them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
d. Refuse to talk to them about the problem.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
e. Ask lots of questions so that I can get the whole story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
f. Give them the silent treatment.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
g. Ask them what they are feeling.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
h. Let them know what is important to you.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
i. Try to find a solution that suits you both.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
j. Stomp off during the argument.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
k. Listen to their side of the story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
l. Act like nothing is wrong.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
m. Physically hurt them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.

Thank you for filling out this survey! 😊



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Respectful Relationships Evaluation

Follow-up questionnaire – Grades 5 to 7

Thank you for completing this important survey. The purpose of this survey is to help us understand your attitudes about relationships.

Your privacy

We ask you to write your name and date of birth in the section provided on the next page. When your survey is received by the researchers the front page with your name on it will be torn off and kept separately from your survey responses. This will ensure that your responses are anonymous and private.

Completing this questionnaire

Please remember, your participation in the survey is completely voluntary which means you don't have to participate if you don't want to. If you do participate, please complete all the questions honestly. Your beliefs and attitudes are important to us and **there are no right or wrong answers.**

Any questions?

If you have any questions about this study, please talk to your teacher.

Please complete the following contact details:

First Name _____ Last Name _____

Date of Birth (dd/mm/yy) _____

D – When you are angry...

D1. If someone hurt your feelings or made you really angry, what do you think would help you deal with it?

	Yes, would help	Might help	No, would not help
a. Throwing something at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
b. Asking someone for advice on how to handle it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
c. Hitting the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
d. Yelling and screaming insults at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
e. Telling the person why I am angry	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
f. Making nasty comments about the person to others	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
g. Trying to mess up something the person was trying to do	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
h. Having a discussion with the person about it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
i. Damaging something that belonged to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
j. Fantasizing about telling the person off	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
k. Trying to calm myself down before talking to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
l. Fantasizing about hurting the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
m. Keeping it inside	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.

D2. The next time you are really angry at someone, how likely is it you would do the following...

	I probably would do this	I might do this	I probably would not do this
a. Tell the person how you feel.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
b. Hang-up the phone on them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
c. Try to calm down before talking to them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
d. Refuse to talk to them about the problem.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
e. Ask lots of questions so that I can get the whole story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
f. Give them the silent treatment.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
g. Ask them what they are feeling.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
h. Let them know what is important to you.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
i. Try to find a solution that suits you both.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
j. Stomp off during the argument.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
k. Listen to their side of the story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
l. Act like nothing is wrong.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
m. Physically hurt them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.



Thank you for filling out this survey! 😊

Appendix E. Evaluative Project Summaries

The following section provides detailed summaries of Round 3 projects reviewed for this evaluation.

Centacare Catholic Family Services, SA: Change- I Am

Summary of project and overview of key points.

Centacare Catholic Family Services, South Australia (SA) is a non-government organisation which provides family and community services across Western and Northern South Australia. Centacare Catholic Family Services worked in partnership with the Davenport Tji Tji Wiru Youth Centre to deliver the 'Change-I Am' Respectful Relationships program. The key aim of this project was to prevent violence against Indigenous women in the Davenport Community. To achieve this aim, the program worked with Indigenous girls and young women, in three age groups ranging from 8 to 24 years, to provide them *a journey of self-discovery, community participation, and community education*.

The project drew on the collective knowledge of the community of Indigenous women in Davenport to provide mentorship and guidance to the girls and young women as they participated in the project. The project saw three major stages delivered across a two year period. Stage one allowed participants to focus on self-exploration and an understanding of respectful relationships, through participation in camps at significant and remote sites in SA, as well as participation in community education programs including NAIDOC week. During the second phase of the project, participants were required to complete volunteer work within their own communities, and jointly develop an educational theatre performance about respectful relationships, with the intention of taking the performance to neighbouring remote communities. Stage three of the program saw the organisation of a 'road show' in order to spread the message about Respectful Relationships to other remote Indigenous communities in South Australia. The 'road show' was used as an opportunity to invite other community organisations to share their messages with the various communities visited.

Key personnel reported a successful program, and importantly, significant unexpected spin-off benefits from the Change-I Am project. They reported the establishment of regular Indigenous women's meeting groups, and personal and professional growth in the young people involved in working in the project. They noted that the success of this project lay in great part with its sourcing of local community knowledge in designing and implementing the program.

In the interview with project personnel they were able to recount a number of cases in which they saw real change achieved through participation in the project.

The importance of working for community not just what you can get out of community, but actually working for the community for nothing...NAIDOC week was such an important week. These girls often sit on the side lines of the march and stuff like that. They were proudly involved in the march. They were handing out stuff and they were being involved in (all) sorts of areas. In Port Augusta you need to understand that NAIDOC week goes for a whole week. There's something on every day and every night. So it's a lot of work and they got involved in that willingly and actively. (Project representative interview)

Positive change was also reported to the project organisers by parents who noted that communication in the home was showing good improvement, particularly between mothers and their daughters. Final reports were unavailable at the time of writing this summary, and so final participant numbers are unable to be included.

Alignment with NASASV Standards

Standard 1: using coherent conceptual approaches to project design.

The initial project application maps out a range of conceptual approaches to the design of Change-I am. As described in the grant application, the project is contextualized by high levels of domestic violence in the Davenport Community (Hancock and Duncan, 2010. *The Port Augusta Dialogue Report*). Vic Health (*Preventing Violence before it Occurs Report*, 2006) also suggested that specific, rather than whole communities, need to be targeted in any preventative programs, in locations where those specific groups have a higher risk of violence. Tji Tji Wiru staff, working with the Davenport community, endorsed the local government reports which advised that programs needed to target family values, culture, morals and principles and needed to address issues like alcohol, drugs and mental health which were all associated with violence in the community.

The construction of the program was then built on a range of theoretical principles. The grouping of the young women into three age groups (8-11, 12-16, and 17-24 years) drew on Erikson's and Piaget's stages of development. The project also drew guidance from: a strengths perspective which assumed a focus on strengths would lead to positive growth; a cultural competence perspective, acknowledging the need for recognition of local Indigenous culture to be foundational to the design of the project; a youth participation perspective, recognizing and nurturing the strengths of young people; and finally, a peer influence perspective, underpinning the road show element of the project.

Finally, in the interview with key project representatives, there was considerable discussion about one of the most important elements of the conceptual approaches used in this project: the use of mentoring as a culturally specific approach to supporting development and growth both at an individual level and within the Indigenous community. The project representatives identified that this approach was suggested by one of the Indigenous women in the Davenport community:

...there was one of the mothers who was talking to me one day at home. She was saying that the trouble is that we're always getting involved with all the negative starts. We've all got different skills. If we go back to how our culture taught us, we have different levels and different things people would assign to us or give us as we got older.. She said I don't know why we don't do it these day. Because we all grew up with that – well I grew up with- and I had an older person looking after me. Then I would look after somebody younger than me. That's where the constant comes out of. Then when it started to come through like that, you knew it was a thing that we could do... (Project representative interview)

Another interviewee summarises this idea:

...it's basic to Aboriginal culture. That mentoring role where the older ones are looking after the younger children and then there's elders that are looking after everybody sort of thing...
(Project representative interview)

Standard 2: Demonstrating the use of a theory of change

The initial project application describes very clearly the anticipated process of change which will be achieved across the course of the project. Centacare Catholic Family Services aligns key developmental changes with particular phases of the project. Change which is brought about by the project is described across a series of stages moving from: self-awareness, development of personal life goals, attaining knowledge and skills for positive relationships, achieving a sense of belonging in the community, participating actively and positively in the community, and finally, achieving the skills to deliver messages about Respectful Relationships to other young people. These developmental changes are aligned with the three phases of the program which move the participants from self-awareness in phase one, to community volunteer work in phase two, through to community education activities in phase three.

Standard 3: Undertaking inclusive, relevant and culturally sensitive practice

This project is completely imbued with inclusive, relevant and culturally sensitive practice. It is designed specifically for a community of Indigenous girls and young women, and draws on Indigenous cultural practices to inform its design. It taps into the Indigenous community as its source of knowledge in teaching young women about respectful relationships. Centacare Catholic Family Services worked in partnership with the Davenport community to ensure community ownership of the project.

...to put a feather in Centacare cap, they listened to the community and they worked with the community. Too often these projects, organisations and whatever that get funded for these things, but they think that they know what's best and they want to impose that. Centacare has never done that I don't believe through the whole process. It's been a partnership but it's been more than a partnership because Centacare have been willing to listen and to adjust and so on as part of that process. I think that's really important. (Project representative interview)

Standard 4: Undertaking comprehensive project development and delivery

As stated in Standard 1 above, the conception for a project such as Change-I am was informed by existing understandings and reports about the high level of need within the Davenport community, and the impact of this on the safety of Indigenous women and girls. Through consultation with community women, the project became one in which traditional Indigenous practices of education were used to design the structure of the project. More specifically, younger age groups worked with older age groups to explore issues which related to respectful relationships and community participation.

In the interview with project representatives, it was reported that one of the issues which creates real problems within the community is the use of social media, particularly when there is conflict reported.

The use of sites, like Facebook, make the conflict public and work against quick resolution of problems. Part of the work of the project was to use culture to assist in conflict resolution, and this was done through the use of multi-generational community women as teachers and mentors.

... we got actually the older, like, the mums really and the grandmothers together and had the older girls from that older category, age, come and be a part of where they shared the – they could – the older women would share... You had people – you had older women there who never, ever engaged with any community events ever. They don't want to talk about their personal things and keep it away. They were able to let- and they just became one. So we were all part of that...(Project representative interview)

Project representatives reported powerful effects from this kind of engagement:

One of the really positive spin-offs is I guess ... that there's now women gathering organised regularly in Port Augusta. This is just women coming together and sharing lunch or sharing tea or sharing morning tea and talking and still acknowledging that they're all important and acknowledging that everybody has a story and that they're all valid... The build in self-confidence and self-esteem from those women in all age groups which I guess is where it goes out of the project has been really amazing spin-off that's had an effect on the whole community... (Project representative interview)

A number of challenges were reported in developing the project, particularly in shifting the project from one person's vision of what could be achieved, to becoming the shared reality of a multifaceted team of workers. In the project representative interview, the challenges around this were discussed at length. The key messages related to respect for each team member, and allowing ownership of the project to be shared. This led to the resolution of some of the challenges in developing and delivering this project in this community and should be seen as a model for other community engagement projects.

Additional challenges were raised in finding suitable staff to run the project, and to manage the existing cultural diversity in the Port Augusta and surrounding community, which had at least 45 different language groups in the Indigenous community. Key personnel who moved into project management positions in Change-I Am were already working within Centacare Catholic Family Services in other support roles but also had experience and knowledge of the Davenport community. The team developed the workshop materials and ran the groups' activities. They also used the project to strengthen networks with other support services in the community. This was a characteristic of the third phase of the project.

In the third phase of the project a road show performance about respectful relations was to be presented to other Indigenous communities, providing peer modeling of the messages of Change- I Am. Part of the road show would involve the participation of other support services.

What we're doing with the other service providers is that because we're going to these communities, there's going to be a lot of – we're not just going to roll in and play the tourist. So in terms of a program so that we get messages out to the communities, we are involving

other communities to actually host the evening barbeque out there. They'll also have to deliver messages that are in terms of what we talk about, Respectful Relationships... So we go through what the program is about and Respectful Relationships. Then they come and they deliver. We've got Red Cross. They do a project called SAM Our Way which is save-a-mate. ...so it's all like – when we talk about the travelling roadshow, they've got to deliver the message in what we're talking about... (Project representative interview)

At the time of writing this report the roadshow was about to be delivered. There was no additional information available about the locations visited by the Roadshow, nor of its outcomes.

Standard 5: Using effective evaluation strategies

The initial funding application reported that external evaluation would be completed by outside organisations in SA. At the time of writing this process evaluation, no further information was available about evaluation strategies used across the course of the project.

Standard 6: Supporting thorough training and professional development of educators

Centacare Catholic Family Services provided comprehensive internal training for all staff working on this project. In addition, the facilitator of the program completed training in drugs and alcohol, and in an accredited youth worker course of study. Project representatives also reported that within the Centacare Catholic Family Services organisation there was ongoing and informal professional development via dissemination of research and expert knowledge from social workers working within Centacare Catholic Family Services.

Teacher Interviews –as this project was not school based, there were no teacher interviews.

Summary contributions from this project.

This is a unique project within the range of the Respectful Relationships projects and offers extremely valuable information about the possibilities of using a project like Change-I Am to support change in other Indigenous communities. It does so, because its centerpiece is the voice of the Indigenous women's community itself; its source of knowledge and leadership is the women in the Indigenous community of Davenport. The project drew on Indigenous cultural practice to develop and implement an education program for Indigenous girls and young women across three phases, in which the participants developed skills and understandings about Respectful Relationships. They participated as volunteers within their communities, and they shared their learning with other Indigenous communities. They did this under the guidance and mentoring of the Indigenous women in the community. The project saw a number of these young women develop and take on positions of leadership in their communities and become representatives for their communities. Further, it has led to the establishment of the Port Augusta Aboriginal Women's group, which meets regularly and is consulted with by a range of organisations for guidance on community matters. Centacare Catholic Family Services has worked with the Davenport community in partnership to enable this project to achieve these remarkable outcomes.

Interrelate NSW: Building Resilience (Kids Connexions and My Family)

(Note that this process evaluation is sourced from Interrelate personnel interview information and the original project application form only, and so lacks specific data regarding numbers of children participants and scope of final program.)

Summary of project and overview of key points

Interrelate is a state wide organisation providing relationship services across multiple sites within NSW. The Building Resilience Project was designed to be implemented across seven regions of NSW, targeting children in Year 6 of school. It consisted of two stages: Kids Connexion and My Family. Kids Connexion was stage one of the program and involved two classroom based sessions across two weeks; My Family followed and consisted of three, two hour sessions across three weeks. The key goal of Kids Connexion was to help children build respectful relationships with themselves, their families, their friends and the world around them. The My Family project aimed to engage children in conversations about their families. The trained facilitators who ran the program were specifically mindful of identifying vulnerable children across the course of the program and ensuring that there was follow-up referral for children and families if necessary.

Alignment with NASASV Standards

Standard 1: using coherent conceptual approaches to project design.

In the interview with project personnel, two conceptual approaches were described as contributing to the design of the project. First, in designing the project, Interrelate drew on resilience theory involving the identification of risk and protective factors, in order to avoid the possibility of stigmatizing children participating in the program. The second conceptual approach pertained to planning for classroom learning and drew on Bandura's Social Learning Theory⁷ which moves from large group activities, for the Kids Connexion stage, through to smaller group experiential activities for the My Family stage.

Standard 2: Demonstrating the use of a theory of change

The Interrelate program aimed to inspire change in the children participants, influencing the children's own respectful and healthy treatment of others, as well as teaching them to maintain their own safety and wellbeing. It was anticipated that this process of change would begin with the individual child, and would have effect within the classroom, and would eventually impact the whole school community. The project personnel interview gave further insight into how this might occur.

So I guess the change was about building the awareness that I might need to change, or things in my life might need to change and then giving kids some problem-solving skills and identification skills and mini-assessment skills for themselves, as well as learning some strategies on how to do that. Talk to the teacher to try and embed that, but also that wider process of change somehow. You know, infecting the school community with this common language or common understanding of what healthy and unhealthy looks like. (Project representative interview)

⁷ Bandura, A. (1977). *Social Learning Theory*. Englewood Cliffs, N.J.: Prentice Hall.

Standard 3: Undertaking inclusive, relevant and culturally sensitive practice

In the interview with the project representative, a number of strategies were outlined which aimed to ensure the project was inclusive, relevant and culturally sensitive. These strategies are related to facilitator skill level and choice of classroom activity. All facilitators working in the program were experienced in working with children in a classroom setting. In addition, all staff had participated in cultural training and where possible, in specific communities, Indigenous workers and linguistically diverse workers from Interrelate were engaged for the purpose of supporting the presentation of classroom activities. A senior Indigenous officer in Interrelate also assisted in reviewing appropriateness of classroom materials; a mental health specialist performed a similar role. Classroom activities were designed and monitored to ensure that children participated in inclusive and experiential activities rather than in activities where they may not have felt comfortable or capable.

Standard 4: Undertaking comprehensive project development and delivery

Project personnel reported that the development of Building Resistance resulted in the development of a set of resources for use across the seven NSW regions targeted for the project. These materials included student handbooks, and facilitator's guidelines. The project representative noted that, despite the standardisation of the materials across all locations, some adjustments were likely, determined by the needs of the particular community in which the program was being held, and depending on the particular approach taken by the facilitator. There was no information given regarding training for this program, except to note that when selecting staff for facilitator positions, experience managing large groups of children was an essential criterion for selection. No information was available concerning the practical details of delivery of the program.

Standard 5: Using effective evaluation strategies

There is minimal information pertaining to evaluation strategies. Materials developed for the project were trialled and pre-and post- testing was done prior to the materials being used for the Building Resilience project. This analysis was carried out by an outside organisation. No other information was available concerning evaluation of the program in situ, by facilitators.

Standard 6: Supporting thorough training and professional development of educators

Training was provided for all facilitators, and in each of the seven regions, one 'champion' was positioned who had a full knowledge of the project and processes for rolling it out, in order to counter the negative impact of staff attrition. All new staff were required to carry out some work in Interrelate as a practitioner which also entailed participating in a rigorous internal accreditation process.

Facilitators working in the Kids Connexion program were required to have some background experience of counselling, but their key expertise was in teaching, or working with groups of children. Those staff who worked in My Family were required to be trained counsellors. Some Interrelate staff moved from other programs, including group leadership and sexuality education, to work in the Building Resilience project.

The project representative flagged that staff attrition and staff change both in head office and in regional centres was an issue in the program and that they had needed to review their practices to ensure that a number of people were trained and aware of the program, particularly in achieving traction around meeting project deadlines. This was exacerbated, in this particular project, by the extent of the geographical spread of the project and budgetary constraints, which limited capacity for travel and required exploration of other technological communication options, though these were not always easy to utilise. The outcome of this experience for Interrelate has been a greater focus on risk management strategies particularly related to staffing.

No teacher interviews were conducted for this project.

Summary contributions from this project

The Building Resilience project was a multi-site state-wide education program for students in year 6 of school. Its focus was on building resilience in children as they engaged with relationships with others and particularly, with their families. It sought to help children learn about respectful relationships with themselves and with those around them, and it sought to teach children how to maintain their own safety. Key to this project was the utilisation of staff who were experienced in educational settings and had qualifications or experience in counselling. They could identify children who appeared to be at-risk and ensure that appropriate services could be linked to those families identified in the program as needing support.

Ipswich Women’s Centre Against Domestic Violence: LOVE BiTES

Summary of project and overview of key points

Information from project documents reported that the Ipswich region is an area which has experienced increased rates of domestic violence. The LOVE BiTES Community Educator program, delivered by the Ipswich Women’s Centre Against Domestic Violence (The Women’s Centre) was an intensive one day workshop delivered in 15 secondary schools and five alternative educational settings in south east Queensland. The project targeted high school students in years 9, 10 and 11, and young people aged 15 to 17 years, not engaged in schooling. The content of the project was based on the LOVE BiTES program, developed by the National Association for Prevention of Child Abuse and Neglect (NAPCAN), with some modification and extension of materials in response to the local context. The day long workshop consisted of three sessions: one on domestic and family violence, one on sexual assault and a creative session (art or music). The LOVE BiTES program was expanded to include a follow-up session with some participants, which focussed on the analysis of media in relation to gender stereotypes. The program was delivered through an interagency model with facilitators drawn, where possible, from a range of government and community organisations. The program was designed to complement school efforts to educate students about non-violent conflict resolution.

The Ipswich Women’s Centre Against Domestic Violence is a community organisation which has been providing community education for many years as part of its service delivery. One of the LOVE BiTES Community Educator program staff was working specifically on this project and had been providing educational programs within schools in the Ipswich region for approximately 10 years. As a result she had well established networks with various school communities. At the time of writing this report, the program had reached 2,415 students and young people in schools and other flexible learning locations through 60 workshops; 870 of these students had participated in a follow-up media analysis activity (32 workshops); and 88 staff members of different service providers had been trained to co-facilitate and continue to hold workshops, thus supporting the sustainability of the program.

Alignment with NASASV Standards

Standard 1: Using coherent conceptual approaches to project design

The implementation of the LOVE BiTES Community Educator program is essentially built upon the research and theoretical approaches embedded in the original LOVE BiTES program developed by NAPCAN, and incorporates statistics on violence, theories of behaviour change and a comprehensive model of delivery. However, in a number of ways, The Women’s Centre has adapted and personalised the program, addressing particular aspects of the program which they believed needed strengthening or modification; or, adding supplementary activities which recognised emerging research related to violence against women and dominant constructs of masculinity and femininity.

Interviews with project personnel revealed the embeddedness of theories related to feminism throughout every aspect of the program. This played out in the pedagogy used to implement the program; in the extensions to the program; in the importance of facilitators having a good

understanding of the gendered nature of violence; and in the flexible and responsive way in which facilitators worked with students and young people.

Program facilitation drew on a child-centred pedagogical framework which made central the process of narrative and dialogue for exploring the issues of gender and violence with the participants. The process of using dialogue, rather than 'expert tuition' aimed at empowering students to unpack common perceptions about gender in relationships, in order to help them to both deconstruct sources of ideas and beliefs and thus challenge normative gender construction. This approach sought to provide students with alternate avenues for action in relationships. Project personnel reported the importance of having facilitators with a very clear knowledge base about the gendered nature of sexual and domestic violence.

... When facilitators don't have an understanding of the gendered nature of domestic and family violence and violence against women more broadly the delivery, the focus, the outcomes, look very, very different. Often I've seen it replicate patterns of violence or abuse and offer justification for violence or abuse, or minimise the experience of violence against women by men. (Project representative interview)

The IWCADV added depth to the original LOVE BiTES program by developing an additional program component, with the intention that this workshop would take place after the initial one day workshop and provide students the opportunity to apply their understandings about gendered violence by analysis of media construction of gender (advertisements, for example), and the ways in which gender stereotypes are perpetuated in society.

Project personnel acknowledged the heterogeneity of experience and understandings within the student groups needing a flexible and responsive approach to facilitation. However, they saw the feminist approach they drew on as anti-oppressive and liberating for both women and men, because it challenged the idea that young men are restricted in their identity and inherently incapable of understanding issues of consent. Instead this approach proposed an alternative view: that young men could make moral judgements about relational situations and could make responsible choices in their actions. Thus, flexibility and responsiveness was informed by high and positive expectations of student engagement and progress.

Standard 2: Demonstrating the use of a theory of change

The initial funding application outlines two theories of change which underpin the LOVE BiTES Community Educator Program. The first is based on good practice education programs developed by Dyson and Flood (2007- referenced in their application) and characterised as, for example: respectful, goal-oriented, relevant, autonomous and self-directed, focused on the environment and changing social norms. The second is drawn from Prochaska and Diclemente's Stages of Change Model which identifies a series of stages at which participants can be placed in relation to their ability to engage with the program content. The first three stages of this model (Pre-Contemplation, Contemplation and Preparation) align with the age and associated maturational development of school aged students; that is, it is expected that adolescents would be located on a continuum ranging from pre-

contemplation through to preparation, depending on their levels of maturity and life experience. The intent of the course is to assist students to move towards the next two stages of Action and Maintenance.

This model of change was revisited in the interview with project representatives. In the interview they acknowledge that students are at different stages in their capacity to take up and respond to the material explored in the program.

In a class of 25, some young people might be already at the point where they've decided abuse and violence is no good. They're already taking action and they want to take further action. So in that case, for that young person, I'd be exploring with them what sort of skills can we talk about, or equip you with, or networks we can link you in with to do that. But then there might be other young people...all I'm doing is ... basic awareness raising and deconstructing dominant, hegemonic ideas... We're sort of acting along a continuum, depending on who we're working with. (Project representative interview)

The interview went into considerable depth about the ways in which classroom discussion can stimulate individual behaviour change and ultimately, community and social change. In a non-authoritarian ways students were encouraged to explore accepted assumptions they might hold (for example: “*she's asking for it!*”), and consider the implications for their own self-identities as holders of these views. When reflection leads students to question these viewpoints, then dialogue facilitates and enables consideration of alternative views and actions. In summary, the process is one of naming a problem, mapping its effects and influences, and then evaluating these. The process of dialogue is foundational to reflection, which in turn, can lead to both social change and social action. The final activity in the day long workshop was an art or musical activity, in which the students produced creative work which expressed these alternative ways of viewing. These artworks have been shared with the community, in some instances, through local library displays, or displays at local police stations.

Standard 3: Undertaking inclusive, relevant and culturally sensitive practice

The greater Ipswich region has significant cultural, religious and linguistic diversity and this was reflected in the school communities in which the program was held. The use of an eliciting, dialogical learning model meant that the program could be inclusive of all groups, whatever their values and beliefs. When students raised particular stereotypes which connected violent behaviour and specific cultural groups (project personnel reported that students often identified Muslim and Indigenous communities as characterised by domestic violence), facilitators used the model to explore the possible sources of those ideas and worked with students to practice respectful relationships in exploring these ideas with fellow classmates. They acknowledged that discussion around cultural stereotypes was governed by the characteristics of each group and when particular groups were in the minority, or represented by a single student only, care was taken to protect the rights of that student and not to position them as spokesperson of their broader community.

Project personnel reported that, through a strong relationship with NAPCAN, they were able to instigate some improvements to the resource kit accompanying the LOVE BiTES program, so that there was greater cultural diversity reflected in the visual representations of young people in the materials.

As discussed above, the program was strongly focussed on respecting and enabling both young men and young women to grow through the program. In the interview with project personnel there was considerable discussion about the importance of having both men and women facilitators. They saw this as emulating the principles of LOVE BiTES, which has embedded within it the modelling of respectful relationships. They noted that because the domestic violence sector is predominantly female, it was important to have male facilitators who could model respectful relationships and peacefully share the workshop space with female facilitators. This was recounted as particularly important in one school workshop in which a young male student, also the victim of domestic violence, was deeply confronted by the workshop materials and needed more specific and individualised support which was able to be provided by another male who could support the student and offer an alternative male perspective.

Standard 4: Undertaking comprehensive project development and delivery

Pre-project engagement with schools

The coordinator and two other workers participated in LOVE BiTES training in 2009 in NSW and recognised that LOVE BiTES offered a clear framework for engagement with schools which was something that drew The Women's Centre to the program. As noted previously, the coordinator of the LOVE BiTES Community Educator Project already engaged with schools in the Ipswich region, but on less formal basis, providing 'one-off' programs for students, usually initiated by individual teachers working within schools. In contrast, the LOVE BiTES project asked schools to provide a whole day, which helped to communicate the importance of the program and dedicating adequate time.

Prior to receiving funding for the project The Women's Centre had trialled LOVE BiTES in two schools with positive outcomes for students, generating considerable interest within the school and other community partners who supported the expansion of the program. Project personnel stated that these early trials of the program enabled them to gain a better understanding of the processes of working with schools and noted that they needed to give schools considerable advance notice of the project. They also identified that they needed to target particular personnel within schools who could advocate for the program. These personnel included health and physical education teachers, youth support coordinators and school-based health nurses who could liaise with school management to assist The Women's Centre in their approach to schools to offer the program.

The project personnel also saw merit in the collaborative nature of the LOVE BiTES program, and the capacity to use it to nurture and build on partnerships with not only the school, but with other organisations as well. Organisations who wished to participate in the program as facilitators were given the opportunity to participate in one of three free training sessions with LOVE BiTES expert consultants (funded by The Women's Centre). Over the course of the project, thus, facilitators were

drawn from the police, from youth workers, from schools and from the local Indigenous health service. In the interview with personnel, it was noted that at least seven or eight different community partnerships had been involved in the project through facilitation.

Once funding for the expansion of the project was received, schools were targeted on the basis of expressions of interest from the community. Project personnel emphasized the importance of community support for the project, particularly because of the concerns about the prevalence of domestic violence within the Ipswich community and the need to take some action to address this problem because it is the lived experience of many of the school students. They noted that, even with funding, the project could not have been successful without the interest and support of the community which included those organisations who chose, often self-selecting, to become involved in the LOVE BiTES program as facilitators.

Targeted population

The program was designed to be delivered to students in years 9, 10, and 11, and to young people attending alternative flexi-schools. Whilst the legislation in relation to domestic violence and sexual assault is relevant for young people from year 9 to year 12, the materials and processes for presenting the course materials were adapted depending on the age of the student group.

The success of program adaption was dependent on the skill base of the facilitators, as, even within a single grade there were different levels of comprehension, different levels of engagement, different experiences, and different family contexts. This required the facilitators to be *'very present and flexible and responsive to what's happening'* (Project representative interview). The project coordinator saw the high skill base of the facilitators as the result of an ongoing process of action (interaction with young people throughout the course of the program) followed by reflection (about the outcomes of that interaction), in a continuous cycle of improvement.

The project personnel expressed the importance of reaching all young people, especially including those who may have been marginalised from the mainstream schooling system.

I guess for me one of the things – and this is probably more a philosophical issue- that the risk of education programs like this is that they become locked in to this idea that they get delivered in schools only, or that young people are only in schools. That's been why we were interested in going to Flexi Schools and to alternative – find alternative ways to deliver to young people as well. Because it's just about recognising that while, yes, probably the majority of young people of that age are going to be in a school-based setting, there's a percentage who may even need this sort of education more than others who are not in that setting and who need access. (Project representative interview)

Working with teachers and schools

Project personnel noted the importance of ongoing conversations with school teachers and school personnel prior to entering a school to run the LOVE BiTES program. In this way they were able to draw on teachers' observations regarding specific scenarios which may be causing some concern for

teachers, or that were recurring topics initiated by students. They noted that issues related to the use of technology were frequently raised.

The Women's Centre expressed that schools were consistently pleased that the program was being run by an external body, allowing students the opportunity to explore topics related to sexual violence, which some students may not have participated in, had the program been run by their teachers.

Every single school I've been to has said that they're so pleased that we've been able to be there and to be the facilitators. Even if we've done it sometimes in partnership model, so where there might be someone from the school in the room, but we're the ones leading and hosting those conversations. That's because young people don't necessarily want to talk with their everyday teacher about intimate discussions of sex and violence and relationships. It's also because teachers don't have the expert knowledge that a service like ours and other sorts of service do. So when they're asked really tricky questions, then often maybe the response would be to shut that down, or to ignore it, to push it aside, and things like that.
(Project representative interview)

Project personnel also noted how helpful it was when teachers were present at the sessions, particularly teachers who had participated in LOVE BiTES facilitator training or who expressed interest and support for the program. These teachers were able to assist with management of basic classroom issues which were less routine to outsiders.

The ongoing effect of establishing good relations within a school and achieving success with the LOVE BiTES program was a 'word of mouth' endorsement of the program with other schools in the region, resulting in demand for the program in a number of other locations.

Settings

The LOVE BiTES program was run in a number of school settings and project personnel noted that in some cases, they needed to negotiate on access to appropriate spaces for the running of the program. The program content relied on access to technology for the viewing of internet or DVD resources; a space suitable for creation of art or music was also required. As their reputation and connections with schools expanded this became less problematic for them.

Previously we might have just been sort of shoe-horning ourselves into whatever format and space they could give us. Now we can say- they see the benefits of the program, the value of the program, so they provide the space we need, the support we need in terms of other staff. Just making sure kids are prepared and are going to turn up and that type of thing... (Project representative interview)

Rationale of mixed gender groups

The importance of having both men and women facilitators has been noted above. While project personnel point to some benefits in running the LOVE BiTES program for single gender groups- they noted greater depth of conversation, particularly when working with young men only- they preferred the benefits to all students when both genders worked together. They reported the value in young

men hearing responses from young women to stereotypical attitudes regarding, for example, how women dress and what this communicates. They felt that these mixed conversations allowed both groups to challenge the other's ideas.

So they're getting to hear from each other about expectations, about feelings and thoughts and emotions that they might not otherwise get to... then they're practicing skills and you can talk about that. Like what sort of skills did you just use in communicating blah, blah and blah... Plus it can be a bit of a revelation...if you really run into a barrier about the differences that men and women experience just in public life, to ask young women what safety precautions they take when they go out in public. Or usually ask the guys first and there's none... Then they hear from the young women about all the things they do to keep themselves safe... (Project representative interview)

Project representatives were conscious of the pragmatic issues which surround the need for gender balance with facilitators, and recognised that this dimension can be constrained both by the availability of male facilitators and by their level of awareness of gender issues. They flagged that ongoing dialogue with facilitators was essential lest the discussions became less about recognising gendered violence and more about the paternalistic need to protect females.

Extension to program

In order to extend the focus on gender analysis, The Women's Centre designed an additional activity as part of the program offered to schools, involving the analysis of media, such as advertisements or music video clips, to allow students to investigate how gender is constructed in the broader society. This aspect of the program was offered approximately six months after the first day long workshop and LOVE BiTES facilitators spoke positively about the opportunity to reconnect with young people and revisit and remind students of the content previously covered. Part of this additional workshop includes an initiating activity which asks students to map out stereotypes of males and females. The students are then asked to consider how these stereotypes are perpetuated, which then leads onto the analysis activities.

In summary, the project representatives identified the following components as crucial to the overall success of the LOVE BiTES Community Educator project: a clear conceptual framework, project management skills, trained facilitators who were maintained, supported, and assisted to develop their practice, and strong relationship building skills.

Standard 5: Using effective evaluation strategies

One form of evaluation of the program has been provided in each of the three progress reports, mapping progress according to performance indicators. These indicators suggest that the majority of students believe they have increased their knowledge about respectful relationships and have learnt new strategies to use in developing healthy relationships. In flexible learning settings, students were assessed verbally and qualitative comments have been recorded in the reports.

In the interview with project personnel they reported a reduction in their own formal evaluation processes because of the role that ISSR took in carrying out the evaluation. However, they noted, as did teachers involved in the project, that the evaluation carried out externally was severely hampered by the requirements related to parental and student permission and the complexity of this process, particularly for families who may have low levels of literacy, resulting in reduced student participation.

Both in the interview and in Performance Report 3 project personnel have reported strong and positive anecdotal feedback from schools, reporting reduced violent behaviour, with increased disclosures by young women students, to school personnel, about instances of abuse, rape and violence.

Standard 6: Supporting thorough training and professional development of educators

The Women's Centre is an accredited trainer of the LOVE BiTES program and so was able to provide training for facilitators themselves. A number of agencies then nominated to participate in the program as facilitators and this was frequently described by The Women's Centre as a real strength of the program. More specifically, staff from outside agencies (the police, Anglicare, Indigenous health services etc) brought specialised and expert knowledge and experience into the classroom, knowledge which may not have been able to be provided by the teacher.

In committing to the growth of facilitators' skills and knowledge, The Women's Centre used a model of action and reflection, aimed at ongoing development. This process required a commitment to full day attendance at school workshops, for all facilitators involved. This was strictly adhered to, and facilitators were required to commit to arriving at school before the workshops began and staying to participate in a debriefing session following the workshops.

So it hasn't been that they learn about the program, they've got the content and they deliver it, but that they're engaged in an ongoing process of action and then reflection, and action and reflection, so that it's a continuous cycle of improvement. (Project representative interview)

Debriefing sessions were particularly important given the content of the program and the varied responses from students which could range from hostility to disclosure. Project personnel reported that post workshop debriefings played an important role in supporting facilitators, and where necessary, additional contact was made with particular individuals who may have been identified as needing extra support. At times it was necessary to provide feedback to a facilitator who was not working out well, and this was seen as a necessary, though infrequent, type of quality control.

Practice training was also provided for facilitators and resources were frequently distributed via email.

In summary, The LOVE BiTES community Educator program, through its training programs and support activities was able to generate a large group of experienced and skilled personnel to work with young people as facilitators in implementing the program materials. At the time of writing this report, 88 staff from different service providers in the Ipswich region had been trained to co-facilitate and continue providing workshops for young people.

Teacher interviews

Two interviews were held with school personnel involved in the project and the following themes emerged from the interviews:

- The program is extremely important for students in the Ipswich region and valuable in multiple ways. One teacher comments:

I think it's one of the things that prevents engagement in teaching, like to look outside of the obvious factors of we don't want people in abusive relationships and the dangers that come with that and the expenses to the health system and to the mental health system. It's very hard to ask a student to be engaged in what you're doing in a maths classroom or an English classroom when they've witnessed some of that stuff at home or they don't know how to cope with what they're seeing or what's happening in their own relationships. I would say that it plays a significant part in students not engaging in school and we can't end the cycle if we can't get them engaged in schools so it is a really important thing that you're doing... (teacher interview)

- The presentation of the program as a one day event posed some logistical challenges with the school, particularly in terms of timetabling of students and teachers, but was the preferable model for the program because of the benefits gained by intensive engagement with the materials (rather than across a series of lessons)
- There were difficulties for the school in supporting the processes which related to evaluation of the program. The schools felt that the forms which are a requirement of ethical clearance for research with the university are unnecessarily complicated and unsuited to the population of parents who have low levels of literacy. Disengagement with surveys might be interpreted as disinterest, but is more likely simply because parents cannot read or write.

Summary contributions from this project

The LOVE BiTES Community Educator program targeted high school students in years 9, 10 and 11 and young people aged 15 to 17 years who were disengaged from school. The program was delivered as an intensive one day workshop, with the inclusion of a follow up session for some participants, exploring the construction of gender in media. Most workshops were delivered to mixed gender groups. The content of this project was based on the LOVE BiTES program developed by NAPCAN. The program was delivered in schools in the Ipswich region of Queensland, a locality characterised by increasing levels of domestic violence. One key element of this project was its engagement with other community partners including the police, Anglicare and the Indigenous Health service. Staff representing these and other organisations self-selected to complete facilitator training with The Women's Centre and assisted in the facilitation of the program, bringing a broad depth of knowledge associated with violence against women. Teachers particularly valued having external specialists deliver this program, providing students a safe space in which to engage with the issues of gendered violence and sexuality, recognising that students who are victims of domestic violence are often unable to engage with classroom learning and need to be supported by specialist services.

The program provides an exemplary representation of the NASASV guidelines in all aspects: it is strongly informed by gendered violence theories, and recognises that all students can experience a process of change in their understandings about gendered violence; however, this change is determined somewhat by the experiences and maturity level of the student. In recognising this, this program is designed to respect and support the various levels of understanding and the diversity of backgrounds within the student cohort. Facilitators are drawn from the local community organisations who also support young people with domestic violence issues, so ensuring a depth and breadth of knowledge and experience and the possibility of continuation of the program beyond the funding period. Facilitators are well supported by the organisation. Finally, the Women's Centre has clearly identified those processes which work well when outside organisations engage with schools for projects of this nature.

Migrant Resource Centre, Tasmania: Developing and Maintaining Respectful Relationships - “X-Pect Respect”

Summary of project and overview of key points

Developing and Maintaining Respectful Relationships, referred to hereafter as the X-Pect Respect Project, was developed and implemented in Tasmania by the Migrant Resource Centre. The original funding application describes the Migrant Resource Centre as a key provider of support services for migrant and refugee settlement in Tasmania. The project targets young people aged from 12-17 years who were culturally and linguistically diverse (CALD) and those who were humanitarian entrants to Australia. These young people were the target of this project because they have experience of significant traumatic events which may impact on their capacity to form and maintain respectful relationships.

X-Pect Respect consisted of a series of 10 workshops with students in either mixed or single gender groups, plus workshops for teachers focusing on understanding trauma and working with culturally and linguistically diverse students. Workshop topics with students cover the areas of: strength; feelings; family and home; school; non-violence; friends; health; gender, bodies and assumptions; followed by a graduation ceremony. The project runs in schools which have been identified as having large numbers of CALD students of refugee background. In addition, and when possible, the X-Pect Respect project has also provided teacher training about the experiences of trauma and ways in which teachers can support students who have experienced trauma.

At the time of writing, the program had been delivered to 205 students in five high schools. In one of the high schools the program had been run three times. There have been six teacher workshops in total. It is anticipated that there will be an additional program undertaken in another high school and more teacher workshops, to be provided in teacher pre-service education programs, early in 2014.

Alignment with NASASV Standards

Standard 1: Using coherent conceptual approaches to project design

This project is anchored theoretically in a neuroscientific framework, drawing on relevant and recent research which suggests that impairment caused by early childhood trauma can be remedied because of brain plasticity, given appropriate intervention. The X-Pect Respect program draws on these understandings in order to implement a foundational intervention which works on developing skills in order to engage in healthy relationships. The project targets the population of secondary aged Tasmanian students of refugee background who have experienced trauma.

Progress Report 1 and 2 both also document clearly that the project is designed to make long term changes in the prevention of violence towards women and children. It is intended that students will gain an increased understanding of respectful relationships, ethical behaviour and the prevention of violence.

Standard 2: Demonstrating the use of a theory of change

No explicit reference is made in any of the documentation, or in the interview, in relation to a specific theory of change. However, there is clear expression of the social, and particularly, cultural factors which may lead to sexual or domestic violence. The organization administrating and presenting the program has had extensive experience with the CALD community. In the progress reports, they have identified experiences of violence, both within CALD families navigating settlement in a new country, as well as within the broader Australian community. CALD students have reported many experiences of gender and race-based bullying. It is the overall aim of the project to assist CALD students

‘to understand the complexity of their newfound context, their own rights and responsibilities within it, and the cultural realities behind the media facades. Further, X-Pect Respect hopes to contribute to the aspirations of youth by being an affirming process towards shaping community leaders who will respect and honour the human rights of women while celebrating the multicultural reality of Australian society’. (Progress Report 1)

In the interview with project personnel, there was elaboration about the importance of understanding the gender perspective to violence, particularly when working with this culturally diverse target group:

I think it’s enormously important because many of them – well, speaking specifically about the migrant students that come from cultures where there is less gender equality than there is here. So they have a sense very often that they, or they don’t have a sense that – of entitlement around gender equality. So that’s something that is one of those cultural practices in Australia and informing them about the law around everything from forced marriage to consent to legal age of intercourse that we talked about in the workshops. Because they don’t know anything about most of that, and they need that information to be able to protect themselves and to understand the risks and to understand where their families can also get into trouble, because a lot of families don’t understand. (Project representative interview)

The focus on gender related issues is intended to promote change in knowledge, skills and behaviours. However this focus also was challenging when working with CALD groups because it was not the intention or desire of the project to antagonize relationships between students and their parents.

The parenting, I mean, there’s another whole area that we hope that there will be some trickle up affect. But it’s a tricky area to work with because you don’t want to set children against their parents. But we tried to work sensitively on the topic nonetheless... (Project representative interview)

Standard 3: Undertaking inclusive, relevant and culturally sensitive practice

The project demonstrates inclusive, relevant and culturally sensitive practice in a number of ways, in both the teacher and student workshops.

Teacher workshops

The teacher workshops were designed in response to the current and ongoing challenges being faced by Tasmanian schools and teachers who are required to support newly arrived CALD students, representing up to 170 ethnic groups. The education system in Tasmania, unlike that of mainland states and territories, requires CALD students to be integrated into school classrooms without intensive English programs to assist this transition. This places a large burden on schools and teachers who have had little experience in supporting students who are unfamiliar with Australian schooling, who may speak little or no English and who may also be suffering the effects of trauma. The teacher workshops were intended to provide teachers with strategies for working with these students in their classrooms.

...teachers have a lot going on, especially with the new Australian curriculum and there is just so much to take on board that I'm very aware that they are stretched. However, when we did the teacher training at a particular school, the whole staff attended and the principal as well. What we tried to do there was to provide very practical strategies that teachers could use in the classroom. Having been a teacher, I know that that's what people want and need. So that was the approach that we took. We took – even though our focus was principally students from culturally and linguistically diverse backgrounds – we took in this particular school a more general approach. Because [at] that school – I can't quite remember the figure...but it was something like 65%, even more of their students have trauma background. So it was of general use. (Project representative interview)

In this sense, the teacher workshops aimed to support more informed inclusive, relevant and culturally sensitive practices in classrooms, particularly in support of CALD students and thus served to complement the student workshops.

Student workshops

The students for whom the workshops were designed were of diverse cultural and linguistic backgrounds, mostly newly arrived to Australia and of refugee background. These groups are characterized by developing levels of English. Consequently, workshops for the students were adapted so that there was minimal demand for written English, and where possible, students of the same language were 'buddied' up in order to provide support through translation when required, particularly for students who were more newly arrived.

When possible, some of the student workshops were able to be done with single gender groups. This was the case when working in single gendered schools and where workshops were presented with boys and girls separated. This was particularly important when discussing topics which were potentially culturally sensitive. Project representatives noted that some of the content was better

explored in mixed gender groups whilst other aspects of the program were more appropriate for single sex groups.

...talking about bodies for example was not something that they were going to want to do in a group, mixed setting. So just talking about dating was not something they were going to talk about. Female genital mutilation or forced marriage, talking about who they were attracted to, talking about those kinds of things. But talking about, for example, gender roles in the family can be very productive to talk about in a mixed, mixed and separate... We'd do say some small group separate and then talk together in a bigger group about family relationships and what roles different people have in the family. So that would be an example where you'd get really good benefit from doing both mixed and separate. (Project representative interview)

Standard 4: Undertaking comprehensive project development and delivery

Original motivation for the project came from a number of sources. A preceding project, titled 'Transformers' had been an intervention program specifically designed to work with people who had been through the process of detention whilst seeking asylum in Australia and who were also traumatized. There was strong advocacy from this project for an additional project which would focus on respect. Further, a number of schools were reporting incidences of school-based violence, either directed at migrant students or between migrant students. In response to these needs, the Migrant Resource Centre applied to run the Respectful Relationships program with refugee background students in Tasmanian schools.

The Migrant Resource Centre had a good understanding of the locations in which the refugee background population were being settled in Tasmania and made direct contact themselves with high schools in these locations. The Migrant Resource Centre reported a varied response to the contact, achieving greater success with the state education department.

A steering committee was established in September 2012 which had met three times at the time of writing. The steering committee was representative of various community agencies, education departments, bi-cultural workers and the Migrant Resource Centre. It is noted in the third progress report, that whilst community representation was sought from the various ethnic communities, this was difficult to achieve. There is no elaboration on the role the steering committee took in relation to the development or delivery of the X-Pect Respect project. In progress report 1, it is reported that the members of the steering community saw the project as an opportunity for them to engage more closely with the emerging CALD communities.

Early in the project, two focus groups were held with eight CALD youth aged between 14 and 16 years. The purpose of these focus groups was to discuss with students their experiences of settling and attending school in Hobart and of their challenges in settling into a new country and schooling system. These focus group sessions exposed both the positive (access to education, kindness of the Tasmanian community) and negative (guilt at leaving loved ones behind, experiences of extensive bullying, distress at experiences of detention) experiences of the young people. There is no explicit linking of the outcomes of these focus groups with the eventual design of the X-Pect Respect project.

However, in Progress Report 1 it is reported that students expressed enthusiasm for the project and saw it as presenting a source of support for them.

The original funding application indicated that the LOVE BiTES program (sourced from the National Association for the Prevention of Child Abuse and Neglect, www.napcan.org.au) would form the basis of the student workshops. However, the student workshops instead were designed by the project officer overseeing the program. There is no detail provided regarding this change in choice of resources.

The materials that were used were titled 'Bridge to the Land of Respect' and were designed to avoid any written word, presumably in recognition of the varied and potentially still developing English literacy skills of the CALD students. An overview of the materials was provided by the Migrant Resource Centre and stated that

the concept is that there are some core ideas that used together create a mutually respectful environment. This is represented by a stepping stone bridge, each stone of which is significant to make the whole...The stones include: care for self, stop and think, trust, share, expect the best, make safe choices, find a common path, encourage. (The Bridge to the Land of Respect description, provided by TAS MRC)

Each workshop has its own theme (listed in the summary above) and towards the end of each session, the students discuss the relevance of some or all of the stones to that particular topic. They reflect upon which stones will help them reach 'the land of respect' within that particular topic.

In the interview with the project representative, more detail is provided about the source of these resources:

...A bunch of them came from my head. A bunch of them came from the Alternatives to Violence project, which is the global project that works with doing workshops around the world on nonviolence, especially in war torn, previously war torn areas and bringing people together who have been in conflict. So they're very participatory I think, taking a very – coming back to that philosophy question. Taking an extremely participatory approach was definitely the best plan and not a formal classroom setting. (Project representative interview)

Pedagogically, the project aimed to achieve maximal participation, with peer education and leadership presented as important outcomes. This was achieved through the use of small group work, and exercises focused on community building. The program drew on games and role plays as part of its repertoire of activities.

Facilitators for the project were recruited from outside agencies and worked in partnership with the project leader from the Migrant Resource Centre to run workshops. Facilitators came from: Colony 47, which predominantly works with youth and street people; Working It Out, an agency which supports people in relation to sexual orientation; and a social work student, completing a Master's degree at the University of Tasmania. In some schools a bilingual community worker was provided to assist in the program, and frequently the English as an Additional Language teacher also assisted. Project

representatives reported that facilitators generally found the experience of participating in the project both stimulating and rewarding.

Standard 5: Using effective evaluation strategies

Evaluation strategies were not systematic and whilst the organization has provided some data related to feedback from student workshops and teacher training sessions it is incomplete. Evaluation of student workshops consisted of student evaluations provided immediately after each session indicating their feelings about the workshop (thumbs up, down or sideways). Evaluation of teacher workshops focused on the relevance of the materials to the teachers' understandings of, and comfort in working with, traumatized students. This is an area which was flagged in the project personnel interview as requiring a more systematic approach.

Standard 6: Supporting through training and professional development of educators

As stated in Standard 4 above, facilitators were sourced from other support agencies, to assist the Migrant Resource Centre in presenting the student workshops. Whilst there was no formal training provided, workshop materials were scripted as far as possible. This was an issue discussed in the interview with project personnel.

There wasn't any formal training. I had written now, really virtually scripted, how each workshop would go. So each leader was given a script thing that made the exercise fairly obvious. I would say it would have been better if we had more time with the leaders ahead of time to organise, but that was one of the challenges just in terms of getting enough people to help this and not wanting to impose too much on their time resources to make extra meetings in advance and that kind of thing. So quite a lot of that was done by phone and just informally explaining to them. But a lot of it was self-explanatory... (Project representative interview)

Despite sourcing facilitators from a range of organisations, at no point were they expected to run the program sessions independently; at each session a member of the Migrant Resource Centre was also present. Where the group was broken into smaller subgroups, clear instructions were provided to facilitators about how the discussion was to be structured, ensuring that project fidelity was maintained.

Concerns are expressed in both the progress reports and the project representative interview related to the challenge of increasing teacher participation and interest in maintaining the program. This is described clearly in progress report 3:

Teachers were extremely enthusiastic about the program, however were not keen to run the workshops themselves. They regarded us as the experts who had come in to run the student and staff workshops and that this program was outside their area of expertise. In addition, they are overstretched and this is regarded as an "extra". So it is impossible to measure satisfaction or dissatisfaction. In general all matters concerning culturally and linguistically diverse (CALD) students are referred to the English as an Additional Language (EAL)

teachers, although they are not officially charged or trained to address the full range of social and psychological issues confronting these migrant students. (Progress Report 3)

Teacher interview

Three interviews were held with school personnel involved in the project and the following themes emerged from the interviews:

- The content of the student workshops was extremely relevant and useful to the CALD students and allowed them to learn information related to a range of topics normally not discussed within their families. In some cases this was a starting point for students who then sought additional information from trusted teachers. In this sense, the program established a safe place for learning about issues related to safe and respectful sexual relations.
- The program was less successful when the student group included a mixture of CALD and mainstream Australian students. There is some speculation that the behaviour of the Australian students was challenging and that the materials were not as appropriate. This may be relevant if the materials were specifically designed for the target CALD group and so may have been simplified linguistically, and assumed a different set of background knowledge and understanding more relevant to the CALD population. It should be noted that this report did not apply across all teacher interviews and was site specific. In this location the school requested that the program be made available to all students.
- Both the interviews with teacher representatives and with the project personnel flagged a complex situation in Tasmania related to the recency of the phenomenon of extreme cultural diversity in the school populations, the limited resources available to deal with this situation and the existing departmental demands on teachers in relation to implementing the new national curriculum. In other less stressful circumstances, the uptake of the program with the broader teaching community may have been more successful.

Summary contributions from this project

The X-Pect Respect Project was targeted at young people of refugee background, aged from 12 to 17 years and was delivered as a series of 10 workshops for either mixed or single gender groups. While the project included a professional development package for teachers and school staff working with students with traumatic backgrounds, there was limited uptake and interest from teachers. The content of the course was developed by Migrant Resource Centre staff, and was designed to make minimal literacy demands on the students, who were in the process of developing English language skills. Schools which participated in the project were particularly targeted because of their high populations of refugee-background students. Teachers were supportive of the program but expressed a preference that such content should be provided in schools by outside organisations with high levels of expertise in gendered violence, particularly when working with newly-arrived migrant populations.

Relationships Australia NT: RESPECT

Summary of project and overview of key points

The RESPECT project is a targeted psycho-educational program of activities, created specifically for young Indigenous men and women from remote communities, attending boarding schools in Darwin. The project was delivered by Relationships Australia NT (RANT). RANT has operated in the Northern Territory for over 20 years providing Relationship Education to children, young people, and adults.

The RESPECT program aimed to establish a culturally safe space in which young people could explore self-respect; learn about respectful relationships and identify disrespect; and understand how and where to seek support in relationships. This program was structured on the belief that the building of self-respect is an essential starting point for building respectful relationships with others.

The program was designed to run across two weeks, with a two hour workshop in each of the weeks. These workshops were delivered separately to young men and women. In addition to targeting young Indigenous people from remote communities, it was modified in order to be relevant for young Urban Indigenous people and young people of migrant and refugee background living in and attending school in Darwin.

At the time of writing this report, the program had been delivered on six occasions, across three different school campuses, to separate gender groups. The project is due to be completed in mid-2014.

Alignment with NASASV Standards

Standard 1: using coherent conceptual approaches to project design

The RESPECT program was designed on the premise that young people are the experts in their own lives and have the right to have control over their own lives. This philosophy was adopted against a backdrop which acknowledged the lived experiences of young Indigenous people from remote communities where there is

Widespread normalisation of gender based violence, chronic alcohol and drug problems, family breakdown, child abuse and neglect, breakdown in cultural norms, destructive impact of sexually explicit and violent media (Performance Report 3, section 1.4)

Importantly, RANT also recognised that remote communities provide a rich and affirming cultural identity, and so this program sought to provide students with a safe space in which to reflect on these elements of their lives. It sought to support and challenge students to identify factors that help to build self-worth, to be respected and to relate to others respectfully.

Key to this program was consultation with an Indigenous woman elder who had experienced traditional communities and who had worked extensively with young people and was aware of the kinds of experiences the students have had. This process of consultation was discussed in the interview with project personnel.

So she was the very first person that I sat down with and had some really good conversations. Really far reaching, wide ranging consultations about this project, what it might look like, what she thought were the issues. We had very open conversations about community life which is actually quite rare because it's so fraught, those conversations. That people often are coming from one side or another. But it's very difficult to have a very honest open conversation about the reality of life on communities for young people because it is so grim that a lot of Aboriginal people really don't want to speak about it and acknowledge the enormity of it basically. (Project representative interview)

The project representative noted that this input was key to recognising what the core concept of the project needed to be, and this provided a starting point for the design of the project.

...she was the person who identified that it needed to be grounded in the fact that everyone had a right to strong spirit. So by strong spirit meaning self-esteem, sense of self-worth. She – that was her language and she identified that right and then from there we sort of bounced ideas and that helped shape up a really rough idea but still fairly solid idea about what would be our starting place. (Project representative interview)

In the interview with project personnel, equality of gender was also identified as an underlying theoretical framework, informing all aspects of the design of materials for the program.

Standard 2: Demonstrating the use of a theory of change

RANT outlined a theory of change and demonstrated how their project was designed around this theory. In the interview with key personnel, an understanding of the prevalence of gender-based violence in remote communities and the impact of this on young Indigenous people was clearly articulated. The program aimed to challenge the normalisation of gendered violence and provide young people with tools and skills to enable them to make alternative choices in their own lives.

Most of the young people are coming from communities where gender based violence is completely normalised. They've grown up just witnessing gender based violence as a just a way of life. That's all part of that activity, is recognising there may be problems with that and what the problems may be for them...So helping them identify the ideas that we start to move into, so what are the skills you might need to do things differently? Then give them the tools and skills to do something differently... (Project representative interview)

In the interview with the project representative, there was a clear differentiation made between traditional beliefs about the roles of men and women in Indigenous communities and the prevalence of gendered violence. It was stressed that these are not related, and in designing the course, it was important to RANT that these things were clearly separated.

So the fact that there's some roles that women have traditionally and there's some roles that men have traditionally. Some knowledge women have traditionally, some knowledge that men have traditionally. So we're not trying to collapse men and women into each other. Like we recognise those specialised traditional knowledges and we recognise the value of those. I

think that that's really important when working with this group. That you value the importance of that and you separate it out from where the violence comes in which is around inferiority. Which is not part of traditional culture at all. (Project representative interview)

Standard 3: Undertaking inclusive, relevant and culturally sensitive practice

RESPECT was not an adaptation of a mainstream program, but was specifically designed for young people coming from remote communities. It was also adapted to be relevant to other marginalised young people from urban Indigenous, migrant and refugee backgrounds.

Through a process which prioritised consultation with the Indigenous community, and, particularly, the Indigenous community who had experience of living in remote communities, the project was developed with the cultural and linguistic needs of its target group clearly central.

Finding suitable staff who were able to work in this culturally specific area and who had experience of group facilitation was flagged as one of the greatest challenges of the program. Whilst it was most desirable to use Indigenous facilitators, it was equally important that facilitators shared an understanding of the gendered nature of violence, and held a belief in gender equality. It was also noted in the interview, that school staff who worked on the program within the schools were not always suitable for the program and this also needs to be a consideration when running programs of this kind.

The project was adapted for other students, specifically urban Indigenous students and students of migrant and refugee background. Project personnel described this as a process of auditing the materials in the program and adjusting some activities so that they more appropriately aligned with the background cultures and experiences of the student group. For example, rather than focussing on aspects of remote community life, there was exploration of countries of origin and the journeys undertaken by students bringing them to Australia; also, visuals used in workshops were adapted to ensure that they were representative of the cultural variety within the student groups. In the project representative interview it was reported that the program adapted well to this population, and an observation was drawn that relates to the impact of cultural background on the ways in which students were able to engage with the materials in the program.

We'll run it pretty much the same but all the cards that are really Indigenous specific, we'll make some of them an African family and some of them Chinese, Malay and some of them urban Aboriginal, just mix it up, the faces a bit of the impact cards. Basically run it the same way and see what happens and it worked beautifully. In fact that group probably because there's not so much shame and taboo around talking, not particularly around talking about hard stuff but just, like sitting around and talking thematically on things as someone invites you to do so. (Project representative interview)

Finally, workshops were specifically designed to be delivered to separate gender groups. Resources were used in sessions which both reflected and respected the different gendered roles experienced in remote communities. The issue of technology, identity and sexuality is an example of just one area which was informed by a gendered framework. In RANT's third Performance Report it was reported

that there were some concerning incidents of sexual predation, particularly related to the use of new technology apps which allow users (often young women, encouraged to photograph their bodies) to send 'temporary' photos to others. In the workshops, practices of sending sexual images via mobile phone apps were reported and the dangers of this explored. The report indicated this is an extremely important but complex area to explore with these young people who need assistance in understanding the setting of boundaries which are acceptable, safe and legal, whilst recognising that these actions also reflect a need for affirmation and are closely connected to identity and self-esteem. The report flagged this as just one of many areas of enormous complexity, but that the students 'are really relishing a chance to stand back and reflect on this stuff'. In the Performance Report it was noted that exploration of such sensitive issues with the students was facilitated by the presentation of the program to small, gender separated groups, supporting the development of rapport and trust between the students and facilitator.

Standard 4: Undertaking comprehensive project development and delivery

As stated above, the development of the course took place through a consultative process with Indigenous community members, experienced in living in traditional and remote communities. The program was designed to be presented as two, two hour sessions run across two weeks for separate gender groups. During the course of this project there was a change of personnel and considerable change to the structure of the program. The two workshop design was maintained, however the project coordinator observed that it may be better run over three weeks, to maintain continuity and contact with students for a longer time period.

The interactive workshops explored a range of issues that the students may have had experience of, and considered how these issues impacted on their lives. Examples of these issues include: grog (alcohol), ganga (marijuana), jealousy, domestic violence and sexual assault, family, friends, boyfriends and girlfriends, technology and media, and the sexual exploitation of women and pornography (Performance Report 3, section 1.4). Materials were modified to cater for varying literacy levels, tapped into youth culture, and were rich in visual images in order to support those students with limited English literacy. Students explored issues through multimedia, reading of scenarios, and discussion groups. The program culminated in the painting of a graffiti banner, expressing student ideas about what respect looks like. In the project personnel interview, the idea of a graffiti banner was recognised as particularly relevant to youth culture and was valued by young people as a record and reminder of their work in the program.

They're in this freak show white world. If you want them to engage with the notion that respect is cool, you have to make it cool and so it has to be edgy and graffiti's the way for you to do it... and then I followed that up with consultations with other people...other people who have done like six really good youth arts projects in remote communities and was like, what do you reckon about this idea of graffiti and they were like, yeah, definitely. (Project representative interview)

The banner was a record of the work the students created and was a visual memory of the shared experience of the program – the program coordinator defined it as a '*celebration of respect*'- '*a reminder of that feeling and what we talked about and that it was real*' (Project representative interview).

Before presenting the program in schools, the project coordinator made contact with schools in order to check whether there were issues or events which may have had some impact on the lives of the students.

I always talk to the teachers about are there any particular issues going on at the school at the moment? Are there any particular issues for young people so that around these themes so that if – there may have just been like a suicide or something in one of the communities that actually is related to childhood sexual abuse. So it's really important for me and the facilitators to have our heads around that but also to be aware that this is going to be consuming the kids. (Project representative interview)

Awareness of these issues was important in understanding what was happening in the lives of the students, and was then, where appropriate, able to be integrated into the core message of the right to be respected.

In the project representative interview, personnel flagged that it was important to build a strong relationship with participating schools and that this could take considerable time. For example, in this program, RANT spent up to one year building a relationship with one of the schools in the program, and saw this as very important in educating the school community about the importance of the course, both for the teachers and for the students. Maintaining contact with the school was essential, particularly (as was the experience in this project) when key staff members were replaced during the initial stages of the project. Another important aspect of working with schools was the need for a teacher or staff representative to be in attendance at sessions and assist with classroom management. This was reported as problematic if the staff member did not have a strong relationship with the students. In this situation, they suggested that it may be better to run the programs without teacher involvement, but to put in place a plan of action should behaviour management issues arise.

Standard 5: using effective evaluation strategies

Evaluation of the program was done in two ways. At the end of each workshop session, facilitators completed an evaluation form.

So we evaluate ourselves, each other and the program and if there's stuff that needs follow up. Or what worked well, what didn't, what can we do differently next time. (Project representative interview)

Basic evaluation was also completed with students, in order to determine retention of learning. The project coordinator flagged that this was a very basic process and the program would benefit from a follow up evaluation three months and a year after the program to determine its longer term effect.

Other feedback on the course was anecdotal and has been noted and documented in Performance Report 3. These comments suggest that the students engaged with the course, learned about respect and disrespect and took away a range of messages about protective behaviours.

Standard 6: Supporting thorough training and professional development of educators

Facilitators were provided with an in depth guide containing all resources required for the running of the workshops. It also included a selection of readings intended to support facilitators in understanding the gendered framework underpinning the program and ways in which students can be supported when issues arise related to gendered violence, sexual relationships, child abuse, domestic violence, sexting and mobile phone usage and gender inequality. A number of these readings were sourced from the federal government website 'The Line' (<http://www.theline.gov.au/home>).

Recruitment of staff for facilitation involved an interview with the coordinator to determine level of experience, knowledge and personal history. The project personnel identified this as a process which needed to be carried out with care and recognition of the fact that many Indigenous people have experienced high levels of trauma and that it was important in these interviews to try and ensure that the facilitators would themselves be safe within the running of the program. Training of facilitators was a process of working with the manual and observation of other facilitators. Once familiar with the materials, the coordinator would work with the facilitator to establish what areas they felt most comfortable working within. Following from the training, regular meetings were held with all facilitators. In addition, facilitators were required to complete evaluations of their own workshops for further development of materials and facilitation skills. Finally, the coordinator of the program made contact with all facilitators following each workshop and held more formal one-on-one meetings with facilitators who had been involved in a number of workshops, to monitor their own emotional and mental health. She noted that whilst the women facilitators were more comfortable with informal meetings, the men preferred a formal process of meeting.

Summary contributions from this project

The RESPECT project was an education program in respectful relationships specifically designed for young Indigenous people from remote communities, living in boarding schools in Darwin. The program was also extended and provided to urban Indigenous youth and young people of migrant and refugee background living in Darwin. The program ran over two weeks, with a two hour workshop held each week. Given the normalisation of gendered violence, alcoholism and family breakdown in remote communities, the program's aim was to nurture self-respect in the participants to enable them to build respectful relationships with others. One key element of this program was the importance given to consultation with Indigenous people which then informed the design of the course. This program was also specifically designed to be run for separate gender groups. Facilitators were provided with an in-depth program guide, which included background readings to support facilitators in their understanding of gendered violence. Many of these resources were sourced from the federal government website 'The Line'.

Uniting Communities: Respectful Relationships

Summary of project and overview of key points

Uniting Communities has extensive experience in delivering primary prevention and Respectful Relationships education, counselling, and sector training throughout South Australia. They have been working in the region for over 20 years. Uniting Communities is well known and respected in South Australia. The organisation has strong links to schools and has actively engaged stakeholders throughout Rounds 2 and 3 Respectful Relationship funding. They have a strong history within the community for both Respectful Relationship education as well as service delivery in the domestic and sexual violence area.

The Uniting Communities Respectful Relationships project was a primary prevention strategy that aimed to reduce sexual assault and domestic and family violence through education. The project was targeted towards young people aged 8-24 years. The main aims of the project were to raise awareness of ethical behaviour and to help the young people develop skills in protective behaviours and respectful relationships. The project was designed around four streams: Stream 1: Southern Innovative Community Action Networks (ICAN); Stream 2: New/Emerging Communities; Stream 3: High and Complex Needs group; and Stream 4: Holistic Mainstream Schools Interventions. The program had three core modules including Healthy Ethical Relationships, Recognising Violence, and Gender and Society. The program also had three additional elective modules including Negotiation and Consent in Relationships, Relationship Conflict Resolution, and Respectful Relationships in the Digital World. Each module included interactive, visual and activity-based activities which offered a range of resources to mixed genders. These modules were tailored to participant age, development and literacy level.

Stream 1: The South Australian Department of Education and Child Development has initiated a Social Inclusion Initiative (ICAN) to assist disengaged students to re-enter education with Flexible Learning Options. A program of eight sessions was undertaken with students in the Flexible Learning Option program in high schools in the southern district including Christie Beach, Willunga, Wirreanda, Seaview, and Murray Bridge. Participants included the ICAN students in both the Flexible Learning Options as well as mainstream classes. The program was presented in a number of ways: a) one-off classroom workshops; b) 4-week sessions over one or two lessons with the same class in the mainstream classrooms with Year 8 and 9; and, c) sessions over 8 weeks in the Flexible Learning Options class.

Stream 2: Two groups were conducted with young emerging communities living in Adelaide's outer northern suburbs. These communities have young people from a variety of ethnic backgrounds mainly from Africa, Afghanistan, and Burma. The majority of these participants were young adults and university students. The young people were encouraged to participate in the design of the program by participating in a focus group and information-sharing prior to the start of the project. Using a flexible delivery mode that fostered collaboration, the core and elective modules were presented. A full-day workshop addressing the three core modules was undertaken with the above group of young people plus others.

Stream 3: Several programs were undertaken with young people with high and complex needs. The program was undertaken with two groups of young women in the Young Family Support Program which provides supportive accommodation for young pregnant women or women with young children. The program was also used at the Warriappendi High School with disengaged Indigenous students. In addition, the program was also presented at the Bowden Community School for Year 6 students who were disengaged from mainstream schooling. Core modules and electives were presented and the program ran for approximately 6 weeks. The program was tailored to the needs of participants. These groups of participants had often experienced violence. The program followed the same guidelines as the modules presented in schools with a stronger focus on participants' experiences of violence and how it impacted them personally. It was planned to also conduct the project with young women and men (aged 10+ years) in detention at the Adelaide Youth Training Centre. Despite a long consultation process with the centre, the program never eventuated. Participation was voluntary and the program was cancelled due to lack of young people signing up for the program and programming issues at the centre.

Stream 4: For mainstream school interventions, the project was undertaken at the Christian Brothers College (Adelaide CBD), St John's School, Blackwood High School, and Willungra High School. The modules were presented in six sessions of up to one hour with boys only aged 8-15 years at the Christian Brothers College and a mixed gender group aged 10-16 years at St Johns.

In summary, as of January 2014, the program had completed 77 programs and over 300 sessions with almost 700 participants and 17 community partner organisations. The project reported that evaluations from young people and staff had been extremely positive. This was especially so for participants and staff involved in the Flexible Learning Options programs. Young people from the Flexible Learning Options program have complex social issues with high levels of exposure to violence and sexual assault. The project reported that highly skilled staff were required to work with this group of young people. Often this group of young people do not have access to supportive alternative information provided to them in their social contexts. Feedback from young women with children in supported accommodation at Coolock House and the staff highlighted the importance of Respectful Relationships programs for the unique needs of this client group. Most of these young women have had disrupted engagement with the education system and have experienced extremely high levels of violence and sexual assault. The engagement of highly skilled, trained counsellors to facilitate the project was critical with these participants.

Alignment with NASASV Standards

Standard 1: Using coherent conceptual approaches to project design

The Uniting Communities Respectful Relationship project was based on a Feminist Theoretical framework. The project was strengths-based and used a community engagement approach. The project was based within an organisation with a focus on the socio-political context of Respectful Relationships education which included a gendered analysis of violence and power with reference to person-centred, narrative and systemic ideas.

Uniting Communities reported that they designed their programs to be respectful, discursive, and mindful to the levels of disadvantage experienced by their clients. The projects conducted under the Uniting Communities organisation are aimed at promoting positive change for young people with a particular focus on accessing some of the most vulnerable young people and those who are often disengaged from mainstream education systems.

The implementation of the Uniting Communities Respectful Relationships project modules was undertaken after consultation with school staff and the young people themselves. Basic and additional modules were developed and adapted for use in a number of settings with different groups. Cultural consultants were also used to assist in developing inclusive, relevant, and sensitive content for the different communities engaged with the project.

Standard 2: Demonstrating the use of a theory of change

The funding application identified that Uniting Communities practice framework is based on social constructivist theory.

This theory supports that our world is socially constructed and maintained, and individuals have the power to make choices in their lives rather than be defined by their experiences or past (from grant application).

The project was designed to enable participants to examine and understand the conditions in which violence against women is produced and to examine their own actions and reactions. Uniting Communities has extensive experience in delivering Respectful Relationships primary prevention education. All projects are supported with resources and experience in counselling and sector training in areas of domestic and sexual violence with Specialised Family Violence Services and specialised services addressing childhood sexual assault.

Standard 3: Undertaking inclusive, relevant and culturally sensitive practice

Uniting communities worked to ensure that the project delivered content that was inclusive, relevant and culturally sensitive. As described above, the project was delivered across a number of settings and included participants from many different backgrounds. The project was delivered to disengaged students in the Flexible Learning Option with South Australia Department of Education. These students are often hard to engage, and often have experiences with domestic violence.

The project was also undertaken with young people from new and emerging communities living in Adelaide's northern suburbs. Three community workers located in the region, who were also community leaders in the Sudanese and Burundian communities, were consulted on the design and content of the Respectful Relationship modules in order to ensure that the content was relevant and culturally sensitive. Young people were also given the opportunity to contribute to the content for modules presented with young people in the high and complex needs groups. This ensured that the project content was highly relevant for these marginalised young people.

In addition to content, how the material was presented to participants also varied across settings. For example, project staff used more traditional school environment presentation techniques within schools but varied this style for use with other groups.

The specific things, I guess, again would be the presentation style. We wouldn't go into a classroom without having any PowerPoints or any kind of - it was really quite structured. We had tried in the past to make it a bit more of a therapeutic group, I guess, for want of a better word. But young people are at school, they're in school mode and they don't easily to switch into any other mode and understandably sometimes. They're not given licence to switch to another mode so we totally understood that. The same goes for if we were going into a supported accommodation setting with young women, we wouldn't be sitting there talking at them necessarily. It would be more of a relaxed way of presenting certain information and using different examples and things like that to draw out a deeper knowledge of things.

(Project representative interview)

This project was targeted towards a broad group of participants with primary school, Indigenous, and new and emerging communities, and in a range of settings including outside urban centres. Significant efforts were made to ensure that the content was inclusive, relevant and culturally sensitive through community and youth consultation. Modifications were also made to ensure that the delivery model was also relevant in each individual setting.

So we've definitely facilitated the program to a mixture of young people and reviewed different styles with the same information, I guess. It's really the same information being presented but just different styles depending on the age group and the learning capacities as well as the experience of the young people involved. (Project representative interview)

Standard 4: Undertaking comprehensive project development and delivery

Uniting Communities has a sound history in the design and implementation of Respectful Relationships programs and the delivery of comprehensive services for victims of domestic violence and childhood sexual assault in South Australia. The resources developed for this project were incorporated into this framework within a context of engaging young people from a number of settings including outside of mainstream education both as participants in the project and also to contribute to the design, content, and delivery of the project. Cultural and teaching consultants were also engaged to advise on project content, to help design and incorporate a range of educational media within the modules, and to advise on the actual delivery of the modules for this project. In addition host agencies, community organisations, and stakeholders were also engaged in the development of the project resources.

One of the outstanding features of this project was the comprehensive approach by Uniting Communities to implement this project across a number of settings. The project built on pre-existing relationships within mainstream educational settings.

In terms of the schools, it was really about building a relationship with the individual teachers that were going to be responsible for those classes. So we had built a relationship with the

school counsellor and then she had recommended our program to the teachers who eventually had the program within their classrooms... We found it works better to do it with the actual teachers who will be in charge of the class rather than an independent person who tells the teacher these people will be coming into your class time. As you can imagine that's not always welcome. (Project representative interview)

In addition, the organisation made considerable effort to develop new relationships in non-mainstream education settings and to gain access to settings with marginalised and extremely disadvantaged young people. Some groups did not eventuate, for example with young people in detention, however project staff were hopeful that they could continue to build on these relationships, and their reputation within the sector, for future opportunities.

So unfortunately we lost that opportunity. But it's still open for next - I think we've got until June to run some more programs. (Project representative interview)

The interview with project staff highlighted the importance of making connections with the appropriate stakeholders. This is time consuming but will ultimately determine the success or failure of a project.

In summary, the Uniting Communities staff used intensive engagement with schools prior to the project implementation to engage school staff at all levels including principals, school counsellors, and classroom teachers. In addition, the project communicated with parents to obtain consent forms and to ensure parents were positive about the project. Consultation with young people in the design and implementation of the project ensured the content was relevant across the different targeted population. The content was presented with three core modules and three elective modules all of which were modified to be developmentally appropriate. The project was delivered to both boys and girls in single gender and mixed groups.

Standard 5: Using effective evaluation strategies

Uniting Communities has a comprehensive evaluation strategy. Written evaluations were obtained from staff and young people in the project following sessions and at the conclusion of the project. Written evaluations collated staff and student opinions about whether the program met the objectives of the project, the appeal and suitability of the material presented, whether the topics were relevant and the information appropriate to the audience, and elicited suggestions for improvement to the program.

In addition, the project held review meetings with staff to assess how well the project was performing across each of the settings. Detailed discussions were held on partnerships, content and key messages, modes of delivery and activities, and whether the project was meeting the students' needs and culturally appropriate. Observations of changes in behaviour were also discussed. In addition, discussions centred on improvements to make the program more relevant and engaging. The discussions concluded with planning for ongoing delivery of the project.

Most responses from both staff and young people were overwhelmingly positive. The project was praised for delivering the program to young people with complex social issues and who often do not have any access to this information. For example:

Evaluations from young people and staff involved working within the flexible learning options programs have continued to be extremely positive. This is a group of young people often viewed as “difficult” and are known to have complex social issues with high levels of exposure to violence and sexual assault. The work with this group of young people if provided in flexible learning environment with highly skilled counsellor/educators can have profound and lasting benefits. Often this group of young people do not have access to supportive alternative information provided to them in their social contexts. (Uniting Communities Progress Report, November 2013)

A summary of the evaluations indicated that at least 80% of participants reported an increased awareness about respectful relationships, ethical behaviour and preventing violence. Participants and teachers reported that the project was well planned and presented with a good variety of activities which were fun for participants. They felt it engaged most students and was culturally appropriate. Teachers also reported that the project fitted into their curriculum and other complimentary school activities.

Standard 6: Supporting thorough training and professional development of educators

Uniting Communities South Australia has a comprehensive staff development program to ensure that all staff involved in their Respectful Relationships project had the appropriate skills. As outlined in the grant application, all staff working on the project had professional qualifications in social work, psychology, or related disciplines. They all had extensive experience in delivering Respectful Relationships education in a range of contexts including schools, with homeless youth, and in youth detention facilities. Project staff had significant experience in education, curriculum development, and counselling in sexual assault and domestic violence with a strong knowledge of juvenile justice, mental health, and child protection. The Community Development Worker also had extensive experience in working with newly emerging and CALD communities. Counsellor/Educator staff all received specialist training in working with domestic and family violence through internal staff development programs. In addition, the Uniting Communities Project engaged with local and organisational experts to inform the content and delivery of the program. Professional staff within the program received individual supervision throughout the year (minimum of 26 hours per year per full-time worker).

Teacher Interviews

No teacher interviews were completed for this project.

Summary contributions for this project

The Uniting Communities Respectful Relationships project was a primary prevention strategy that aimed to reduce sexual assault and domestic and family violence through education and was targeted

towards young people aged 8-24 years. The main aims of the project were to raise awareness of ethical behaviour and to help the young people develop skills in protective behaviours and respectful relationships. The program had three core modules and three additional modules which allowed flexibility in delivery. This was a comprehensive multi-site project reaching up to 700 participants which engaged 17 community partner organisations. Uniting Communities has a sound history in the design and implementation of Respectful Relationships programs and the delivery of comprehensive services for victims of domestic violence and childhood sexual assault in South Australia.

One of the outstanding features of this project was the comprehensive approach by Uniting Communities to implement this project across a number of settings including mainstream education settings as well as to students who have been disengaged from mainstream school. These students are often the most vulnerable to partner and relationship violence. This was only possible because of a strong history of working in these communities and an excellent reputation as a service provider in this area.

Vocational Partnerships Group Inc. Far North Queensland Respectful Relationships Initiative

Summary of project and overview of key points

The Vocational Partnerships Group Inc Far North Queensland (VPG) Respectful Relationships Initiative is a multifaceted program delivered in secondary schools designed to educate young people about the prevention of sexual and intimate partner violence. The program aimed to develop self-sustaining whole-of-school engagement, in order to *embed respectful relationship ideology* (grant application) into school communities. In order to achieve this aim, the project was designed to include professional development for staff, training of teachers and student support staff as facilitators, classroom workshops with Year 9 and Year 10 students, peer education with Year 11 integrated into school leadership programs, and the development and delivery of a resource package which also included a website.

VPG has worked in partnership with schools and communities in Far North Queensland since 1997. It provides a range of support programs for youth at risk of disengaging through to those who are severely disengaged from schooling. VPG maintains a presence in schools and alternative learning centres throughout the Far North Queensland region, from remote through to regional localities.

At the time of writing this report, the program had achieved the following deliverables: four professional development sessions reaching 18 school staff; five facilitator training sessions, with seven completing the training; 44 workshops with Year 9 and 10 students, reaching a total of 336 students; and two peer educator sessions for 45 senior schooling students in Year 11.

Alignment with NASASV Standards

Standard 1: Using coherent conceptual approaches to project design

The Respectful Relationships initiative was based on feminist theory which sees violence against women linked with power, control and oppression. In the funding application, VPG made articulate connections between the use of women's bodies as sexual objects in the marketing of products and gendered violence, and they observed that this process is increasingly being used to market products to younger audiences. The program sought to unpack the sexual role allocated to women by the media and challenge the 'emerging paradigm of the premature sexualisation of our youth' (Funding Application, Part 5, section 2).

Feminist theory was also used to inform the choice of group work with students, as an enactment of the feminist ideals of collectivist, collaborative social education activities. VPG argued that group sessions became safe spaces for students to reflect upon their own life experiences as they developed skills to enable them to participate in safe and healthy relationships. Peer education and whole of school engagement was also targeted because these align with feminist principles of dialogue, egalitarianism and a communal approach to learning.

These ideals were reiterated in the interview with project personnel as they discussed the social construction of gender and the need for feminist theory in designing a program aimed to address issues related to violence against women.

So we do talk very much about how the social construction of gender is very damaging to young men as well as young women. Particularly in terms of, I guess, kids' social worlds and their media worlds and the fact that young people now are exposed to 35 hours a week of media messages and I guess the construction of gender in those messages is really, really damaging with the objectification of women and the hyper masculinity of men and... that sexualized violence and how it's become more and more prevalent and therefore more and more normalized. I think what's happening is young people were just being saturated with these messages but they're not being given any...information or tools, yep, to actually pick that apart or to deconstruct it in any way. (Project representative interview)

The Respectful Relationships Facilitators Manual provides further evidence of the embedding of a feminist theoretical framework in the design of program activities as it provides facilitators with a clear overview of the feminist theory used to inform the design of the program of activities for students.

It is also worth noting that the use of a feminist framework enabled project workers to determine which school staff were better suited to supporting school workshops. Teachers who were not familiar with feminist understandings were less able to and felt less comfortable in supporting the program facilitators.

Standard 2: Demonstrating the use of a theory of change

VPG used The Transtheoretical Model of Behaviour Change upon which to base classroom workshops. They described this model as a four stage process. Stage 1 (pre-contemplation), and stage 2 (contemplation) were addressed in group work activities which relate to healthy behaviour choices which lead to positive and healthy relationships. Workshop activities which addressed these stages focused on gender stereotypes, media literacy, intimate partner violence, and consent. Stages 3 and 4 saw movement by participants to share their knowledge with the broader community and in the context of this project, this entailed students participating in the Year 11 peer education program.

So it began pre-contemplation and contemplation stage that you'd start to get an idea of the concepts that we're talking about so that's why we started-we start the program with gender stereotypes and to deconstruct gender stereotypes because that's, I guess, it's the very bottom of all of this gender based violence is that rigid adherence to gender roles. So the kids start thinking about that, stage one and two of the model and then moving through the model is where participants start to share their knowledge with the broader community. (Project representative interview)

In the interview with project personnel, they recounted their own observations of the ways in which the attitudes of young people shifted as they were exposed to the content of the workshops.

I think particularly in the gender stereotype media literacy sessions, the images and the things that, the ideas that they're hearing aren't new but actually getting the time and the space and the opportunity to really look at it and to pull it apart is very new. I think a lot of kids are blown away by that. We had some feedback, from I think one of our first sessions, a young woman said that she'd – what did she say? They're never ever going to buy any product ever again that objectified women and was sexist crap... we just get heaps of comments like that...

(Project representative interview)

Like the use of feminist theory, the theory of change used in this project was also outlined in the facilitators manual: 'this theory considers peer influences and normative beliefs when addressing behaviour change, as correcting misperceptions of perceived social norms is most likely to decrease the problem behaviour or increase the desired behaviour' (page 3). In the interview with project representatives it was iterated that having a theory underpinning the program provided direction and purpose, so that the program was not just about providing information, but about achieving change in attitude, beliefs and behaviours.

Standard 3: Undertaking inclusive, relevant and culturally sensitive practice

In the development of the Respectful Relationships initiative, VPG was able to seek guidance from Indigenous staff working in schools in Far North Queensland on how to best design materials for working with Indigenous young people in those school settings.

It was the intention of the project to work with separate gender groups. Indigenous school staff advised that discussion of matters related to sexuality and relationships should not be discussed in mixed groups. In some settings it was not possible to separate gendered groups and this was related to size of school, timetabling of workshop sessions and availability of support staff. When single sex groups were not possible, the facilitators adapted the program to suit the mixed groups, leaving out activities designed for single sex groups.

One of the workshop activities with the students was the shared reconstruction of stereotypical ideas about being a man or woman. Project personnel recognized that gender stereotypes are socially constructed and are shaped by cultural background and socio-economic status. By allowing students a voice in describing being a man or being a woman, this activity was intended to reflect the range of all experiences and knowledge of the student group, so valuing everyone's experience of gender.

In the interview, project personnel expressed that they were mindful of avoiding the normalization of heterosexuality and instead worked towards inclusion for all individuals, regardless of culture, religious belief or sexuality.

Standard 4: Undertaking comprehensive project development and delivery

The VPG had longstanding connections with a number of schools and consulted with teachers, including Indigenous staff in the development of the Respectful Relationships initiative. The materials were developed by VPG personnel with backgrounds in women's health services, education and social work.

Student workshops

In the school workshops, the choice to target Years 9 and 10 was based on the national curriculum standards. The program aimed to include gender specific classes but this was difficult to implement, particularly in larger schools. In Indigenous regions, groups were segregated, on the request of Indigenous educators. Despite developing materials for separate gendered groups related to consent and intimate partner violence, these materials were not used. Project personnel noted that in relation to being able to provide the program for separate groups, this was largely determined by the setting and required considerable flexibility on their part.

The student workshops were run over a six week period, with on average, a one hour workshop each week. The exact duration varied from 45 minutes to 70 minutes depending on the daily timetable of the school in which the program was being held. Staff adapted to this variation in time by developing a question box and allowing students to write anonymous questions for the box, when time allowed. Questions were retyped so that handwriting would not identify the student and these were answered at a later point in the course. Project personnel reported that the six week time period for the program was important to the transtheoretical model of change and permitted time for the course to move through all the stages of the model.

Issues related to working with school timetabling were identified as a challenge in the project personnel interview, and were more prevalent in larger schools. Whilst the program aimed for student groups of no more than 12 to 15, school timetabling sometimes required workshop numbers to be in excess of 20. However, despite higher group numbers than planned facilitators reported that these sessions also worked well.

Peer educators

Peer educators were recruited via a school assembly in which VPG personnel sought expressions of interest from students to participate in the Year 11 program of peer education. This element of the Respectful Relationships initiative was largely school based and student led, and took the form of a project or an initiative or event, such as running a White Ribbon Day event. It is anticipated that the Year 11 program will increase in size as students moving through the younger year levels have had greater opportunity to engage with the concepts of the program.

...I think there'll be much greater success in a few years when the Year 9s and 10s, who have done the actual in class program are in Year 11 because they will have a better understanding of the concepts that we're trying to emanate amongst their peers.. (Project personnel interview)

Training of the Year 11 recruits occurred in a two hour workshop, however it was envisaged that ongoing support would be provided via a VPG website designed to provide resources, information, education and support. At the time of the interview with staff and at the time of writing this report, the website was not available and it was not clear when it would be launched.

Teacher training

There was less take up of facilitator training by teachers, with anecdotal evidence that teachers believed that specialised programs of this nature are best provided by outside organisations with specialist knowledge and skills.

From a lot of the feedback and the evaluations and just informal conversations that we've had with teachers, they've, I guess agreed, that students are really specialist nature in some of the topics that we talk about, that maybe the content would be best delivered by outside facilitators. So our initial intention was really to train the teachers so that they could facilitate the program but we haven't been successful with that. (Project personnel interview)

Project personnel also suggested that the concept of the training may need to be reformulated into an accredited training program of two to three days. Further, they suggested that for particular sessions in the program for students, teachers may also need to bring in external organisations or community representatives with specialised knowledge related to domestic violence or intimate partner violence.

Standard 5: Using effective evaluation strategies

Evaluation of the program was sourced from teachers and students. Teacher evaluation was completed at the end of the program and documented in the Performance Report 3, indicating extremely high support for the program. The other key message from teacher feedback was that teachers believed that the program needed to be run by outside organisations which specialised in the sensitive topics covered in this kind of project. They believed that students were more willing to interact with presenters and engage with topics which they would not normally feel comfortable doing with their classroom teachers. Teachers and principals believed that working with outside facilitators who were experts in the content, enabled greater freedom for exploring highly sensitive issues.

Student feedback was also very positive and some of their comments are presented in Performance Report 3. These comments suggest that students gained considerable understandings about: gendered stereotypes, violence in relationships, and strategies for establishing and maintaining safe and healthy personal relationships.

In addition to feedback from schools and students, facilitators also held debriefing sessions after each student workshop in order to critically reflect on what was working, what needed to be changed and what could work better.

Standard 6: Supporting through training and professional development of educators

Facilitators were staff who had been working for VPG for a number of years and also held concurrent roles as Youth Support Coordinators with schools. They also developed the course content and facilitators' manual. They had no specific training for this program, but learned as the program progressed. The facilitators brought considerable knowledge to the program, with backgrounds in drama, and with experience as domestic violence workers including working in school-based education programs. All had extensive experience with young people in a variety of ways. However, in

the project personnel interview they noted that behaviour management training would have been helpful in managing the student workshops.

Teacher interview

Two interviews were held with school personnel involved in the project and the following themes emerged from the interviews:

- there were high level of student engagement, the program was characterised by interesting content and well-prepared, presenters were active and engaging;
- gender groups worked very well in one school, while mixed groups worked well in another – one teacher noted that it partly depends on the composition of the group too, and the maturity level of the students. They felt it may be best to target separate gender groups for some of the content (e.g. gender stereotypes).
- it is very important that this type of program is run by outside specialists who establish a space of trust where students will ask questions which they would not normally feel able to ask teachers. The facilitators created a different kind of relationship with the students and a different space for teaching which doesn't easily translate back into the maths or science classroom.

Summary contributions from this project

The VPG Respectful Relationships initiative was a multifaceted program designed to develop a self-sustaining whole of school approach to the practice of respectful relationships. It did this by providing staff professional development, classroom workshops for students in Years 9 and 10, and peer education for Year 11 integrated into school leadership activities. This program was designed and located in secondary schools in Far North Queensland, including schools with predominantly Indigenous populations. The student workshops ran for approximately one hour each week over a six week period. Materials for this course were developed by staff at VPG. Feedback about the program from teachers reiterated the importance of having this kind of program run by external organisations with specialised knowledge of domestic or intimate partner violence. Teachers also reported high levels of student engagement with course materials.

Women’s Council for Domestic and Family Violence, WA: Promoting Respect

Summary of project and overview of key points

The Promoting Respect project, designed and delivered by the Women’s Council for Domestic and Family Violence Services (hereafter the Women’s Council), was delivered in a single secondary school in Perth, WA. It was designed and implemented as a whole of school project and focused on respectful relationships and violence prevention.

The project worked in partnership with the school in order to create a model which addressed school culture, and the beliefs, attitudes and behaviour of individual students and teachers. The model focused on prevention education, leadership and capacity building, and linking in with other agencies and activities which also had as their focus the promotion of respectful relations and the prevention of gendered violence.

Three teaching modules, each the equivalent of one lesson of approximately 55 minutes, were delivered to students in Years 8, 9 and 10 by trained facilitators and consisted of the following topics:

- What are healthy and unhealthy relationships?
- Developing healthy relationships.
- Consent, when things go wrong, and support networks.

Other elements of the project included a peer education program and the creation of an anti-violence action group consisting of peer educators in leadership roles within the student population. In addition, teacher training was provided in order to increase school capacity to maintain the momentum of the project. The project culminated in a school event for White Ribbon Day, in 2013.

The project design and implementation was overseen by a reference group which included representation from the University of WA, and a number of support agencies.

By the end of 2013, three teaching modules had been delivered to 180 students drawn from Year 8, 9, and 10 classes; 18 students had participated in peer education activities; and eight teachers had attended teacher training sessions.

Alignment with NASASV Standards

Standard 1: Using coherent conceptual approaches to project design

The Promoting Respect project built upon the experiences of an earlier project implemented by the Women’s Council in WA, titled SPEAK OUT, Supporting Peers to End Abuse. It was intended that Promoting Respect would build upon the experiences of the earlier project in order to develop a school based model of engagement. This school-based model was designed to address school culture and individual behaviour, beliefs and attitudes through the development of an educational program implemented ultimately by teachers, trained in the use of the teaching modules, and by peer educators who could provide information about support services available to students experiencing violent relationships.

The initial funding application clearly identified the theoretical principles underpinning the project. Their theory of change was based on recognizing the social and gendered nature of violence against women, and the normalisation of inequity, which in turn normalises gender based abuse. They identified that violence is preventable if norms and behaviours are challenged, and if resilience can be strengthened. One of the most effective strategies for implementing change of this kind lies in a whole of school approach which challenges negative behaviour, builds positive responsible behaviours and supports this through school policy and through relationships between school, home and the local community. The importance of embedding this program into the whole of school culture was a recurring motif in the reports about this project.

These theoretical frameworks were not revisited in any detail in the three performance reports submitted across the duration of the project. The interview with project personnel flagged that the theoretical framework was produced by personnel who had developed the first phase of the project but had since left. The interviewee expressed concerns about a potential perception of bias in the project related to the use of feminist terminology, which they wished to avoid. In the interview, the project representative was asked about the use of the word feminism:

It can be perceived as a dirty word. For me, I see feminism as being equality; not to be mixed up with sexism or anything else. We were looking at equal- the terminology that we've used is around equal respectful relationships. (Project representative interview)

Standard 2: Demonstrating the use of a theory of change

In each of the three performance reports submitted by the Women's Council, there was clear expression of the goals of the project, seeking to create a model for Respectful Relationships which was embedded in a whole of school culture targeting the beliefs, attitudes and behaviour of individual students and staff.

In the early stages (2012) of the Respectful Relationships project, the Women's Council commissioned a project evaluator to prepare a literature review pertaining to promoting respect, and best current practice for doing so. The literature review outlined current theoretical frameworks for primary prevention of violence in interpersonal relationships. It showed how theories of change may be presented as program logics providing a visual map for program design, implementation and evaluation. The review provided support from literature, for implementing a whole of school approach, peer education and formative and summative evaluation processes. Each of these aspects supports change because together they develop student relationships skills, identify positive role models, and nurture a social environment conducive to respectful relationships.

There seems to be a solid alignment between the theory of change presented in this literature review and the characteristics of the Promoting Respect project, as it has been actualised, based on project documentation. Curriculum activities pertaining to gendered violence and to respectful relationships were implemented; peer education programs have been provided in order to support students in being positive role models for younger students; and some teachers have participated in professional development activities around the materials for teaching, in order to shift the project from an external

intervention to an embedded whole of school response. Evaluation processes were completed via surveys implemented by the University of Queensland. It should also be noted that this was an area not able to be discussed in the interview with project personnel, who indicated that they were not involved in the initial discussions about the theoretical framework underpinning the project.

Standard 3: Undertaking inclusive, relevant and culturally sensitive practice

The literature review prepared in the early stages of the project outlined the importance of making the program inclusive, culturally sensitive, designed in consultation with representatives of the communities of the school and therefore relevant to the target student group.

The school population was reported to be increasingly diverse, and included academic students on scholarship, students of refugee background from Africa and the Middle East, and economic migrants from Asia. Approximately 8% of the student population is Indigenous. The school has more boys than girls, mainly attributed to the fact that the school offers scholarship programs in aviation and cricket, as well as fashion.

In the interview with project personnel, the diversity of the school population was a recognised feature of the program. Whilst content was not modified, the project personnel identified that scenarios discussed may not have been familiar to some students. There was some recognition of discomfort in asking students to hypothesise situations which may have been unfamiliar or unacceptable to their own beliefs and cultures.

We saw people struggling with that. But we could address that and go, this is where things are different. We didn't use words like culture or religion. We just talked about difference. But always bringing it back to respectfulness. So that was how that was managed. (Project representative interview)

The project representative advised that there was a level of flexibility during the time in which the teaching modules were being run. Issues which arose in relation to cultural sensitivity were discussed in debriefing sessions with facilitators and when necessary, revisited in a following session with the students.

Standard 4: Undertaking comprehensive project development and delivery

As stated above, the Promoting Respect project was intended to build on a previous pilot program which had as its central goal the development of peer education as a way of combating violence in relationships. Promoting Respect aimed to build on the success of the earlier project, drawing on literature which supported peer education and a whole of school model of reform in order to support respectful relationships.

Project reports and the project representative interview indicated comprehensive project development. The literature review, produced in 2012 by the consultant project evaluator, contains a wide-ranging overview of theory related to the prevention of violence and outlines the key and current strategies for promoting respectful relationships. In addition, the project was overseen throughout by a reference group. The reference group consisted of representation from: the University of WA, the

Family and Domestic Violence Unit, the Sexual Assault Referral Centre, the Gay and Lesbian Counselling Services, the WA Family Planning Association, the WA Health Department and National Aboriginal and Torres Strait Islander Women's Alliance, and Youth Affairs Council of WA. In the interview with the project representative it was made clear that the reference group was a source of advice, support and guidance:

...if you're working with key stakeholders as well, while they have a vested (sic) in this particular project, they have an interest in young people and what programs are out there, and they're already doing things in the industry. So it's really helpful to use those people to support the project and also in terms of maximal outputs and the outcomes – we're going to be able to achieve those based on other people's expertise and experience as well. (Project representative interview)

School personnel involved in the project included the Principal, the Head of Health, Science and Physical Education, the school chaplain, the school psychologist, Year 8, 9 and 10 coordinators, and the canteen manager.

The classroom teaching modules (3) were developed in February of 2013. In the performance reports there is no information given regarding the sources of materials for the modules but it is noted that draft modules were given approval by the school. In the project representative interview the modules were described as easy, simple and uncomplicated. They were developed drawing partly on materials developed by organisations such as the Department of Child Protection, and also utilised relevant on-line resources. The project representative reported the preparation activities prior to delivery of the modules at school:

...when the modules were being developed we had a workshop actually going through the modules, timing them, testing them, that sort of thing; so that we knew we could deliver what we said we were going to deliver within the timeframe. It wasn't that we were going to get there and wing it on the day. It was very well planned and critiqued beforehand. (project representative interview)

Facilitators for the modules were handpicked by the Women's Council and brought expertise relevant to different elements of the project. There were six facilitators and three facilitator support staff.

We had people that were sexologists that had a good background in sexual health, because we were talking around consent. We had people with domestic violence backgrounds, so that if there was anything that came up with students, we were able to manage that, again, with staff as well. Background in teaching, so they were familiar with classroom environments and working with young people. (Project representative interview)

The Peer Education Program was a second component of the project. . The peer education project targeted students in Years 8, 9 and 10 with a goal for sustainability and ongoing student representation in peer education initiatives.

With Years 8, 9 and 10 in terms of sustainability of a project and for it to be ongoing, you then have that peer education support as well. So Year 10s are going to move on to Year 11 and almost have an advisory capacity as well, but then your Year 8s become Year 9s and year 9s support the Year 8s; the Year 9s go to Year 10s and the Year 10s support the Year 9s. There's that whole- again that whole looking at peer-ed support. So there's always someone coming through in terms of sustaining the project and it be ongoing after Women's Council had led that part of the project. (Project representative interview)

Students who were selected participated in a two day workshop in which they worked through the class room modules, team building exercises, role and support of peer educators, protective behaviour and protective interrupting. A number of guest speakers representing a range of support agencies, including the police and the domestic violence legal unit, also participated in the workshop. The two day workshop culminated in the formation of an anti-violence group and planning for a White Ribbon Day event. The project representative indicated that the peer educators showed great enthusiasm and that this was one of the perceived strengths and outcomes of the project.

I think their excitement and enthusiasm is perhaps something- could also be perceived as confidence. They haven't said, I'm a more confident person. But the main things are that they liked the idea of being a go-to person and not having that responsibility of hearing what people were saying, because we did talk about protective interrupting; that their role is just to be the one that knows – point them in the right direction...walk with them to go- this is really tough stuff; let's go see the school psych person that's been identified by that person as – I think I could talk to them or whatever it might be. And having those skills. (Project representative interview)

A White Ribbon Day event was held in November 2013 during a school assembly. Peer educators spoke about their roles at school, the Assistant Commissioner of Police and Director General was a guest speaker, and a local Indigenous theatre group presented a play about respectful relations. Bunnings provided a sausage sizzle.

Eight teachers participated in teacher training modules, with anticipation for additional teachers involved in more training in 2014. The intention of the teacher training module was to ensure continuity of the project. This was achieved by enabling teachers to take responsibility for the teaching of the original classroom modules, and embedding these into the health sciences curriculum.

Standard 5: Using effective evaluation strategies

Throughout the duration of the project there have been a range of evaluation strategies implemented by the Women's Council. These have been reported in the three progress reports. In the first phase of the project (July 2012) an independent evaluator was appointed in order to design an evaluation plan for the entire project. These plans were amended when it was determined that the University of Queensland would carry out pre and post surveys with students involved in the classroom modules. The Women's Council reported in the second progress report that they would proceed with their own

internal evaluation of aspects of the project including the teacher training, classroom feedback, parent group meetings and the peer education program.

In the third progress report, the Women's Council indicated that they had completed their own internal student surveys in relation to classroom modules, and with facilitators. In total, 160 students were surveyed across Years 8 (61), 9 (50) and 10 (49), with 100 males and 60 females which reflected the gender distribution across the program and across the school. The survey explored student experiences of unhealthy relationships in their families and in their own relationships. Across all the year groups, the majority of students reported unhealthy relationships in their own families (Year 8, 62%; Year 9, 59%; Year 10; 65%) but the opposite in their own relationships, with the majority reporting that they had never experienced negative relationship patterns. It should be noted that the project reported some problems with this survey question due to a lack of clarity in defining a personal relationship. The survey further explored how the program helped students to learn about healthy relationships and how to access support services. Overall, students were positive about the knowledge they had gained about healthy relationships, and the majority also reported an increased knowledge about support services. Finally the survey sought to determine to which extent the program was interesting, facilitators encouraged participation, and students had increased knowledge about what to do if they or someone they know was experiencing abuse. Generally, student responses were again positive about these factors.

It is worth noting that of the 180 students who participated in the classroom modules, for the external survey completed for ISSR, survey participation was only possible for approximately 32 of the group. This poor participation rate is in part attributed to the ethical requirements which stipulate consent from both parents and students for participation to proceed.

Standard 6: Supporting thorough training and professional development of educators

Prior to the presentation of the classroom modules, facilitators participated in a full day formal training workshop to determine reliability and validity and ensure consistency with timing for sessions. This resulted in some minor changes to how many activities were covered, lengthening student debrief time, and development of risk management strategies for potential technology issues.

For the duration of the workshops, facilitators and their support staff were provided a private conference room at the school. This enabled the group to debrief after each teaching session.

Teacher interview

Input from the school suggested that the program had a positive impact both on the participants and the broader school community. The teacher was particularly positive about the White Ribbon Day event and the engagement of the student body in the assembly and the accompanying activities.

Two issues were flagged which may need to be addressed. The first related to the administration (timetabling) of the project, potentially alleviated if the materials are to be embedded within the school curriculum so becoming part of the teacher's classroom content. The second related to the need to expand somewhat the content of the classroom modules so that different material is covered in each

of the year levels to avoid repetition and maintain student interest across the anticipated three years of the program.

Summary contributions from this project

The Promoting Respect Project was a multifaceted project which took place in one W.A. secondary school. Three one hour teaching modules were delivered to students in Years 8, 9 and 10, a peer education group was established to take leadership within the student population, and teacher training sessions were also provided. All activities aimed at developing a whole of school model of gendered violence prevention. The materials for the program were developed by the Women’s Council, and sourced from government and other on-line sites. This project is marked by a considerable range of evaluation strategies, carried out by the Women’s Council. It provides a model of a program which aims to become self-sustaining through teacher training and peer education.

Women's Health West, Vic: You, Me and Us

Summary of project and overview of key points

Women's Health West (WHW) is an organisation which has run programs for over a decade in the areas of the prevention of violence against women, young women's leadership, and sexuality education in schools. WHW is based in the western region of Melbourne which is a highly culturally diverse community. Their work has often targeted and supported young women from culturally and linguistically diverse (CALD) communities and newly arrived CALD young people. WHW education programs are underpinned by evidence-informed best practice guidelines sourced from VicHealth and the World Health Organisation. WHW have connections with other organisations involved in providing Respectful Relationships initiatives, and this has informed the design of their own Respectful Relationships program titled, 'You, Me and Us'.

'You, Me and Us' is a multi-faceted program consisting of four chief components. The first and central component was the training of a group of young women aged between 18 and 24 years, in order for them to take on the role of peer educators in other components of the 'You, Me and Us' program. The peer education program was run over four days for four hours each day. These young women played an important role as they partnered with WHW staff in running the second component of the 'You, Me and Us' program: an education program targeting senior primary school students and post-secondary students, focused on identifying gender inequity and the characteristics of healthy and unhealthy relationships. In these education sessions, WHW chose to use peer educators as a strategy for strengthening the message of respect, chiefly because it was being delivered by young people, particularly young CALD women.

In the senior primary school classrooms, students aged between 10 and 13 years of age participated in a single workshop of 1.5 hours duration. The delivery of the program for post-school aged students occurred at university and TAFE campuses, youth centres and sports clubs, also for a 1.5 hour session. The final component of the program was a professional development package for adult leaders. This involved one full day in which participants were provided information about gendered violence and explored ways in which they could apply these understandings in order to audit their own workplaces and extend the program into their own settings. Participants were mostly drawn from education settings, with teachers, welfare officers, education coordinators and principals all participating.

At the time of writing this report, 27 young women had received training as peer educators. This group represented an extremely diverse community including young women from: Sudan, Kosovo, Ghana, Nepal, Sri Lanka, Saudi Arabia, Uganda, Zimbabwe, Burma, South Sudan, Vietnam and Australia. A total of 1750 senior primary students from 68 schools had participated in 'You, Me and Us' workshops, and 125 young people in six post-secondary settings had also attended workshops. Professional development was provided for 16 adults. The project will continue throughout 2014 so it is likely that these numbers will increase further.

Alignment with NASASV Standards

Standard 1: using coherent conceptual approaches to project design

'You, Me and Us' was underpinned by a VicHealth model which identifies the key determinants of violence against women as related to: unequal power relations between men and women, an adherence to gender stereotypes and the existence of broader cultures of violence. The model suggests that programs of prevention need to promote equal and respectful relationships between men and women; they need to promote non-violent social norms to reduce the effects of prior exposure to violence and they need to improve access to resources and systems of support. These underlying concepts are reflected in the design of the materials used for student workshops.

The materials developed for use in workshops with post-secondary young people, for example, reflects the VicHealth model. Students began by exploring respectful and disrespectful relationship qualities; they then focused on family violence, and the differences between healthy and abusive relationships. Myths which are perpetuated in relation to domestic violence were presented and challenged and students were provided information about legal rights and responsibilities in sexual relationships. The issue of violence against women was defined and unpacked through provision of statistical and comprehensive detail concerning the various ways in which this violence is perpetrated. Finally, students were provided detail on sources of further information, support and help and were given guidance on possible safe bystander action they can take, should it be required.

In documentation about the design of the components of the program, justification was given for the targeting of the senior primary age group and post-secondary young people. For the former, the 'You, Me and Us' program was intended to prevent the embedding of rigid gender norms and stereotypes; When running programs previously in secondary schools, WHW had found that gendered stereotypes were often already entrenched in students by the time they reached Year 9. The justification for working with post-secondary young people, both as peer educators and as participants in the workshops was based on the perceived power of a peer education model. WHW, in their documentation, drew on peer-based learning evidence to argue the merit in having young people as educators, because they are more likely to be listened to, and confided in, by their fellow age group. Further, WHW saw the involvement of young CALD women as peer educators both empowering for the women and providing an opportunity for these young women to take roles of leadership within their communities, so providing tangible challenges to existing inequity and violence towards women.

WHW believed that ultimately, all participants in 'You, Me and Us' would act as conduits for change in their own communities because of their knowledge of respectful relationships and the potential for this knowledge to promote greater gender equity within the broader community.

Standard 2: Demonstrating the use of a theory of change

WHW identifies as a feminist organisation and sees the determinants of violence against women lying with gender inequity, rigid stereotypes and gender norms. 'You, Me and Us' was intended to address these determinants of violence against women and, in their place, build assertiveness and empathy. WHW believes that assertiveness and empathy can lead to great change.

WHW saw the use of a peer education approach, in which messages delivered by peers are more likely to be taken up and acted upon, as embodying a theory of change. In a related way, the choice of young women, mostly from disadvantaged backgrounds, to act as peer educators and ambassadors for the 'You, Me and Us' program provided opportunity for change in the lives of these young women. A key outcome of this project was the personal development of these young women and the skills they acquired in leadership, supporting them in moving on to employment opportunities. WHW saw this as having the potential to tackle in a practical way, the ongoing underrepresentation of women in positions of leadership in the community.

...power relations between women and men is a key determinant of violence against women and I think we see probably – quite starkly in our leadership statistics in parliament, in employment around – women are essentially marginalised in those key leadership roles. So really – then I suppose they are essentially working on a program around primary prevention but essentially what they're taking from the program is those leadership skills, public speaking skills, broader confidence in their abilities so we're hoping that they will become – and we know they will become primary prevention ambassadors but also take up leadership roles more broadly in the future. (Project representative interview)

Standard 3: Undertaking inclusive, relevant and culturally sensitive practice

'You, Me and Us' demonstrated in many ways that it was designed specifically to be culturally inclusive. The selection of young women peer educators was designed to ensure that the young women were representative of a broad range of cultural communities, listed in the first section above. This was seen as being mutually beneficial, because the communities were able to be represented by the young women and the young women, as educators and ambassadors of the program, were able to give messages about gendered violence and respectful relationships, which were more like to be accepted and acted upon within the community.

The school and post-secondary school workshops were designed specifically with low level English groups in mind, and language modifications were included wherever possible.

Programs were mostly run in mixed gender groups and WHW believed this to be a strength of the program and exposed each group- boys and girls- to the thinking of the other. The choice of female peer educators, rather than a mixed gender group of peer educators was not seen as limiting, and in the primary settings, mirrored the prevalence of mostly female teachers, so was not an unfamiliar experience for the upper primary students.

WHW advised that they were hoping to recruit some male leaders at a future point, specifically for working with sporting associations, in settings that were predominantly male. They saw the importance of strong male role models in these settings when promoting gender equity.

Standard 4: Undertaking comprehensive project development and delivery

The development of 'You, Me and Us' was overseen by an expert advisory group, drawn from a range of organisations including: Western Young People's Independent Network, Reclink Victoria, Partners in Prevention Network, the University of Melbourne, the Centre for Multicultural Youth, the Victorian Education Department, Wyndham and Maribynong City Council. This group met bi-monthly and provided expert guidance in primary prevention of violence against women. Each of these organisations was particularly helpful in providing guidance relevant to engagement with organisations within particular settings, ranging from schools to university campuses to sporting groups.

Each of the four components of the program had unique aspects in their development and delivery. The peer educator program included a staged recruitment process in which potential participants were assessed in relation to adequate English language skills, and their capacity to participate in workshops following their training. Where peer educators had difficulties in attending training sessions, they were able to repeat the program of training, or participate in other leadership programs provided by WHW.

The uptake of the program by primary schools was extremely successful and project representatives suggested that the program has been long desired in the upper years of primary school. The presentation of the program for students in primary schools occurred in a single 1.5 to 2 hour timeslot, however, schools' staff were offered the opportunity to participate in a full day of professional development (another component of the 'You, Me and Us' program) to facilitate the expansion of the program more broadly across the school community. Part of the professional development activities included the creation of an audit tool to be used by staff to assess gaps in school programs related to gender equity. This tool was designed to be aligned with the Department of Education and Early Childhood best practice audit tools and action plans related to curriculum; teacher and learning policy practice; relationships between parents, family and the community, and the school organisation; and organisational culture, ethos and environment.

In post-school settings such as TAFEs and universities there were different organisational challenges related to accessing students and promoting the program.

...universities and TAFES don't have outside engagement with families and parents but what they do have is incredibly complex inter-organisational – many inter-organisational relationships to be monitored and people have to be able to communicate across all those areas to be able to influence the entire structure... (Project representative interview)

In these settings, WHW needed to identify the inter-organisational relationships and use these to promote the program. They found that in tertiary institutions that there was often little communication and promotion of programs across departments and thus they needed to negotiate with each separate department as an individual organisation.

Standard 5: using effective evaluation strategies

Project representatives carried out a range of evaluation strategies which supplemented the external program evaluations carried out by ISSR at the University of Queensland. WHW recruited an academic evaluator from Victoria to carry out a range of evaluations of different components of the program, and in particular, of the peer educator program and the professional development program for adults. At the time of writing, the peer educator evaluation report was available and presented pre and post understandings and attitudes related to personal strengths, interests and motivations; gender equality; sexual abuse; broader violence against women; confidence; level of satisfaction and feedback. Overall, there was movement on all sections of the survey, which reflected greater understanding of gendered violence, and the ways in which this impacted on women. All participants reported improved confidence and high levels of satisfaction with the program. Most participants had chosen to be involved with the program, not because it provided them with potential pathways to employment, but because they desired greater knowledge and understanding of the field, and valued the opportunity to work in this project with other like-minded women.

The survey provided by the University of Queensland was problematic for this program for a couple of reasons. First, it did not contain a gender equity scale, which was a central construct underpinning this program, and second, the survey was not designed for post-secondary groups, nor for adults. In addition, WHW staff reported a poor response rate to permission for school students to participate in survey processes because of the lack of translated information sheets and permission forms for families. WHW staff reported that this presented a major barrier in relation to take-up of external evaluation processes.

Standard 6: Supporting thorough training and professional development of educators

Peer educators were provided considerable support in their role as co-presenters of the workshops. WHW organized monthly network meetings of peer educators, of approximately two hours in length, in order to develop, review and critique workshop materials, particularly for use with the older post-secondary groups. In addition, WHW brought in guest speakers on topics of interest to the group, in order to build knowledge and skills. WHW allowed some degree of flexibility in scheduling these meetings in order to make it easier for participants to attend.

When a workshop was scheduled, peer educators met with their supervisor prior to delivering the session, to discuss any possible issues, fears or worries and also had a follow-up debrief in order to reflect on the session and suggest any possible changes.

Teacher interviews

Some key themes to emerge from teacher interviews included the following:

- Teachers could see merit in having more than one workshop session, or a follow up session with school students to ensure that the materials were revisited within a short period of time. They felt that this would enhance the uptake of the materials, rather than students perhaps seeing them as a 'one-off' extra.

- The opportunity for teachers to participate in the adult educator program was very useful in identifying actions which could be undertaken in the school though, in one interview, there was a sense that this was difficult to enact unless there is some process of accountability or follow up: they suggested a 'coach' who could support the process of change.
- The educator training enabled opportunity for networking with other schools and comparing how gender equity issues were being addressed in other settings.
- Some of the materials in the primary school program could have engaged more deeply with issues of gendered violence.

Summary contributions from this project

'You, Me and Us' was a multi-faceted program in which young women were trained over a period of four days as peer educators and then ran workshops in an education program targeting senior primary school children aged between the ages of 10 and 13 year, and post-secondary young adults. The backgrounds of these young women educators reflected the broad cultural and linguistic diversity of the Western Melbourne region. The peer educator programs focused on identifying gender inequity and the characteristics of healthy and unhealthy relationships over the course of a single workshop of approximately 1.5 hours. Another aspect of this program was the training of adult educators who, as holders of positions of responsibility in schools and other organisations, could implement change in their organisations in order to support gender equity. One key factor of this project was its operation across a very broad range of settings, ranging from schools, TAFE colleges, universities and sports clubs. Materials developed for this program were informed by the VicHealth model. In evaluations of this program, the young women peer educators valued the opportunity to gain greater knowledge of this field, whilst teachers believed that there was scope to enlarge the program in schools.

YWCA, NSW: Kids, Family and Community

Summary of project and overview of key points

YWCA NSW is an organisation with existing strong relationships with schools, communities and local service providers, in the case of this project, in southern metropolitan Sydney and regions to the south of Sydney. The Kids, Family and Community program, delivered by YWCA NSW was a seven session program delivered to students in Years 5, 6 and 7. It's educative purpose was to raise awareness amongst school aged children of ethical behaviour choices; assist children to develop protective behaviours; and nurture the skills needed for respectful relationships. These learning activities were embedded in a community approach aimed at engaging young people, their families, their educators and the broader community.

Sessions ran for approximately 50 minutes across a total of seven weeks, with one session per week. The seven sessions of the program consisted of five key topics plus an introductory and concluding session. Key topics related to: bullying including cyber-bullying, sexting and internet dangers, resilience, self-esteem, and protective behaviours. The introductory and concluding sessions were used for participants to complete pre and post- surveys and enabled the program facilitators to provide some orientation and conclusion to the program.

The Kids, Family and Community program was implemented in two targeted YWCA NSW community regions: Shoalhaven (Bomaderry, Nowra and Nowra East) and Macarthur (Claymore, Rosemeadow and Macquarie Fields). The content of the program developed from consultation with service providers and schools operating within an interagency model of connected community support. Working within the interagency model, it was possible for YWCA NSW to determine existing programs of support for students, identify possible gaps, and thus design the Kids, Family and Community program. It was identified that programs were being run by other agencies for pre-school children and for post-school young adults and that education around the topic of respectful relationships was currently needed, but not catered for, in the school age population. YWCA NSW designed the program around this need in relation to school curriculum requirements, thus aligning the program content with mainstream national health and physical education curriculum guidelines. One of the key strengths of this program is that it identified a need relevant to the two communities of Shoalhaven and Macarthur and flagged in the project performance reports, related to community disadvantage and higher than average rates of domestic violence. At the time of writing, the program had reached 860 students aged between 10 and 12 years, and 700 students aged between 12 and 14 years of age. It was delivered in seven primary schools and six high schools.

Alignment with NASASV Standards

Standard 1: Using coherent conceptual approaches to project design

YWCA NSW had identified the Shoalhaven and Macarthur communities as disadvantaged and having high rates of domestic violence. With Principals reporting high levels of bullying and school yard violence, it was the desire of YWCA NSW to work with schools in low socio-economic communities, using a whole of community approach to the adoption of respectful relationships.

The initial funding application explicitly articulated the theoretical concepts which underpinned the design of the program. Specifically, the application described a framework for children and young people and a community level model in their planning. The framework for children and young people was built around increasing resilience and reducing risk for the individual; at a community level the program drew on feminist theories which recognise relationship violence as multi—dimensional and gendered.

Standard 2: Demonstrating the use of a theory of change

The initial funding application stated that the program was based on an Ecological Change Model which assumes behaviours are a function of the interaction between the individual and their environment, including family and community. Consequently it was intended that the model would target multiple levels of influence including the individual, and environment (parents, family and community).

At an individual level, the program aimed to provide social and coping skills to build resiliency. At a community level, the program aimed to examine the relationship between gender inequality and societal attitudes which support violence against women. Application of the theory of change model in program planning meant that the program intended to raise awareness of ethical behaviour, develop children's protective behaviours, and develop skills in conducting respectful relationships. Workshops with parents and carers were designed to reinforce these skills for parents. Thus, the intention of the program was that the ecological change model would enable children to practice and apply these skills both with their peers and in the home environment, ultimately achieving sustained and meaningful attitudinal change.

These intentions were reiterated in the post program interview with YMCA NSW.

...I guess the whole idea of the domestic violence and the percentage, the rates of women that live through domestic violence, so sort of implementing these sorts of projects and these ideas for kids of a younger age, knowing what is respectful, and being able to actually identify that themselves, then we're sort of breeding a much more aware generation of young men and women that have the strength and the ability to sort of say well, no this isn't an acceptable thing to be doing. So to be able to identify that and then have the skills to know where to get that information and hopefully the young boys as they grow up they then also identify. (Project representative interview)

Whilst there was reference made to the theory of change potentially producing real intergenerational change in attitude to domestic violence, there was less evidence that this theory was supported by recognition of the gendered nature of domestic violence. We found little evidence of the connection between the theory of change and the program content; whilst there were connections drawn with a theory of change model, there was little clarity regarding a feminist theoretical framework and no explicit linking of the program to a feminist informed theoretical model informing understandings of violence.

Standard 3: Undertaking inclusive, relevant and culturally sensitive practice

The program was delivered in schools with a broad cross section of communities including students with literacy and/or behavioural challenges, Indigenous students and, in one school, a special needs unit. A broad scope of teaching strategies was applied, using a range of media, both to stimulate interest and to maintain motivation. Current multimedia resources were actively sought throughout the duration of the program to increase relevance to student lives with, for example, a focus on cyber bullying through Facebook. Project representatives emphasized the importance they placed on seeking and sharing good practice and good resources across the delivery of the program.

The planning of the program was also guided by community consultation, made possible because YMCA NSW already had well established networks with other service providers. The YWCA NSW was thus able to tap into its existing school and community relationships when in the planning stages of the project. Through this process they consulted Indigenous liaison officers and community elders, to ensure that materials used in schools were appropriate and acceptable to the Indigenous communities.

In one special education unit the program was adapted and delivered to a combined Year 7 and 8 student group. The program was adjusted to run over one day and was delivered by specialist trained facilitators. Through consultation with school personnel the material was able to be adapted to meet the learning needs of the students. Both the project representatives and the schools were very satisfied with the learning outcomes achieved with this special needs group.

Whilst project representatives advised that they did not specifically adapt the program for particular ethnic or cultural groups, they believed that the close relationship they had with school communities enabled them to deliver a program which was underpinned by a good understanding of the demographics of the student population and the specific needs relevant to each group.

...So when we knew that we were coming in to deliver this program to a new group of kids we'd already established those relationships with the school to actually have those pre-conversations in terms of the number of kids in the group, the demographic backgrounds of the kids, et cetera, so that we can be – any particular learning or behavioural challenges that are already identified by the teachers as well so that we kind of come into the group a little bit more pre-armed and well prepared. (Project representative interview)

Standard 4: Undertaking comprehensive project development and delivery

The Kids, Families and Communities project arose out of a need identified by the YMCA NSW to address the issue of domestic violence education with school aged children. The recognition of this need arose partly from existing connections between the local domestic violence support units in the regions of Shoalhaven and Macarthur, and through court advocacy work carried out by the YMCA NSW. In addition, the involvement of the YMCA NSW in an interagency model of support within these communities enabled them to identify that, whilst other support organisations, including the Red Cross and Anglicare, were providing intervention programs with very young children or with post-school age young adults, few services were being provided around respectful relationships with school aged children.

The program they designed and implemented was for students in Years 5, 6 and 7. The program ran for 7 weeks in total and was supplemented by a series of activities within the school and local communities. These activities included teacher and parent/carer information sessions, establishing a presence at local school events (such as fetes and sports days), running awareness raising campaigns with schools involving media coverage, and making available one-on-one mentoring or 'drop-in' opportunities for students for the duration of the Respectful Relationships program. In addition, in a win/win design feature, the program was aligned with subject Personal Development, Health and Physical Education curriculum content, allowing schools to incorporate the program into their existing curriculum demands, avoiding tensions which can arise for teachers with limited time for coverage of extensive curriculum content.

The implementation of the program in the regions of Shoalhaven and Macarthur was overseen by two facilitators in each area. In each case, the facilitators had prior experience in working with school aged children. Further, all staff involved in presenting the programs were provided in-house training in psychological first aid, cultural awareness and identification of children and young people at risk.

One of the unique elements of this particular program was the process through which the YMCA NSW established its presence within school communities and raised awareness of the issues associated with domestic violence. In addition to participating in interagency meetings with other service providers, the YMCA NSW worked on establishing itself with the parent community by taking an active participatory role in a range of school events, labelling this process akin to running a 'campaign'. In each community the YMCA NSW developed projects to promote the cause of respectful relationships, in partnership with students. One example involved an art competition run by students across a number of schools, in which students produced art which best reflected a respectful relationship. The art competition was complemented by the production of a calendar. This event was featured in local media, with the intention, stated by the YMCA NSW, of reaching those parents in the broader community. In the post program interview the project representative explained the importance of media involvement to the purposes of the project.

For me I guess it's to see that the community is actually talking about what can be an issue in its own community and this was our way, here in Nowra, of being about to get to a broader community. I think one of the things we find when we're talking about schools, parents and carers, is that you generally are talking to a select group of parents. To try and get those who perhaps don't attend any of the school functions, our reasons behind getting the media on board was to make sure that maybe they would see something in the paper. (Project representative interview)

In Macarthur, the YMCA NSW donated 'reflection benches' to a number of schools, to be used by the whole school community as a symbolic and physical space for reflecting on respectful relationships. In this way, the reach of the project was extended to the whole school community.

Standard 5: Using effective evaluation strategies

Evaluation strategies were provided in the Respectful Relationships Round Three Performance report (3) and suggest that the program evaluation was carried out using a Results Based Accountability (RBA) framework, with the support of an external RBA consultant. Overall, results of this evaluation were described in relation to reporting of increased awareness, reporting of increased knowledge and reporting of increased skills. Results suggest that, overall there has been an increase in awareness, knowledge and skills reported by more than 85% of the total student population.

This program has also participated in pre- and post-surveys, provided by the ISSR at the University of Queensland. These were administered either by YWCA NSW staff, or in some schools, by school staff.

In addition to formal evaluation processes, project representatives have reported anecdotally that they have received very positive endorsements of the program from teachers and schools, with recommendations that the program be implemented in other local schools. Approaches have been made to YMCA NSW from independent schools in the community expressing interest in the program.

Standard 6: Supporting thorough training and professional development of educators

Performance report Number 3 indicated that YMCA NSW experienced changes to personnel in both regions in which the project was being carried out. They noted that handover processes allowed new management to participate in 'train the trainer' sessions so that they could assist in skill building with new course facilitators. In the interview with project representatives it was also noted that YMCA NSW staff completed a range of basic training programs related to working with young people.

The program for Kids, Family and Community was developed as a series of modules by YMCA NSW. Facilitators were trained in use of the manual. In addition they met regularly across the two regions to share additional relevant media resources and best practice experiences.

Teacher interview

Two teacher interviews were completed in December 2013, one with a secondary school teacher and one with a primary school teacher from two of the schools which participated in the Kids, Family and Community program. Both teachers were extremely supportive of the program and felt that it was appropriate, relevant and well- received by students. The program heightened student awareness around issues related to bullying and cyber bullying and worked with students to define the characteristics of respectful relationships. Further, students were provided information on the kinds of support services available to them in the broader community. In the secondary school, the teacher reported heightened awareness of the characteristics of unsafe on-line behaviour and noted an increase of reporting of this behaviour. The teacher attributed this directly to the outcomes of the project.

Summary contributions from this project

The Kids, Family and Community Program was targeted at children in Years 5, 6 and 7 of school and was delivered as a series of sessions, one each week for seven weeks. These sessions were supplemented by a range of additional activities undertaken by the YWCA NSW within the school

community, in order to raise awareness about the program and about violence against women. The content of the course was developed by YWCA NSW and aligned closely with the Personal Development, Health and Physical Education curriculum content. Both the program personnel and teaching staff interviewed for this report described positive reactions to the program from students and the community. Teachers noted a heightened awareness within the student population in relation to unsafe on-line behaviour.

YWCA of Canberra: Respect, Communicate, Choose

Summary of project and overview of key points

The Respect, Communicate, Choose project is a primary prevention program targeted at children aged 9 to 12 year delivered in schools. The project was developed and implemented by a partnership between YWCA of Canberra and YWCA of Adelaide. The overall objectives of the project were to:

- Raise students awareness about unequal gender and power relations and options for accessing help
- Deconstruct students' attitudes which are based on inequality
- Build students' skills to negotiate non-violent and respectful relationships
- Support children to create a respectful school environment.

The project involved the delivery of eight sessions over a single term, student projects and an additional follow up session in the following term where schools' timetables allowed this. At the time of writing, the program had been delivered in seven schools to 884 students.

Alignment with NASASV Standards

Standard 1: Using coherent conceptual approaches to project design

YWCA of Canberra/Adelaide's initial funding documents outlined that the program would be underpinned by two theories: a primary prevention approach and a gender analysis perspective that acknowledges that violence against women is caused by gender inequalities.

The discussion with the project representative confirmed that the program was based on a clear and well-articulated understanding of the gendered nature of intimate partner violence. The project representative stated that gender analysis underpins all the YWCA's work, and that it was explicitly covered in facilitator training. The program included a whole session on the social construction of gender, and the notion of challenging gender stereotypes was revisited within all activities and topics. The project representative noted that feminism and gender analysis were used as foundational concepts but were not explicitly articulated in workshops due to the potential for overt feminist approaches to alienate some onlookers. The project representative noted the participant interest and take up of the gender analysis approach:

Gender had a big focus. We had a whole workshop on gender stereotypes, myth debunking – we found that was the session that the young people take on the most... It was really quite amazing to see how much every group really did take that on board, you know "Oh, that's sexist!". They really did get that concept so that was really good (Project representative interview).

Standard 2: Demonstrating the use of a theory of change

The YWCA of Canberra/Adelaide articulated a clear theory of change and were able to justify how their project had been designed around that. The project was based on a theory of change informed by primary prevention approaches whereby violence against women can be prevented by targeting young people and addressing the underlying causes of violence and violence supportive social norms and attitudes. Through their articulated gender analysis framework, these violence supportive social norms were seen predominantly as gender inequalities and rigid gender stereotypes. As such, the program provided participants with information regarding gender stereotypes and aimed to build participants' critical thinking skills, as explained by the project representative:

If you can get young people to start challenging the norm and the way society works, then that's where you're going to get your outcomes. The more we can talk about gender in particular, the more it can be embedded in these programs, the more behaviour and attitudes we'll be able to change over time (Project representative interview).

The YWCA of Canberra/Adelaide program also aimed to provide participants' with information about behaving and communicating respectfully, as well as modelling these behaviours and giving participants the opportunity to practice these skills. According to the project representative, the project aimed to bring about more respectful behaviours by demonstrating respectful behaviours and allowing participants the opportunity to practice them. For example, students participated in 'circle time' sessions, a restorative justice approach to respectful group communication. From the interview with the project representative it was also clear that there was an acknowledgement of the social and cultural factors that contribute to violence. They addressed this by using strategies to build school engagement but this was not always possible (discussed under Standard 4). No specific strategies or activities were used in the program to involve parents or the broader community.

Standard 3: Undertaking inclusive, relevant and culturally sensitive practice

There was no explicit description of the assumptions within the program regarding inclusive, relevant and culturally sensitive practice. On this topic, the project representative noted that the introductory nature of the content covered due to the younger target group meant that it was relevant across and inclusive to different cultures and people with diverse experiences. The project representative also commented that the respectful and inclusive dynamic fostered through the facilitators' style and nature of the curriculum, helped ensure students were respectful of each other's diversity. While content did not need to be adapted, in one school the delivery style and activities were adapted to accommodate classes with a high proportion of recently arrived migrant young people. Activities were adapted to be relevant for their literacy and English language abilities; all worksheets were removed, more role playing activities were included and content was simplified.

Standard 4: Undertaking comprehensive project development and delivery

Target group

The choice of the target group was informed by a literature review of best practice. The literature review identified the lack of Respectful Relationships programs delivered to younger age groups, which informed YWCA of Canberra/Adelaide's decision to deliver a program for Year 5 and 6 students. As outlined in the original funding application, young people of this age are particularly vulnerable due to the changes during transition from childhood to adolescence. In Adelaide, project schools were chosen to provide a good spread of the different parts of metropolitan Adelaide, and a mix of schools from higher and lower socio-economic areas (schools targeted in middle-upper socio-economic regions were still considered to be poorer performing schools). In the interview, the project representative outlined that this decision was made explicitly after an acknowledgement that violence is a whole of community issue and not just something that happens in low socio-economic areas.

Program delivery choices

The decision to run the program over eight weeks was based on YWCA of Canberra/Adelaide's experience in running school-based programs of this length and their observation that eight weeks fits well in a term and enables comprehensive content delivery. The ongoing contact with students over several weeks enabled the development of trust and relationships between students and facilitators. While ideally each session would have lasted up to two hours, sessions were generally delivered in around an hour because fitting the session within existing class times was necessary for logistical reasons. On bringing about lasting change, the project representative noted:

I don't know if eight weeks alone really achieves sustained, prolonged outcomes. I think it's enough to plant a seed of a thought. But that's why we wanted to get it implemented within a school community, so the school picks it up and goes with it after that (Project representative interview).

YWCA of Canberra/Adelaide intended to run a follow-up session in the term following the eight-week program to revisit content, consolidate concepts and evaluate which messages were retained by students. Few schools were able to fit this into their schedule. Where it was delivered, YWCA of Canberra/Adelaide found that the session did not work as well as intended because students were unsettled and did not engage in the content as much as the earlier sessions. YWCA of Canberra/Adelaide remain committed to delivering follow-up activities with students and are revisiting the best way to fulfil this objective.

Activities and content for the program were informed by YWCA of Canberra/Adelaide's research on best practice through the literature review. Activities and content were adapted to be age-appropriate while still broaching content recommended in best practice, particularly gender stereotypes. Participants completed a range of activities over the eight weeks including a creative project of their own, completed individually or as a group. A review of the program workbook and worksheets show that the program was supported by engaging and well-presented resources. Activities were tailored to the group, with more role plays and interactive activities where student literacy was low.

Program adaptation

While YWCA of Canberra maintained a consistent approach to curriculum and activities (largely to ensure uniformity for evaluation purposes), YWCA of Adelaide took a much more flexible and adaptive approach. YWCA of Adelaide adapted their activities to fit the different timeslots available from schools and to suit the different learning styles and literacy levels of different classes. The YWCA of Adelaide project representative noted:

The biggest challenge for us was the different levels in the students, and we were lucky to have facilitators who were able to identify what needed to change and how really to engage with the challenging groups and implement activities that were really successful... We knew if we didn't adapt, the program would fall in a heap. So we had a flexible approach while still maintaining the topics of the program and the objectives (project representative interview).

In their internal survey outcome evaluation YWCA of Adelaide, which had a more flexible approach and which tailored content to the needs of different groups and student levels, generated more attitudinal change and achieved more intended outcomes compared to YWCA of Canberra. This highlighted the importance of consultation on local needs as outlined in the National Standards. After this experience YWCA of Canberra will be adopting a more flexible and tailored approach to curriculum delivery in future sessions.

Engagement and consultation

Project schools were primarily chosen based on the schools with which YWCA of Adelaide had an existing relationship. Where new schools were engaged to provide a representative spread of different metropolitan areas, YWCA of Adelaide used a range of engagement strategies including networking with staff personnel at events. YWCA of Adelaide also spoke with schools to understand their goals and needs and fit into these where possible. This included linking the program with the health curriculum in one school.

Once schools were recruited, YWCA of Adelaide/Canberra implemented a structured engagement and school readiness process involving discussions with schools prior to delivery to determine what stage the school was at with violence against women knowledge and how receptive they would be to the program. As outlined in school readiness write-ups in the final school outcome reports, key information goals were:

- understanding the prevalence of different issues in the school (for example, sexism or bullying)
- identifying likely challenges for delivery and strategies used with their students
- identifying the required level of support for the program and the level of awareness of violence against women among the school leadership and school community, and
- providing resources and personnel available to assist with delivery.

This allowed facilitators to be prepared and adapt the program if necessary. As already outlined, in Adelaide this resulted in adaptation of program activities in schools with a high proportion of newly arrived migrant students. The school readiness process also served to:

Educate (schools) around the program and what we're aiming to achieve and try to get the schools to take that concept on board. So it's not just we come in, the teacher sits at the back of the classroom on their laptop...while we do our thing and then leave. It's actually so that the community of the school embraces it and it becomes part of their culture (Project representative interview).

The project observed that the more engaged the school, the better the outcomes were for students. They noted that the level of engagement ranged in schools, and while strategies such as the readiness process and allocating teachers tasks in the programs and encouraging them to get involved, often the level of engagement came down to the culture of the school and personalities of individual teachers. The project representative noted that implementing teacher training is an additional strategy to educate and engage teachers and is something they are considering for future delivery.

Standard 5: Using effective evaluation strategies

YWCA of Adelaide/Canberra demonstrated a strong commitment to monitoring and evaluation. Their evaluation goal was to evaluate the whole school community to see the impact of the project. To date the evaluation strategy has included qualitative and quantitative data collection with participating students and teachers through surveys, written responses and consultations. Pre and post surveys were conducted with students which measured satisfaction with the program as well as assessing their knowledge and awareness around key concepts (through survey questions and scoring responses to long answer questions) and gauging whether this improved post-program.

Evaluation results were clearly and comprehensively presented in Outcome Reports prepared for each school where the program was delivered (these reports included an outline of evaluation methods and activities). According to the project representative, YWCA of Canberra/Adelaide are currently revisiting their evaluation strategy because of concerns that their survey tools did not adequately target the intended outcomes of the project. They have hired an external consultant to assist them to review their evaluation approach and improve surveys.

Standard 6: Supporting thorough training and professional development of educators

YWCA of Canberra/Adelaide implemented a comprehensive approach to training and staff supervision with opportunities for formal and informal training, mentoring and supervision. Facilitators were drawn from existing YWCA staff with varied backgrounds including women's studies and psychology. The entire facilitation team attended two days of formal training with the YWCA of Canberra staff member who was primarily responsible for project design and curriculum design. Training included the curriculum designer delivering the workshops to the new facilitators, and then giving them the opportunity to deliver the content themselves to demonstrate their ability to do it. Face-to-face refresher training was conducted midway through the project. New facilitators recruited

during the project attended this face-to-face training and shadowed in workshops before delivering content themselves. According to the project representative, facilitation staff have an in-depth understanding of gender analysis perspectives because it is embedded into all work at the YWCA; however gender analysis was also covered explicitly in the formal program training. Facilitation staff were involved in teleconferences every few months with the entire Canberra/Adelaide team to discuss the project. They also participated in formal monthly supervision with local managers and informal debriefs after each session. The project representative noted that the shared office between her and her staff members meant that supervisory staff were always available to facilitation staff for support, debriefing or reflection on practice if needed.

Teacher Interviews

No teacher interviews were completed for this project.

Summary contributions for this project

The Respect, Communicate, Choose project was targeted at children aged between 9 and 12 years and was delivered as a series of eight sessions over a single school term. Course content was designed and created by YWCA staff. Schools in which the program occurred were largely chosen because of an existing relationship with the YWCA of Canberra and Adelaide. This model worked closely with the schools prior to implementing the program in order to determine school readiness (level of awareness of violence against women, and specific learning needs of student cohort) and to align the course content with national health curriculum requirements. A key finding from internal evaluation of the project was the need to ensure flexibility of delivery, in order to adapt to different learning styles and a range of literacy levels within the student population.

Appendix F. Technical Appendix

Program Feedback – Primary schools

Table 12 Summary of responses (frequencies and percentages) to the item agreement with “I found the program useful/helpful” for primary schools by organisations

	Strongly Agree Freq. (%)	Somewhat Agree Freq. (%)	Neither Freq. (%)	Somewhat Disagree Freq. (%)	Strongly Disagree Freq. (%)	Total Freq.
Interrelate Family Centres	203 (40.93)	230 (46.37)	46 (9.27)	10 (2.02)	7 (1.41)	496 (100)
Women's Health West	165 (48.25)	144 (42.11)	21 (6.14)	6 (1.75)	6 (1.75)	342 (100)
YWCA NSW	2 (50.00)	2 (50.00)	0 (0)	0 (0)	0 (0)	4 (100)
YWCA of Canberra	15 (42.86)	16 (45.71)	0 (0)	2 (5.71)	2 (5.71)	35 (100)
Total	385 (43.9)	392 (44.70)	67 (7.64)	18 (2.05)	15 (1.71)	877 (100)

Table 13 Summary of responses (frequencies and percentages) to the item agreement with “I enjoyed the program” for primary schools by organisations

	Strongly Agree Freq. (%)	Somewhat Agree Freq. (%)	Neither Freq. (%)	Somewhat Disagree Freq. (%)	Strongly Disagree Freq. (%)	Total Freq. (%)
Interrelate Family Centres	231 (47.34)	191 (39.14)	28 (5.74)	24 (4.92)	14 (2.87)	488 (100)
Women's Health West	227 (67.56)	81 (24.11)	17 (5.06)	6 (1.79)	5 (1.49)	336
YWCA NSW	3 (75.00)	0 (0)	1 (25.00)	0 (0)	0 (0)	4 (100)
YWCA of Canberra	19 (52.78)	15 (41.67)	1 (2.78)	0 (0)	1 (2.78)	36 (100)
Total	480 (55.56)	287 (33.22)	47 (5.44)	30 (3.47)	20 (2.31)	864 (100)

Program Feedback – Secondary and Post-secondary schools

Table 14 Summary of responses (frequencies and percentages) to the item agreement with “I found the program useful/helpful” for secondary and post-secondary schools by organisations

	Strongly Agree Freq. (%)	Somewhat Agree Freq. (%)	Neither Freq. (%)	Somewhat Disagree Freq. (%)	Strongly Disagree Freq. (%)	Total Freq.
Ipswich Women's Centre Against Domestic Violence	6 (31.58)	12 (63.16)	1 (5.26)	0 (0)	0 (0)	19 (100)
Vocational Partnerships Group	7 (58.33)	4 (33.33)	1 (8.33)	0 (0)	0 (0)	12 (100)
Women's Council for Domestic and Family Violence	14 (40.00)	17 (48.57)	4 (11.43)	0 (0)	0 (0)	35 (100)
Women's Health West	9 (47.37)	10 (52.63)	0 (0)	0 (0)	0 (0)	19 (100)
YWCA NSW	54 (53.47)	33 (32.67)	11 (10.89)	2 (1.98)	1 (0.99)	101 (100)
Total	90 (48.39)	76 (40.86)	17 (9.14)	2 (1.08)	1 (0.54)	186 (100)

Table 15 Summary of responses (frequencies and percentages) to the item agreement with “I enjoyed the program” for secondary and post-secondary schools by organisations

	Strongly Agree Freq. (%)	Somewhat Agree Freq. (%)	Neither Freq. (%)	Somewhat Disagree Freq. (%)	Strongly Disagree Freq. (%)	Total Freq. (%)
Ipswich Women's Centre Against Domestic Violence	8 (42.11)	11 (57.89)	0 (0)	0 (0)	0 (0)	19 (100)
Vocational Partnerships Group	6 (50.00)	5 (41.62)	1 (8.33)	0 (0)	0 (0)	12 (100)
Women's Council for Domestic and Family Violence	16 (47.06)	15 (44.12)	3 (8.82)	0 (0)	0 (0)	34 (100)
Women's Health West	7 (38.89)	11 (61.11)	0 (0)	0 (0)	0 (0)	18 (100)
YWCA NSW	51 (52.04)	31 (31.63)	12 (12.24)	2 (2.04)	2 (2.04)	98 (100)
Total	88 (48.62)	73 (40.33)	16 (8.84)	2 (1.10)	2 (1.10)	181 (100)

Table 16 Summary of responses (frequencies and percentages) to the item agreement with “I think the program has made me more aware of what abusive relationship behaviours are” for secondary and post-secondary schools by organisations

	Strongly Agree Freq. (%)	Somewhat Agree Freq. (%)	Neither Freq. (%)	Somewhat Disagree Freq. (%)	Strongly Disagree Freq. (%)	Total Freq. (%)
Ipswich Women's Centre Against Domestic Violence	12 (63.16)	5 (26.32)	2 (10.53)	0 (0)	0 (0)	19 (100)
Vocational Partnerships Group	7 (58.33)	4 (33.33)	1 (8.33)	0 (0)	0 (0)	12 (100)
Women's Council for Domestic and Family Violence	19 (55.88)	13 (38.24)	2 (5.88)	0 (0)	0 (0)	34 (100)
Women's Health West	11 (64.71)	5 (29.41)	1 (5.88)	0 (0)	0 (0)	17 (100)
YWCA NSW	47 (56.63)	26 (31.33)	7 (8.43)	2 (2.41)	1 (1.20)	83 (100)
Total	96 (58.18)	53 (32.12)	13 (7.88)	2 (1.21)	1 (0.61)	165 (100)

Table 17 Summary of responses (frequencies and percentages) to the item agreement with “I think the program has increased my relationship skills” for secondary and post-secondary schools by organisations

	Strongly Agree Freq. (%)	Somewhat Agree Freq. (%)	Neither Freq. (%)	Somewhat Disagree Freq. (%)	Strongly Disagree Freq. (%)	Total Freq. (%)
Ipswich Women's Centre Against Domestic Violence	9 (47.37)	7 (36.84)	2 (10.53)	0 (0)	1 (5.26)	19 (100)
Vocational Partnerships Group	5 (41.67)	7 (58.33)	0 (0)	0 (0)	0 (0)	12 (100)
Women's Council for Domestic and Family Violence	8 (22.86)	16 (45.71)	9 (25.71)	1 (2.86)	1 (2.86)	35 (100)
Women's Health West	8 (47.06)	5 (29.41)	3 (17.65)	0 (0)	1 (5.88)	17 (100)
YWCA NSW	37 (44.58)	25 (30.12)	16 (19.28)	3 (3.61)	2 (2.41)	83 (100)
Total	67 (40.36)	60 (36.14)	30 (18.07)	4 (2.41)	5 (3.01)	166 (100)

Table 18 Summary of responses (frequencies and percentages) to the item agreement with “I think the program has increased my awareness of how I want to be treated in a relationship” for secondary and post-secondary schools by organisations

	Strongly Agree Freq. (%)	Somewhat Agree Freq. (%)	Neither Freq. (%)	Somewhat Disagree Freq. (%)	Strongly Disagree Freq. (%)	Total Freq. (%)
Ipswich Women's Centre Against Domestic Violence	14 (73.68)	3 (15.79)	1 (5.26)	0 (0)	1 (5.26)	19 (100)
Vocational Partnerships Group	7 (58.33)	4 (33.33)	1 (8.33)	0 (0)	0 (0)	12 (100)
Women's Council for Domestic and Family Violence	18 (51.43)	13 (37.14)	4 (11.43)	0 (0)	0 (0)	35 (100)
Women's Health West	6 (35.29)	8 (47.06)	3 (17.65)	0 (0)	0 (0)	17 (100)
YWCA NSW	52 (62.65)	16 (19.28)	10 (12.05)	2 (2.41)	3 (3.61)	83 (100)
Total	97 (58.43)	44 (26.51)	19 (11.45)	2 (1.20)	4 (2.41)	166 (100)

Table 19 Summary of responses (frequencies and percentages) to the item agreement with “I think the program has increased my awareness of how I should treat others in a relationship” for secondary and post-secondary schools by organisations

	Strongly Agree Freq. (%)	Somewhat Agree Freq. (%)	Neither Freq. (%)	Somewhat Disagree Freq. (%)	Strongly Disagree Freq. (%)	Total Freq. (%)
Ipswich Women's Centre Against Domestic Violence	11 (57.89)	5 (26.32)	3 (15.79)	0 (0)	0 (0)	19 (100)
Vocational Partnerships Group	8 (66.67)	4 (33.33)	0 (0)	0 (0)	0 (0)	12 (100)
Women's Council for Domestic and Family Violence	20 (57.14)	13 (37.14)	2 (5.71)	0 (0)	0 (0)	35 (100)
Women's Health West	8 (47.06)	6 (35.29)	3 (17.65)	0 (0)	0 (0)	17 (100)
YWCA NSW	44 (53.01)	24 (28.92)	11 (13.25)	2 (2.41)	2 (2.41)	83 (100)
Total	91 (54.82)	52 (31.33)	19 (11.45)	2 (1.20)	2 (1.20)	166 (100)

Table 20 Summary of responses (frequencies and percentages) to the item agreement with “I think I have more confidence in my ability to help myself /find support if I experience violence or abuse” for secondary and post-secondary schools by organisations

	Strongly Agree Freq. (%)	Somewhat Agree Freq. (%)	Neither Freq. (%)	Somewhat Disagree Freq. (%)	Strongly Disagree Freq. (%)	Total Freq. (%)
Ipswich Women's Centre Against Domestic Violence	13 (68.42)	4 (21.05)	1 (5.26)	1 (5.26)	0 (0)	19 (100)
Vocational Partnerships Group	6 (50)	6 (50)	0 (0)	0 (0)	0 (0)	12 (100)
Women's Council for Domestic and Family Violence	14 (41.18)	16 (47.06)	3 (8.82)	1 (2.94)	0 (0)	34 (100)
Women's Health West	8 (47.06)	8 (47.06)	1 (5.88)	0 (0)	0 (0)	17 (100)
YWCA NSW	41 (49.40)	29 (34.94)	7 (8.43)	3 (3.61)	3 (3.61)	83 (100)
Total	82 (49.70)	63 (38.18)	12 (7.27)	5 (3.03)	3 (1.82)	165 (100)

Cronbach's Alpha Results

Table 21 Cronbach's alpha results by scales

Organisation	Cronbach's Alpha Results		
	Pre-program	Post-program	Follow-up
Acceptance of Dating Abuse Scale (8 items)	0.77	0.85	n/a
The Attitudes Towards Male Psychological Dating Violence Scale (15 items)	0.76	0.81	n/a
The Attitudes Towards Female Psychological Dating Violence Scale (13 items)	0.78	0.80	n/a
Response to Anger Scale (13 items)	0.82	0.83	0.80
Conflict Resolution Skills Scale (13 items)	0.82	0.84	0.84
Attitudes Toward Women Scale for Adolescents (12 items)	0.78	0.81	n/a

Scales and paired t-test results – Primary schools

Table 22 Scale summary and t-test results for “Response to Anger Scale” for primary schools by organisations

		Scale Summary (all respondents)					Paired t-test (same respondents across waves 1 and 2 only)					
		n	mean	sd	min	max	n	mean	mean diff	se	t	df
Interrelate Family Centres	Wave1 (pre)	565	2.54	0.34	1.31	3.00	411	2.54	-0.03	0.02	-1.83	410
	Wave2 (post)	505	2.52	0.37	1.15	3.00		2.51		0.02		
	Wave3 (follow-up)	88	2.61	0.31	1.46	3.00	n/a	n/a	n/a	n/a	n/a	n/a
Women's Health West	Wave1 (pre)	279	2.53	0.32	1.25	3.00	236	2.53	0.04	0.02	2.07*	235
	Wave2 (post)	347	2.58	0.36	1.15	3.00		2.57		0.03		
	Wave3 (follow-up)	18	2.63	0.24	2.08	3.00	n/a	n/a	n/a	n/a	n/a	n/a
YWCA NSW	Wave1 (pre)	5	2.34	0.25	2.15	2.62	2	2.38	0.35	0.23	3	1
	Wave2 (post)	3	2.67	0.16	2.54	2.85		2.73		0.12		
YWCA of Canberra	Wave1 (pre)	42	2.60	0.35	1.33	3.00	34	2.57	0.10	0.06	1.97	33
	Wave2 (post)	37	2.65	0.24	2.00	3.00		2.67		0.04		
	Wave3 (follow-up)	23	2.68	0.23	1.92	3.00	n/a	n/a	n/a	n/a	n/a	n/a

Table 23 Scale summary and t-test results for “Conflict Resolution Skills Scale” for primary schools by organisations

		Scale Summary (all respondents)					Paired t-test (same respondents across waves 1 and 2 only)					
		n	mean	sd	min	max	n	mean	mean diff	se	t	df
Interrelate Family Centres	Wave1 (pre)	559	2.27	0.44	1.08	3.00		2.27		0.02		
	Wave2 (post)	491	2.33	0.43	1.15	3.00	394		0.06		3.16*	393
	Wave3 (follow-up)	86	2.37	0.40	1.31	2.92	n/a	n/a	n/a	n/a	n/a	n/a
Women's Health West	Wave1 (pre)	279	2.22	0.44	1.08	3.00		2.22		0.03		
	Wave2 (post)	348	2.34	0.43	1.15	3.00	237		0.11		5.56*	236
	Wave3 (follow-up)	18	2.49	0.42	1.69	3.00	n/a	n/a	n/a	n/a	n/a	n/a
YWCA NSW	Wave1 (pre)	5	2.20	0.35	1.85	2.64		2.26		0.23		
	Wave2 (post)	4	2.42	0.24	2.23	2.77	3		0.04		0.20	2
YWCA of Canberra	Wave1 (pre)	42	2.45	0.35	1.64	3.00		2.45		0.06		
	Wave2 (post)	37	2.47	0.40	1.46	3.00	34		0.03		0.61	33
	Wave3 (follow-up)	23	2.39	0.45	1.38	3.00	n/a	n/a	n/a	n/a	n/a	n/a

Table 24 T-test results for “Response to Anger Scale” and “Conflict Resolution Skills Scale” for primary schools by organisations for same respondents across wave 1 and 3 only

		Paired t-test (same respondents across waves 1 and 3 only)											
		Response to Anger Scale					Conflict Resolution Skills Scale						
		n	mean	mean diff	se	t	df	n	mean	mean diff	se	t	df
Interrelate Family Centres	Wave1 (pre)	84	2.59		0.03			80	2.33		0.05		
	Wave3 (follow-up)			0.02		0.66	83			0.05		1.33	79
Women's Health West	Wave1 (pre)	12	2.52		0.09			12	2.19		0.13		
	Wave3 (follow-up)			0.04		0.46	11			0.20		1.68	11
YWCA of Canberra	Wave1 (pre)	23	2.59		0.08			23	2.50		0.09		
	Wave3 (follow-up)			0.09		1.11	22			-0.12		-1.06	22

Scales and paired t-test results – Secondary and Post-secondary schools

Table 25 Scale summary and t-test results for “Acceptance of Dating Abuse Scale” for secondary and post-secondary schools by organisations

		Scale Summary (all respondents)					Paired t-test (same respondents across waves 1 and 2 only)					
		n	mean	sd	min	max	n	mean	mean diff	se	t	df
Ipswich Women's Centre Against Domestic Violence	Wave1 (pre)	67	3.60	0.46	1.50	4.00	16	3.67	0.04	0.07	0.38	15
	Wave2 (post)	18	3.69	0.42	2.25	4.00		3.71		0.11		
Vocational Partnerships Group	Wave1 (pre)	12	3.74	0.33	3.00	4.00	12	3.74	-0.26	0.09	-1.38	11
	Wave2 (post)	12	3.48	0.71	1.71	4.00		3.48		0.21		
Women's Council for Domestic and Family Violence	Wave 1 (pre)	34	3.51	0.46	2.25	4.00	32	3.51	0.21	0.08	1.96	31
	Wave2 (post)	35	3.65	0.59	1.00	4.00		3.72		0.07		
Women's Health West	Wave1 (pre)	33	3.50	0.40	2.50	4.00	11	3.45	-0.05	0.10	-0.28	10
	Wave2 (post)	20	3.29	0.76	1.75	4.00		3.40		0.21		
YWCA NSW	Wave1 (pre)	105	3.59	0.46	2.13	4.00	57	3.64	0.04	0.05	0.82	56
	Wave2 (post)	83	3.58	0.50	1.88	4.00		3.68		0.05		

Table 26 Scale summary and t-test results for “The Attitudes Towards Male Psychological Dating Violence Scale” for secondary and post-secondary schools by organisations

		Scale Summary (all respondents)					Paired t-test (same respondents across waves 1 and 2 only)					
		n	mean	sd	min	max	n	mean	mean diff	se	t	df
Ipswich Women's Centre Against Domestic Violence	Wave1 (pre)	67	3.91	0.61	2.60	5.00	16	4.00	0.21	0.14	1.78	15
	Wave2 (post)	18	4.15	0.63	3.20	5.00		4.21				
Women's Council for Domestic and Family Violence	Wave 1 (pre)	33	3.87	0.46	2.80	4.67	31	3.89	0.24	0.08	2.53*	30
	Wave2 (post)	35	4.08	0.60	2.60	5.00		4.13				

Table 27 Scale summary and t-test results for “The Attitudes Towards Female Psychological Dating Violence Scale” for secondary and post-secondary schools by organisations

		Scale Summary (all respondents)					Paired t-test (same respondents across waves 1 and 2 only)					
		n	mean	sd	min	max	n	mean	mean diff	se	t	df
Ipswich Women's Centre Against Domestic Violence	Wave1 (pre)	68	3.91	0.63	2.38	5.00	16	3.84	0.28	0.16	2.48*	15
	Wave2 (post)	18	4.08	0.67	2.46	5.00		4.12				
Women's Council for Domestic and Family Violence	Wave 1 (pre)	33	3.88	0.68	1.92	4.75	31	3.89	0.24	0.12	1.91	30
	Wave2 (post)	35	4.04	0.67	1.92	4.92		4.13				

Table 28 Scale summary and t-test results for “Response to Anger Scale” for secondary and post-secondary schools by organisations

		Scale Summary (all respondents)					Paired t-test (same respondents across waves 1 and 2 only)					
		n	mean	sd	min	max	n	mean	mean diff	se	t	df
Ipswich Women's Centre Against Domestic Violence	Wave1 (pre)	68	2.62	0.29	1.54	3.00	16	2.69	0.02	0.06	0.38	15
	Wave2 (post)	18	2.73	0.23	2.23	3.00		2.71		0.06		
Vocational Partnerships Group	Wave1 (pre)	12	2.62	0.24	2.08	2.85	12	2.62	-0.06	0.07	-0.48	11
	Wave2 (post)	12	2.56	0.50	1.23	3.00		2.56		0.14		
Women's Council for Domestic and Family Violence	Wave 1 (pre)	33	2.60	0.30	1.85	2.92	31	2.61	0.08	0.05	1.80	30
	Wave2 (post)	35	2.66	0.33	1.62	3.00		2.69		0.05		
Women's Health West	Wave1 (pre)	33	2.55	0.29	1.69	2.92	11	2.55	0.09	0.10	0.97	10
	Wave2 (post)	20	2.60	0.21	2.15	3.00		2.64		0.07		
YWCA NSW	Wave1 (pre)	104	2.57	0.33	1.62	3.00	69	2.59	-0.02	0.04	-0.64	68
	Wave2 (post)	100	2.55	0.34	1.31	3.00		2.56		0.04		

Table 29 Scale summary and t-test results for “Conflict Resolution Skills Scale” for secondary and post-secondary schools by organisations

		Scale Summary (all respondents)					Paired t-test (same respondents across waves 1 and 2 only)					
		n	mean	sd	min	max	n	mean	mean diff	se	t	df
Ipswich Women's Centre Against Domestic Violence	Wave1 (pre)	68	2.33	0.33	1.62	3.00	16	2.44	0.09	0.09	1.17	15
	Wave2 (post)	18	2.56	0.31	2.08	3.00		2.53				
Vocational Partnerships Group	Wave1 (pre)	12	2.30	0.37	1.69	2.85	12	2.30	0.10	0.11	0.59	11
	Wave2 (post)	12	2.40	0.52	1.15	2.85		2.40				
Women's Council for Domestic and Family Violence	Wave 1 (pre)	33	2.44	0.39	1.45	3.00	31	2.44	0.06	0.07	0.95	30
	Wave2 (post)	35	2.49	0.41	1.77	3.00		2.50				
Women's Health West	Wave1 (pre)	32	2.36	0.28	1.75	2.77	11	2.32	-0.04	0.07	-0.53	10
	Wave2 (post)	20	2.33	0.26	1.85	2.77		2.28				
YWCA NSW	Wave1 (pre)	104	2.30	0.37	1.31	3.00	70	2.31	0.01	0.05	0.17	69
	Wave2 (post)	99	2.33	0.37	1.38	3.00		2.32				

Table 30 Scale summary and t-test results for “Attitudes Towards Women Scale for Adolescents” for secondary and post-secondary schools by organisations

		Scale Summary (all respondents)					Paired t-test (same respondents across waves 1 and 2 only)					
		n	mean	sd	min	max	n	mean	mean diff	se	t	df
Ipswich Women's Centre Against Domestic Violence	Wave1 (pre)	68	3.22	0.45	2.25	4.00	15	3.20	0.09	0.13	0.97	14
	Wave2 (post)	17	3.34	0.50	2.55	3.92		3.29				
Women's Council for Domestic and Family Violence	Wave 1 (pre)	33	3.19	0.37	2.25	3.92	30	3.18	0.05	0.07	0.71	29
	Wave2 (post)	34	3.20	0.56	2.09	4.00		3.23				

Regression analysis of scale scores – Primary schools

Table 31 Response to anger scale for primary school students: Multilevel regression analysis with random effects for school and student level (same respondents across wave 1 and 2 only)

	Unstandardized Coefficient (SE)		
	Interrelate Family Centres	Women's Health West	YWCA of Canberra
Female	.19 (.03)***	.10 (.04)*	.19 (.09)*
Wave 2	-.03 (.01)*	.05 (.02)*	.10 (.05)
Intercept	2.46 (.03)***	2.58 (.07)***	2.46 (.07)***
Variance components			
School (between schools)	.01 (<.01)	.01 (.01)	n.a.
Student (between students within school)	.06 (.01)	.07 (.01)	.04 (.02)
Residual (within student)	.04 (<.01)	.05 (<.01)	.05 (.01)
LR test vs. linear regression	chi2(2) = 220.12***	chi2(2) = 114.32***	chi2(2) = 6.70**
Person period	820	473	66
Number of individuals	413	237	34
Number of schools	16	4	n.a.

*p<.05, **p<.01, ***p<.001

Table 32 Conflict resolution skills scale for primary school students: Multilevel regression analysis with random effects for school and student level (same respondents across wave 1 and 2 only)

	Unstandardized Coefficient (SE)		
	Interrelate Family Centres	Women's Health West	YWCA of Canberra
Female	.21 (.04)***	.15 (.05)**	.17 (.12)
Wave 2	.05 (.02)**	.12 (.02) ***	-.01 (.05)
Intercept	2.12 (.04)***	2.28 (.09)***	2.37 (.09)***
Variance components			
School (between schools)	.01 (.01)	.02 (.02)	n.a.
Student (between students within school)	.11 (.01)	.13 (.01)	.10 (.03)
Residual (within student)	.06 (<.01)	.05 (<.01)	.04 (.01)
LR test vs. linear regression	chi2(2) = 260.68***	chi2(2) = 203.17***	chi2(2) = 23.27***
Person period	802	474	66
Number of individuals	412	237	34
Number of schools	16	4	n.a.

*p<.05, **p<.01, ***p<.001

Table 33 Response to anger scale for primary school students: Multilevel regression analysis with random effects for school and student level (same respondents across all three waves only)

	Unstandardized Coefficient (SE)		
	Interrelate Family Centres	Women's Health West	YWCA of Canberra
Female	.21 (.05)***	.23 (.14)	.12 (.10)
Wave 2	.02 (.03)	-.02 (.10)	.06 (.07)
Wave 3	.02 (.03)	.04 (.09)	.09 (.07)
Intercept	2.46 (.05)***	2.40 (.11)***	2.52 (.08)***
Variance components			
Student (between students)	.05 (.01)	.04 (.02)	.03 (.02)
Residual (within student)	.04 (<.01)	.05 (.02)	.05 (.01)
LR test vs. linear regression	chi2(1) = 69.04***	chi2(1) = 5.59**	chi2(1) = 8.47**
Person period	241	35	63
Number of individuals	84	12	22

*p<.05, **p<.01, ***p<.001

Table 34 Conflict resolution skills scale for primary school students: Multilevel regression analysis with random effects for school and student level (same respondents across all three waves only)

	Unstandardized Coefficient (SE)		
	Interrelate Family Centres	Women's Health West	YWCA of Canberra
Female	.31 (.08)***	.29 (.22)	.16 (.11)
Wave 2	.10 (.04)**	.11 (.10)	-.01 (.10)
Wave 3	.05 (.04)	.20 (.10)	-.13 (.10)
Intercept	2.12 (.06)***	2.04 (.16)***	2.41 (.10)***
Variance components			
Student (between students within school)	.10 (.02)	.12 (.06)	.03 (.02)
Residual (within student)	.06 (.01)	.06 (.02)	.11 (.02)
LR test vs. linear regression	chi2(1) = 93.78***	chi2(1) = 203.17***	chi2(1) = 3.15*
Person period	236	35	63
Number of individuals	84	12	22

*p<.05, **p<.01, ***p<.001

Regression analysis of scale scores – Secondary schools

Table 35 Acceptance of Dating Abuse Scale for secondary school: Multilevel regression analysis with random effects for student level and where applicable school level

	Unstandardized Coefficient (SE)			
	Ipswich Women's Centre Against Domestic Violence	Vocational Partnerships Group	Women's Council for Domestic and Family Violence	YWCA NSW
Female	.04 (.20)	-.01 (.24)	-.03 (.11)	.19 (.09)*
Wave 2	.06 (.09)	-.27 (.19)	.21 (.10)*	.06 (.04)
Intercept	3.60 (.18)***	3.75 (.20)***	3.53 (.10)***	3.50 (.08)
Variance components				
School (between schools)	n.a.	n.a.	n.a.	<.01 (.01)
Student (between students)	.08 (.05)	.07 (.08)	<.01 (<.01)	.09 (.02)
Residual (within student)	.07 (.02)	.21 (.08)	.18 (.03)	.06 (.01)
LR test vs. linear regression	chi2(01) = 4.95*	chibar2(01) = 0.89	chibar2(01) = 0.00	chi2(2) = 20.24***
Person period	33	24	64	127
Number of individuals	17	12	32	71
Number of schools	n.a.	n.a.	n.a.	5

*p<.05, **p<.01, ***p<.001

Table 36 The Attitudes Towards Male Psychological Dating Violence Scale for secondary school: Multilevel regression analysis with random effects for student level and where applicable school level

	Unstandardized Coefficient (SE)	
	Ipswich Women's Centre Against Domestic Violence	Women's Council for Domestic and Family Violence
Female	.41 (.31)	.01 (.15)
Wave 2	.22 (.11)	.23 (.09)**
Intercept	3.63 (.27)***	3.89 (.12)***
Variance components		
Student (between students)	.22 (.10)	.12 (.05)
Residual (within student)	.10 (.04)	.13 (.03)
LR test vs. linear regression	chibar2(01) = 10.04***	chibar2(01) = 8.96**
Person period	33	63
Number of individuals	17	32

*p<.05, **p<.01, ***p<.001

Table 37 The Attitudes Towards Female Psychological Dating Violence Scale for secondary school: Multilevel regression analysis with random effects for student level and where applicable school level

	Unstandardized Coefficient (SE)	
	Ipswich Women's Centre Against Domestic Violence	Women's Council for Domestic and Family Violence
Female	-.07 (.34)	.31 (.17)
Wave 2	.28 (.11)**	.21 (.13)
Intercept	3.88 (.30)***	3.70 (.14)***
Variance components		
Student (between students)	.29 (.12)	.10 (.07)
Residual (within student)	.09 (.03)	.26 (.07)
LR test vs. linear regression	chibar2(01) = 14.15***	chibar2(01) = 2.24
Person period	33	63
Number of individuals	17	32

*p<.05, **p<.01, ***p<.001

Table 38 Response to Anger Scale for secondary school: Multilevel regression analysis with random effects for student level and where applicable school level

	Unstandardized Coefficient (SE)			
	Ipswich Women's Centre Against Domestic Violence	Vocational Partnerships Group	Women's Council for Domestic and Family Violence	YWCA NSW
Female	.34 (.10)**	.29 (.16)	.14 (.09)	.20 (.07)
Wave 2	.02 (.04)	-.05 (.11)	.08 (.04)	-.01 (.03)
Intercept	2.41 (.09)***	2.47 (.13)***	2.53 (.07)***	2.44 (.07)***
Variance components				
School (between schools)	n.a.	n.a.	n.a.	.01 (.01)
Student (between students)	.03 (.01)	.04 (.04)	.05 (.02)	.05 (.01)
Residual (within student)	.01 (<.01)	.08 (.03)	.03 (.01)	.04 (.01)
LR test vs. linear regression	chibar2(01) = 10.65***	chibar2(01) = 1.56	chibar2(01) = 14.21***	chi2(2) = 29.81***
Person period	33	24	63	139
Number of individuals	17	12	32	71
Number of schools	n.a.	n.a.	n.a.	5

*p<.05, **p<.01, ***p<.001

Table 39 Conflict Resolution Skills Scale for secondary school: Multilevel regression analysis with random effects for student level and where applicable school level

	Unstandardized Coefficient (SE)			
	Ipswich Women's Centre Against Domestic Violence	Vocational Partnerships Group	Women's Council for Domestic and Family Violence	YWCA NSW
Female	.30 (.15)	.13 (.19)	-.03 (.13)	.06 (.09)
Wave 2	.09 (.08)	.10 (.16)	.06 (.06)	.01 (.03)
Intercept	2.20 (.14)***	2.23 (.16)***	2.46 (.10)***	2.27 (.10)***
Variance components				
School (between schools)	n.a.	n.a.	n.a.	.02 (.02)
Student (between students)	.04 (.02)	.03 (.05)	.11 (.03)	.08 (.02)
Residual (within student)	.05 (.02)	.15 (.06)	.05 (.01)	.04 (.01)
LR test vs. linear regression	chibar2(01) = 3.83*	chibar2(01) = 0.44	chibar2(01) = 20.67***	chi2(2) = 48.73***
Person period	33	24	63	140
Number of individuals	17	12	32	71
Number of schools	n.a.	n.a.	n.a.	5

*p<.05, **p<.01, ***p<.001

Table 40 Attitudes Towards Women Scale for Adolescents for secondary school: Multilevel regression analysis with random effects for student level and where applicable school level

	Unstandardized Coefficient (SE)	
	Ipswich Women's Centre Against Domestic Violence	Women's Council for Domestic and Family Violence
Female	-.20 (.25)	.19 (.15)
Wave 2	.09 (.09)	.04 (.06)
Intercept	3.36 (.22)***	3.05 (.12)***
Variance components		
Student (between students)	.15 (.06)	.15 (.04)
Residual (within student)	.06 (.02)	.05 (.01)
LR test vs. linear regression	chibar2(01) = 12.41***	chibar2(01) = 22.16***
Person period	32	62
Number of individuals	17	32