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NAPCAN'S GROWING RESPECT

Whole of school approach to violence prevention and respectful relationships

Trudi Peters and Angela Walsh

Angela Walsh bio: Angela Walsh has been developing, facilitating and delivering training in sexual assault and family violence prevention programs with children, young people and community service providers across Australia for 10 years for NAPCAN (the National Association for Prevention of Child abuse and Neglect) and Women's Health (North Coast Area Health Service, NSW Australia). Prior to working in the respectful relationship education field Angela worked as a Child Protection counsellor and case worker and as a support worker for women and children escaping Family Violence. Angela has an honours degree in Politics and Social Policy and a Graduate Diploma in Adolescent Health and Welfare. She lives in Port Macquarie, NSW with her partner Mark and their two beautiful daughters Anador and Ella. Angela can be contacted on angela.walsh@napcan.org.au

Trudi Peters bio: Trudi Peters is a registered psychologist whose main area of expertise is the area of trauma and sexual assault. After many years working for non government and government sexual assault services, Trudi became involved with LOVE BiTES facilitating the program in schools on the mid north coast. Since then she has been working for NAPCAN training other professionals and developing prevention programs for schools. She lives on the Mid North Coast with her partner Will and their busy children Bella and Calen. Trudi can be contacted on trudi.peters@napcan.org.au

What is Growing Respect

Growing Respect is a whole of school and community approach to the prevention of violence against women and children. The Growing Respect framework and programs have been developed for both primary and high school to support young people and children to develop respectful, healthy relationships. Growing Respect was developed as a result of ongoing requests from Communities across Australia, who are currently implementing the LOVE BiTES program, for whole of school and community approaches that are relevant for children and young people.

Growing Respect aims to achieve the following outcomes for children and young people to:

- Develop an ethical framework for developing their relationships
- Identify the difference between abusive and safe behaviours in relationships
- Talk about gender roles and how gender influences relationships
- Identify what an unequal and unhealthy relationship is and what an equal and healthy relationship is
- Develop respectful conflict resolution skills and problem solving skills
- Talk with a safe and trusted person if they feel unsafe or have experienced abusive behaviours
- Access support services in their community if they need 'help'

And for communities:

- The development of a localised whole of school and community approach to respectful relationship and violence prevention
- Delivery of respectful relationships and violence prevention professional development workshops
- Building community capacity to support the delivery of a whole of school and community approaches for respectful relationship and violence prevention programs and strategies.
 - The implementation of a comprehensive evaluation framework

Growing Respect has evolved out of the success of the LOVE BiTES program. The LOVE BiTES program was originally developed in 2003 on the Mid North Coast of NSW, Australia by the Mid North Coast Women's Health Service. Since 2008 NAPCAN has received International and Australian funding to train **over 2,800 teachers and community service providers** including police officers, Aboriginal health workers, youth workers, and domestic and family violence and sexual assault professionals in the LOVE BiTES program, in over **90 communities** in the Northern Territory, NSW, Queensland and Tasmania. Over **90,000 children and young people** have participated in the LOVE BiTES Program in schools across Australia and in NSW Juvenile Justice Centres.

LOVE BiTES is a respectful relationship program for young people aged 14-17 years that includes a one-day workshop delivered by community service providers; follow up sessions delivered by teachers; and the development of a Violence Prevention community campaign by young people for their local community. The LOVE BiTES program explores the issues of **sexual assault** including defining sexual assault, myth deconstruction, consent, ethical bystander strategies, and skills building activities; and **domestic and family violence** including defining the different types of relationship violence, myth deconstruction, ethical bystander strategies, skills building activities, and the promotion and modelling of respectful behaviours.

Why develop Growing Respect?

Violence against women is widely recognised as having a significant impact on women's health and wellbeing (Vic Health, 2008). The World Health Organisation (2005) states that gender based violence "can last a lifetime and span generations, with serious adverse affects on health, education, employment, crime and on the economic well-being of individuals, families, communities and societies" (p.10). Gender based violence also has a devastating effect on boys and young men who are exposed to, and are victims of this violence, and who may become future perpetrators of violence (Katz 2006).

In March 2009 the Australian Federal government released the *Time for Action: The National Council's Plan for Australia to reduce Violence against Women and their Children, 2009-2021*. The council set a framework for change with 117 recommendations, 20 that were considered urgent, including the need to

"Develop, trial, implement and evaluate educational programs, in a range of settings, based on best practice principles, for pre-schoolers, children, adolescents and adults that encourage respectful relationships and protective behaviours" p.9

Embracing the Best Practice Standards

The development of best practice standards have had a significant impact in the primary prevention of violence field. As our understanding of "What works" increases, the formalisation of what we need to do to achieve change has developed.

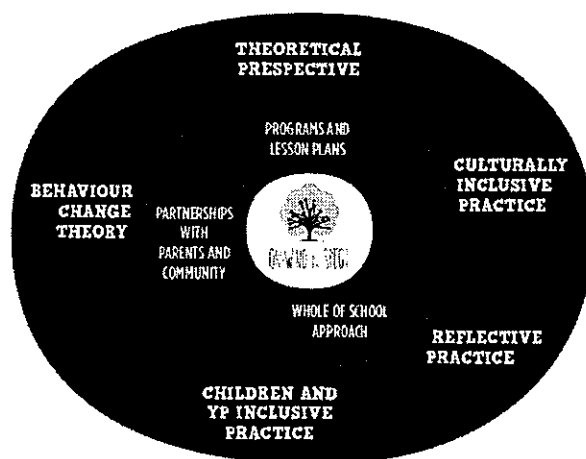
Recent research in the field of Respectful Relationship education (Carmody et al 2009) (Flood et al 2009) has lead to the development of best practice standards and criteria for violence prevention programs. These practice standards include:

1. a clear program logic and framework that articulates why violence against women and children occurs and effective programming that supports this
2. that programs are based on attitudinal change, behaviour change and skills building;
3. a whole of school / service approach encompassing high level support for programming; comprehensive violence prevention school /service policies and procedures; the development of a school / service culture that promotes violence prevention
4. partnerships with community services to assist with delivering programs; and staff training on violence prevention;
5. effective curriculum / program delivery focusing on appropriate program content and structure; multiple program (high dosage); group composition; age; and pedagogy;
6. relevant, inclusive and culturally sensitive practice
7. impact evaluation framework
8. communities supported with thorough training and professional development of educators

Growing Respect has been informed and guided by these standards and criteria.

The Growing Respect Framework

The Growing Respect is a whole of school and community approach to Respectful Relationships Education. The Growing Respect framework consists of five key overarching principles and three sections that fit directly with the good practice criteria identified by Vic Health and the NASAV standards.



GROWING RESPECT MODEL: FIVE KEY PRINCIPLES

Theoretical Approach

The Vic Health Best Practice Criteria and NASASV standards state that prevention programs must have a clearly stated theoretical approach. The theoretical approach as described by Flood et al (2009) should:

“Incorporate an appropriate theoretical framework for understanding violence that draws on relevant feminist research, in particular in addressing the links between gender, power and violence, examining violence-supportive constructions of gender and sexuality, and fostering gender-equitable and egalitarian relations”(p. 33).

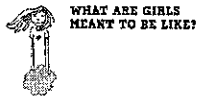
Growing Respect is influenced by feminist research and theorists. An integral part of the program is focused on gender, gender role stereotypes and power. The focus of much of the content is on encouraging equal and respectful relationships and allowing children and young people to examine gender and its impact on them and their relationships.

Growing Respect is also influenced by Vic Health's Framework to guide the primary prevention of violence against women. This is an ecological model for understanding violence against women and recognises that there are multiple factors that influence violent behaviour which they outline as individual/relationship, community and organisational and societal. VicHealth identify four themes for action:

1. The promotion of respectful equal and respectful relationships between men and women;
2. The promotion of non violent social norms;
3. Reducing the effects of prior exposure to violence and
4. Improving access to resources and systems of support.

THE Growing Respect program mainly focuses on the first two themes.

The first theme, promoting equal and respectful relationships incorporates ideas and beliefs about gender. Growing Respect programs focus on gender and assist children and young people to debunk and deconstruct the myths around gender and develop skills for establishing safe, equal and respectful relationships. For example, in the year 5 and 6 programs students look at what it means to be a guy and a girl and how that influences their behaviour in relationships.



WHAT I WANT FROM A RELATIONSHIP?



In the year 10 program young people are encouraged to explore the “Unwritten Rules” about sex, gender and relationships and to develop the skills to challenge and write their own rules.

THE UNWRITTEN RULES ...

WORKSHEET 1

WHEN IT COMES TO SEX AND RELATIONSHIPS GUYS ARE EXPECTED TO THINK AND BEHAVE ...

WHEN IT COMES TO SEX AND RELATIONSHIPS GIRLS ARE EXPECTED TO THINK AND BEHAVE ...

WHERE DO THESE IDEAS COME FROM?

COULD THESE IDEAS CAUSE CONFUSION BETWEEN GUYS AND GIRLS?

The second theme involves promoting non violent social norms and reducing the effects of prior exposure to violence. GROWING RESPECT aims to challenge and change attitudes and beliefs about gender, sexual assault and relationship violence. A major focus of the program is the promotion of critical thinking about relationships, violence and gender. Empowering children and young people to challenge and change the way they respond to community and societal attitudes and beliefs around gender based violence. In both the primary school and high school the program explores how to be a active bystander and challenge violent supportive norms.

GROWING RESPECT focuses on connecting children and young people to community and systems of support. The program is firmly grounded in the belief that developing capacity and connections in communities is crucial if we are to prevent violence. The development of a community campaign as part of the LOVE BİTES program places young people at the front of community activism. Campaigns are also connected to larger prevention initiatives such as White Ribbon and The Line.

GROWING RESPECT is also influenced by the work of Jackson Katz and Alan Berkowitz who both advocate for a positive, inclusive approach to working with young men in particular.

Theory of Behaviour Change

Many models of behaviour change focus on individual behaviour and neglect cultural and environmental factors. GROWING RESPECT has focused on two models of behaviour change that underlie and inform the program. These models are focused on the social and community level which fits more directly with the theoretical perspective of GROWING RESPECT.

The first theory is the Social Ecological Model (Maton, 2000). This model conceptualises the

problem of violence against women as one that is situated in the environment or culture. The model sees violence as an abuse of power and control. It aims to change social norms and behaviour and build a community where power is not abused and violence supportive attitudes and norms are not supported.

The second theory is the Community of Responsibility Model. This is a widely used theory within the field of bystander intervention (Banyard, Moynihan & Plante, 2007). This approach focuses on a whole of community approach aiming to change community norms and encourage social action.

Culturally inclusive practice

Cultural inclusiveness has been identified by both the NASASV standards and the Vic Health Best Practice Criteria as critical in program development, implementation and evaluation. Cultural inclusiveness ensures that careful consideration is given to diverse cultural groups. Culture can be based on racial or religious groupings or a particular culture of a group e.g. surfing culture / football culture (Flood 2010). Cultural inclusiveness is often difficult to achieve in a truly meaningful way.

The GROWING RESPECT team developed a school audit for staff that includes components that identify school and students cultural considerations. The audit, which will be discussed later in this paper, identifies the cultural issues specific to the school and identifies strengths and gaps.

For GROWING RESPECT to be truly culturally inclusive it would need to audit each community or school where it was to be utilised and an adaption of the program made for that particular location. Consultations with communities, schools and services would be needed to make it as effective as possible.

As highlighted in the Vic Health paper "Making interventions relevant and inclusive raises the question of tensions between program fidelity and local adaptation." This is an issue that we acknowledge, however after working with many diverse communities it is clear that one size does not fit all and our experience in working with communities is that having local ownership of programs is very important. Being open and interested in the knowledges and expertise that communities have is vital in firstly engaging them to facilitate these programs. Secondly, if they feel involved in the process and their expertise valued it allows for an environment of "working together". Ongoing evaluation is needed to develop our understanding of how effective adapting programs can be.

Child and Young person's inclusive practice

GROWING RESPECT programs have been written for children and young people. All of the content has focused on young people's relationships. In the primary school programs the focus has been on their current friendships and emerging relationships. Learnings from the LOVE BITES program informed this decision. Time and again we found young people wanted to hear about young relationships, not entrenched relationship violence or child sexual abuse, but what was relevant to them now. This is a guiding principle for GROWING RESPECT.

A variety of learning styles have been utilised in the programs. Role plays, small group discussion, short films, drama, art and music are all used to engage students and make learning interesting.

One of the very new developments for GROWING RESPECT has been to adapt programs so they

can be used on Smartboards. Smartboards are an interactive technology now used in many NSW schools. Students can interact with the board, moving objects via a touch screen, access the internet, watch films and read books. Smartboards are changing how teachers teach and the possibilities for prevention programs are huge. This is important for children and young people as it is how they interact with the world. To be truly inclusive of children and young people we need to be able to be part of that world.

GROWING RESPECT has also involved students on focus groups to develop materials and ask for their advice and needs.

Professional Reflective Practice

The NAPCAN team is committed to and practices the application of reflective practice in the development and implementation of all its programs. Reflective Practice is also requested from all teaching staff and community partners involved in the programs. This is often a challenging process as it can often be difficult to critically assess program implementation when teaching staff / community partners have high workloads and feel they are doing their best to implement the program in the first place (PACE Macquarie University 2009). The PACE team at Macquarie University recommends a scaffolding approach to implementing reflective practice that:

"Starts prior to the experience (reflection before action), continues through (reflection in action) and after (reflection on action) the experience; is specific and practical and builds over time and should provide reflection markers – words and phrases that prompt reflection." (Macquarie University 2009).

In the GROWING RESPECT program we asked teachers and community service providers to think critically about what was occurring already in their schools (if anything) in relation to respectful relationships education (reflection before action) and worked in partnership with them to develop age appropriate programs that would be easy to implement (reflection in action). Teaching staff implemented pre and post evaluation with students and will participate in focus groups in 2011 on program improvements and changes for 2011 (reflection on action).

GROWING RESPECT FRAMEWORK: THREE INTERCONNECTED SECTIONS

1. A whole of school approach to respectful relationships, and protective behaviours

GROWING RESPECT has attempted to address this area with the use of the School Audit. As mentioned earlier, this audit reviews the policies and procedures of the school, the school culture and environment and the current curriculum. This audit is completed by the principal or teachers and a plan is developed for the school to address any gaps or advise on any possible improvements to their programming. The Audit is comprehensive and gives a clear picture of school readiness and their commitment to facilitating a whole of school approach.

Other areas such as specialised training for teachers and resources have also been addressed. Training was developed and facilitated in the primary school. This included training on child protection, sexual abuse and relationship violence for all staff as well as targeted training for teachers facilitating RESPECTED programs. As outlined earlier all resources were adapted for the Smartboard as well as available to teachers in hard copy. Training was also undertaken by

teachers in high school on facilitating the LOVE BiTES program and targeted training for the teacher facilitating the year 7 program and the LOVE BiTES lesson plans.

2. Programs and Lesson plans

The content for the high school programs addressed both interpersonal violence and sexual assault. The primary school component, for developmental reasons, focused on respectful relationships and included gender. All programs have attempted to focus on addressing attitudes and behaviour and building skills in respectful relationships.

Program development has been careful to include cognitive, behavioural and affective areas. One key future development would be to identify and clearly mark which activities cover each area.

3. Partnerships with parents and community

The GROWING RESPECT programs connect students with community and encourage advocacy and connection with other prevention programs.

What did the GROWING RESPECT school programs look like?

GROWING RESPECT programs were written for both Primary and High school. Only some years were targeted and this was negotiated with the schools. Although a program for every year would be the goal, in reality this was not possible to introduce in one school year due to the commitments and time restrictions both schools were under. Outlined below is a summary of each program.

Tempe Primary School

Kindergarten, Year 1 and 2

The Protective Behaviours program, All Children Being Safe, was trialled in these three years. This is an existing NAPCAN program that has been initially written in partnership with other services and education in the Kempsey area. It has been trialled in several schools in NSW. The program is based around storytelling and related activities that introduce ideas of safety, accessing services and promotes community responsibility to keep children safe.

All Teachers at Tempe received a day of training on the program and how to facilitate it. It ran over six weeks.

Year 5 and 6

Both years 5 and 6 received a six week program on respectful relationships. Both programs covered the idea of respect, gender, power, conflict resolution and relationships. Year 5 focused more on peer relationships, whilst year 6 was focusing more on emerging young relationships. The theme from the Federal governments The Line campaign was utilised as respectful relationships were discussed in terms of when behaviours in relationships "Cross the line". This also connected students with the campaign.

Smartboards

All materials were adapted for use on Smartboards, by a teacher at Tempe Public School.

Whole of School Approach

All teachers on staff received training on child protection and a general overview of the GROWING RESPECT program. Teachers from the years required to trial programs were given a full school day of training. The GROWING RESPECT audit was completed by all teaching staff to identify strengths and weaknesses. A report on the audit and recommendations will be made available to the school.

Tempe High School

Year 7

A 13 week program was developed for year 7. This program covered respectful relationships, bullying, gender, homophobia and sexual harassment and focused on skill development. Some material was utilised from other sources such as "Bully Bystander" and the Canberra YMCA Respect Thing. Each week was structured to fit in with one period, being 45-50 minutes in length. A teacher facilitated this program.

Year 10

The LOVE BITES program has been facilitated at Tempe High for a few years. It was incorporated into GROWING RESPECT and developed further. There are now four lesson plans that teachers can facilitate with students following the LOVE Bites program. This still allows for outside workers to come into the school to facilitate the LOVE BITES program, and connect with students. Outside workers and teachers received training on how to facilitate the LOVE Bites program, and one on one supervision was provided to the teacher, who would be facilitating the post sessions.

Year 10 also received another full day program the "Leadership day". This consisted of three workshops that all students participated in. This included workshops with a worker from the White Ribbon campaign on Bystander behaviour. A workshop on developing a localised community campaign, where students could develop pamphlets, stickers and posters. The final workshop was a Forum theatre workshop. The Bankstown Youth Development Service facilitated this workshop which involved a play about a domestic violence incident and what bystanders can or cannot do.

Evaluation

An evaluation framework was developed by Dr Michael Flood from the University of Wollongong. The analysis of the evaluation is currently being undertaken.

What were the Challenges and Learning's?

As with all prevention programs in schools there are many challenges.

1. **School Capacity to implement programs:** The first challenge is the capacity schools have to facilitate these programs. Both the primary and high schools were time restricted. Schools have many competing and equally important subjects and issues they are required to cover.
 - **Learning:** Providing resources that were accessible, easy to use, Smartboard ready and with a quality teacher reporting form were significantly important.

Having programs run in each year would be ideal, but for the schools this was overwhelming and not possible to introduce in one school year. Staggering programs and slowly embedding them into the curriculum appears to be a more realistic prospect. Tempe Public has already asked for the programs again next year and for us to build further and include years 3 and 4. Tempe high also wants to continue and build on from this initial year.

2. **Limited funding and lack of resources:** Both schools had limited budgets to assist with the implementation of GROWING RESPECT. Limited funding led to lack of available resources to assist with program implementation. NAPCAN provided funds for teachers to be released for GROWING RESPECT training this would not have occurred. NAPCAN also assisted with craft materials for the primary school program to enhance children's program experiences.
 - **Learning:** programs need to budget for teacher relief for training and for resources so children can have high quality well resourced programs.

3. **Support a Sydney school from a rural location:** A further challenge was working with schools in Sydney when located in a regional area. This was difficult as it was not possible to "drop by" or regularly have face to face meetings.
 - **Learning:** Programs should have a local support position to meet with schools on a regular basis.

4. **Evaluation:** Evaluation was also a challenge with students particularly in years 7 and 10 finding it difficult to complete the 5 to 7 page form. Some forms were left blank or partly blank, and this was with students from a selective school with relatively high literacy abilities. Filling in the same form more than once this made the process even more difficult.
 - For the primary school trying to find appropriate measures was a challenge in itself.
 - **Learning:** developing an evaluation framework relevant and child and youth focused is imperative. Programs need to consult with and trial evaluation frameworks with children and young people to ensure they are appropriate.

Other Learning:

One of the major learnings was the need to explore gender and its role in violence much further. Each time this topic was covered either in the classroom or in trainings with teachers, it became very clear that it is a complex area that needs a much greater focus.

In spite of these challenges, mainly facing the schools, the teachers and principals were welcoming, committed to the project and really wanted to do something positive for their students and their school community.

More to do... Growing GROWING RESPECT

GROWING RESPECT is still a work in progress, evolving as we learn what works for children and young people, what doesn't and what is realistic on the ground.

The next steps for the program, involve:

- Exploring and developing further programs on gender;
- Developing programs for years 2, 3 and 4 and for high school 8 and 9;
- Working with individual schools and communities to develop the most appropriate package for them;
- Developing more high quality materials that are Smartboard ready;
- Developing a parent program to complement what's happening in the school;
- Looking at how we can make evaluation work on the ground and still be useful.

GROWING RESPECT has much more to do and will continue to work toward making a real difference in the area of violence prevention and respectful relationships education. NAPCAN believes that all children and young people have the right to high quality effective respectful relationships education and will continue to lobby for funding to make this happen.

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LOVE BITES EVALUATION 2007

INTRODUCTION

An evaluation of the Love Bites program was undertaken in a partnership between the North Coast Area Health Service (NCAHS) and the Community Services Section at Port Macquarie Campus, North Coast Institute of TAFE. Funding was provided through the Port Macquarie-Hastings Council, Community and Cultural Development Division.

The evaluation focused on the long-term outcomes of the Love Bites program, in particular the Year 10 and 11 students at Port High and Wauchope High. The students provided feedback on the program, which was conducted between 6 and 12 months prior.

This report details the results of the evaluation and discusses the successes of the Program. Recommendations also form part of the report and are attached as Appendices.

METHOD

The research conducted undertook a variety of methods including:

- o Student Evaluations – Written survey
- o Student Focus Groups- Year 10 and Year 11 from Port High and Wauchope High Schools.
- o Stakeholder surveys – Teacher, Counsellors and Year Advisors
- o Stakeholder surveys – Service Providers

FINDINGS

The Love Bites program objectives were examined in relation to the long-term outcomes of the program. These objectives are:

- o 43.7% indicated that Love Bites had given them more confidence in setting boundaries in their relationships, whilst 26.8% were unsure. 29.6% indicated that the program had not helped them in setting boundaries
- o 75% indicated that they would speak up if a friend was a in an unhealthy relationship. 11.1% were unsure.
- o 62% are careful about their drinks at parties, 8.5% were unsure
- o 68.7% indicated they knew of services they could contact
- o 82.8% indicated that they knew how to contact these services
- o 52.5% has heard of these services from Love Bites. Other sources of information that ranked highly were the media, friends, family, counsellor/teacher and 'other'
- o 70.3% indicated that Love Bites is a good way to get the message about healthy relationships across to young people.

Qualitative data that came from the survey indicated:

- 55/69 respondents displayed a knowledge of what constitutes sexual assault
- 58/68 displayed some knowledge of what is Domestic Violence
- 52/70 indicated that if they had been the victim of DV or SA that they would tell someone. The main responses were to tell friends, parents or the police. The school counsellor and the Help lines received a couple of responses.
- 49/70 indicated knowledge of what is unacceptable behaviour.
- Services that were indicated by the respondents included Kids helpline, police, counsellor, youth refuge, PCYC and Community Health. Kids helpline was the most common answer.
- The favourite part of the day included: Pizza, poster making, videos, rap (although there were some negative comments about this aspect) and the hands on stuff.
- When asked what they liked least responses included: don't remember, song, painting, talking too much.
- When asked what could be done to make it better:
 - o more hands on activities
 - o drama / sketches

learnt a lot out of this program keep it up!
No none whatsoever just that your program gave me the
strength to fight back

Stakeholder surveys – Service Providers

Results from the survey indicate:

- Fair to excellent change in clients behaviour, knowledge and attitudes
- Yes they have seen a change in the relationships that young people are having? – young people more informed
- Love Bites encourages young people to support each other
- Love Bites helps young people set boundaries in relationships
- Love Bites Program model respectful and healthy relationships
- Love Bites Program appropriately informs young people about domestic violence
- Love Bites Program appropriately informs young people about sexual assault. – “I do believe that the program does an excellent job in informing young people about domestic violence. It would be great to see some information about same sex relationships and that men (boys) can be affected by domestic violence. As we are seeing new trends in the youth sector”
- Love Bites Program effectively informs young people about support services – “Having representatives from services deliver the program also addresses barriers to accessing support services as required”.
- Love Bites program is effective in teaching young people about sexual assault
- Love Bites program is effective in teaching young people about domestic violence
- The program rated excellent in terms of quality, interaction, knowledge, and very good on the quality of materials

9 females and 1 male.

Analysis of the results indicates that there has been a:

- Positive change in student relationships
- Positive change in the way students treat each other at school
- Moderate impact on boundaries in relationships
- Moderate rating for students supporting their friends
- Some instances of students challenging friends that are treating their partner poorly
- Moderate to total awareness of service providers and supports
- Total knowledge of how to contact these services
- Most knew of the services already (7), however 2 mentioned that the training had informed them.
- 45% has used these services since the training.
- 7 identified that they are aware of on-line services and know how to contact these. A majority knew of the services prior to the training.
- 2 stakeholders have used the Love Bites training manual/CD, and found it useful.
- 70% identified that Love Bites is an effective method of reaching young people. 30% were unsure.

Qualitative feedback indicates:

- The best thing about the training was (1) interaction with students, (2) finished products, (3) non-teachers presented, (4) off site, (5) educating young people and challenging beliefs, (6) student ownership (7) student engagement with activities and content
- What else could be included: (1) cyber bullying, (2) nothing – good as it is (3) scripted role plays
- Who else should be involved: (1) supervisor PD/HEALTH/PE, (2) Yr 11 – Crossroads, (3) younger at risk students (4) Yr 7 – Yr9 with topics on healthy friendships (5) more male health workers
- How the program could be improved – (1) outside venue (2) hip hop needs more direction (3) paint backgrounds beforehand to avoid wasted time
- The ways the training has helped young people (1) raised awareness of issues (2) empowered students with rights (3) time to explore issues and choices (4) voiced their viewpoints (5) non-judgemental (6) well presented
- How the training has helped staff (1) greater appreciation of issues and individuals (2) awareness of relationships (3) Team approach (4) up to date knowledge (5) Linked in well with PDHPE

art and music, and want more activities such as role plays, stories and discussions.

CONCLUSION

The Love Bites program is an effective and youth friendly method of teaching young people about Domestic Violence and Sexual Assault. The content, activities and trainers are effective and 'safe' for young people to enable exploration of these issues. The above recommendations have been drawn from the consultations with the young people and stakeholders – these recommendations seek to enhance the program and it's relevance to young people as they mature.

Maya Spannari-Oxley – TAFE Port Macquarie

Evaluation¹ : National Association for Prevention of Child Abuse and Neglect Inc's project "Love Bites"

A. Project description

A.1 Introduction

Terms of Reference (TOR):

The main purpose of this evaluation is to assess the "Love Bites", financed by UBS Optimus Foundation. The evaluation aims to critically review the project goals and achievements. It will focus on following criteria:

Relevance Effectiveness

Efficiency

Emerging Impact

Acceptance and Ownership

Sustainability

Project Cycle Management

Institutional & financial relations

A.3 Project description

Project designation	Love Bites		
Name of local implementing partners	none		
Project address	Napcan Lv 9, 162 Goulburn Street, Surrey Hills 2010		
Project running since	January 2008 (according to contract)	Until:	December 2010 (according to contract)
Name of project co-ordinator	Ms Angela Walsh	Function:	Project Manager
Telephone (direct) / e-mail	Off: + 02-6584-4326 Cell: + 04-1390-7536	angela.walsh@napcan.org.au	
Target groups	Community Service Providers, Schools and Young people aged 14-18 years.		
Figures	<p>In NSW, NAPCAN has provided:</p> <ul style="list-style-type: none"> • 36 training sessions • 50 communities • 1,000 LOVEBiTES Facilitators trained • 70 schools • 6,000+ students provided with LOVEBiTES • Training at 2 Juvenile Detention Centres • Training has been trialed at 2 Indigenous Youth Camps in Nowra and Mount Druitt, for 70 young people <p>In the Northern Territory, NAPCAN has provided:</p> <ul style="list-style-type: none"> • 4 training sessions • 2 communities • 85 LOVEBiTES Facilitators trained • 1 school • 100 students provided with LOVEBiTES <p>In Queensland, NAPCAN has provided:</p> <ul style="list-style-type: none"> • 11 training sessions • 15 communities • 200 LOVEBiTES Facilitators trained • 8 schools • 550 students provided with LOVEBiTES <p>In Tasmania, NAPCAN has provided:</p> <ul style="list-style-type: none"> • 2 training sessions • 2 communities • 38 LOVEBiTES Facilitators trained • 2 schools • 40 students provided with LOVEBiTES <p>In addition:</p> <ul style="list-style-type: none"> • 11 communities (one third) in NSW and 2 communities in Queensland have gone on to train more workers and teachers on their own. • 14 communities are running campaigns. 		

<p>Key Findings: With regard to: Efficiency:</p>	<p>Efficiency. The programme strategy is simple and clear, relying effectively on community-based mobilization, and drawing on the best of local expertise to provide awareness to the beneficiaries on the issues of concern. The training of facilitators and mobilization of local planning committees are efficient, and the programme utilizes a low level of physical and monetary resources.</p>
<p>Emerging impact:</p>	<p>Impact. As noted above, full impact analysis remains to be conducted. Preliminarily, it is seen that the impact of the programme is substantial, in a number of ways. The programme appears to be an effective mechanism to open up adolescents to discussion, consideration and analysis of these sensitive and 'loaded' issues, which supplemented by the provision of knowledge is the foundation for behaviour change. The positive impact on service providers is clear – the programme provides them not only with direct access to the beneficiaries, but also engages them at the level of prevention as well as response. The programme also forges strong participatory linkages between various service providers in a local community, which will doubtless have many positive results in service provision. The programme also appears to have significant impact on schools, both administrators and teachers, reinforcing existing school prevention/awareness activities in regard to abuse, harassment and sexual violence.</p>
<p>Acceptance:</p>	<p>Acceptance. There is very high acceptance of the programme among all involved, including beneficiaries, service providers, schools, local media and local authorities. Although in some communities there are naturally challenges to initial implementation, the 'welcoming' of the programme following its first presentation in communities and the strong demand for continuation and expansion of the programme indicate a high level of acceptance.</p>
<p>Sustainability:</p>	<p>Sustainability. The project strategy indicates a high level of local community mobilization of human and physical resources, and a low level of resources obtained from the central level (NAPCAN). Australia has numerous large and small funding sources for protection activities at both state and local levels. Given low resource needs and relatively available state and local funding, financial sustainability of programmes, once introduced into local communities, does not appear to be a serious concern. As well, the programme has a strong but simple training component, which is able to train and mobilize facilitators and planning committees with relative ease. The quality of the training for LOVEBiTES is indicated by the very high demand for additional and advanced trainings throughout the programme areas. Thus, sustainability of the programme in terms of expansion, process and quality appears to be assured.</p>
<p>Project management:</p>	<p>Project management. Project management is highly innovative and highly receptive to challenges and opportunities. Notably, NAPCAN project managers at both central and state levels have both the roles of administrators and trainers, and are thus firmly 'grounded' in the everyday implementation of the programme. There appears to be no 'administrative distance' between administrators and ground facilitators/workers in LOVEBiTES. The programme is extremely learning-based, as evidenced by the ongoing refinement of its teaching materials and community strategies. However, as the programme expands in numbers and geographical areas, it will be increasingly necessary to develop more effective routine monitoring tools and mechanisms by which central administration can observe and guide local implementation of the programme. As the programme grows in size, this may necessitate additional central staff as well as travel funding for this purpose.</p>
<p>Are there contro-versial assessments?</p>	<p>Controversial assessments. One assessment of school respectful relationship programmes,² conducted primarily in Victoria, noted that the project lacked comprehensive tools for objective external and internal evaluation. Notably,</p>

² Flood, M., L. Fergus, and M. Heenan. (2009). Respectful Relationships Education: Violence prevention and respectful relationships education in Victorian secondary schools. Melbourne: State of Victoria, Department of Education and Early Childhood Development.

monitoring and evaluation mechanisms, and to ensure the sustainability of quality practice. Planning should take the time/funding limitations on central and state-level administrators into consideration, in order that quality is not sacrificed for quantity.

6. For sustainability, investigate 'non-sustainability'. In most cases, once the programme is run in a particular local community/school, it becomes sustainable through the utilization of local expertise for facilitation and the ability of the local planning committee to mobilize resources. There are some reported cases of a programme 'fading out' of a community once established. It is recommended that the programme identify such cases as learning experiences with which to develop strategies to ensure that once established in a community/school, the programme continues.
7. Increased support from central/state level for community planning committees. Although this may require additional time/personnel, many communities need input and support on organizing the programme as well as dealing with local schools.
8. Strengthen the mobilization of community campaigns. Additional training and perhaps external support would be valuable to help community planning committees execute effective community campaigns.
9. Engage parents. The project does not appear to have integrated into the activity available research or documentation on parents' views of their children's needs vis-à-vis these issues. Such would be very beneficial to the strengthening of this project.
10. Engage the local media more. There appears to be a need to: 1) precisely document media support/coverage with reference to each programme delivered (in order to determine gaps and opportunities to expand media use of the beneficiaries' music and art creations); 2) provide members of the local planning committees with more skills to mobilize the local media for awareness-raising; and 3) engage media persons as active members of the planning committees for LOVEBiTES, as well as facilitators for the afternoon creative workshops sessions.

authorities and NGOs?	by 'local authorities and NGOs', as attested by many discussions and interviews conducted during this evaluation, as well as by their extensive participation in developing and mobilizing the programme. This evaluator cannot say whether this analysis is shared by the parents of the beneficiaries. Interviews were not conducted with parents by the evaluator. The project does not appear to have integrated into the activity available research or documentation on parents' views of their children's needs vis-à-vis these issues.
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<p>Strategic coherence:</p> <ul style="list-style-type: none"> - Has the project strategy been agreed with other partners (local NGOs, authorities)? - Does it take local political and legal conditions into account? - What are the other NGOs or public institutions working in the field of preventing violence? - How does this programme fit into Napcan 's global strategy and mission? - Is there potential for more replication (maybe in other countries) and for scaling up? 	<p><u>Has strategy been agreed upon with other partners:</u> Most definitely. Local NGOs, police and government service providers are those who both execute and refine the strategy. LOVEBiTES is notable for the involvement and commitment of its partners.</p> <p><u>Does it take local political/legal conditions into account:</u> The programme, and its implementing partners, appear to be strongly aware of local political agendas related to providing support to programme activities. A significant amount of the funding for the programme is derived from local government agencies. Regarding legal 'conditions', LOVEBiTES recognized the variations in legal regimen regarding violence and abuse in the states in which it operates, and has accordingly adapted both its training and its TTT manuals to accommodate these variations.</p> <p><u>What other NGO/public institutions working in field:</u> NSW Department of Community Services Department of Child Safety, QLD Department of Family and Community Services, NT Police Service, NSW, NT, QLD Department of Education and Training, NSW, NT, QLD NSW Women's Health Health Services, NSW, NT, QLD Department of Families, Housing, Community Service and Indigenous Affairs (FAHSCIA), Office for Women Women's and Children's Refuges Family Support Services Aboriginal Medical Centres and other aboriginal organisations Sexual Assault Counsellors and DV specialist services Local Council Youth/Crime Prevention Workers Local government officials</p> <p><u>How does programme fit into NAPCAN's global strategy/mission:</u> The programme fits precisely into NAPCAN's strategy and mission, encompassing its basic commitments, including: focus on prevention, dissemination of knowledge about the issues, bringing about changes in awareness and attitudes, promoting community engagement, and programme innovation.</p> <p><u>Potential for replication and scaling up:</u> By definition, the programme is self-replicable within Australia. At the core of the programme strategy is replication by mobilizing service providers/schools during 'trainings' to organize local planning committees and subsequently enact the programme in schools in the local area. Evidence of the success of replication of LOVEBiTES in Australia is overwhelming. At the same time, for the present number of central/state administrative staffing at NAPCAN who oversee the programme, there is likely a ceiling on replication – that is, considerable expansion in the number of programmes operating in different schools/communities/states will in time be beyond the capacity of limited NAPCAN staff of monitor and support, and additional staff will be required. As well, this evaluator would recommend caution in excessive focus on increasing 'numbers' at this time in the programme's evolution. Again considering the limited personnel capacity at the central level, it is suggested that increasing refinement in programme quality, including the development of monitoring and evaluation tools and practices, take precedence over expansion in the short term. The success of replication is other countries than Australia would need to be tested by practice. Relative to other countries of the world, Australia brings to the table an excellent, wide-ranging and cohesive social protection system, well organised and strongly</p>
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1.1. B.2 Effectiveness

Relates to the project application- 'Project Description' and seeks to evaluate the effectiveness of the results achieved at the time of the evaluation in comparison with the planning.

<p>Overall objectives: (global programme)</p> <ul style="list-style-type: none"> - Is the overall programme strategy clear for the implementing partners? - Which targets have already been reached? - With what degree of quality and sustainability? - What success indicators support this? 	<p><u>Clarity of strategy:</u> The programme strategy is effectively communicated to the implementing partners through its training programme and training materials. The strategy is, notably, simple and direct, and neither abstract nor over-complicated, and consequently is easily communicated. As well, the strategy aligns with, and has been developed according to, the existing agendas and mandates of the implementing partners, both service providers and schools.</p> <p><u>Which targets reached:</u> The programme has surpassed its milestone targets in NSW for number of schools involved, number of facilitators trained and number of students reached. It is about on track for same in QLD, although it has not reached its milestone targets as yet in NT, primarily due to the difficulty of mobilizing local organizing committed because of high staff turnover in social service agencies. The programme has effectively gained high-level government support in NSW, QLD and NT, as evidenced by sources of auxiliary funding both for the programme and for the whole of school primary school prevention programme for 10-12 year olds. The primary school programme is nearing ready for trial, as per milestones, and efforts are underway to develop tools and skills in leading to comprehensive programme evaluation, as per milestones.</p> <p><u>With what degree of quality, sustainability:</u> As noted elsewhere, the programme appears to be of high quality throughout its impact areas, and the NAPCAN central administrators as well as State Coordinator/Trainers oversee and facilitate the quality of individual programmes. However, monitoring mechanisms and a comprehensive monitoring strategy (as well as additional time/resources to facilitate monitoring) are needed as the programme expands, in order to maintain the present high level of quality. It appears that once the programme is run in a particular local community/school, it becomes locally sustainable through the utilization of local expertise for facilitation and the ability of local planning committees to mobilize resources. There are few reported cases of a programme 'fading out' of a community once established. At the same time, it is recommended that the programme identify such cases as learning experiences with which to develop strategies to ensure that once established in a community/school, the programme continues.</p> <p><u>Success indicators:</u> Success indicators include feedback from facilitators, students and teachers regarding the positive impact of the programme, the extent to which communities/schools/students actively request for continuation of the programme in their locality, the networking with and support from local authorities, and the extent to which funding for programme operations can be mobilized at a local level, among others.</p>
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<p><i>Specific objectives:</i></p> <ol style="list-style-type: none"> 1. <i>To develop the train the trainer (TTT) package for the LOVE bites program</i> 2. <i>To roll out TTT package to targeted communities identified by government and non-government services in each state and as identified by the Tony Vinson report</i> 3. <i>To evaluate the impact of the program using Action Research model</i> 	<p>contribute to stereotypes of 'men are perpetrators'. This is less due to the content of the programme than the ideologies of some of the facilitators, who are primarily female, are actively involved in victim support services, and naturally have a strong experience with the less favourable aspects of masculinity. In discussions with beneficiaries, male students stated that they were challenged by some female facilitators, and that their views were not adequately heard or respected. Notably, the programme administration is cognizant of this, is presently increasing its collection of feedback from male and female beneficiaries, and recognizes the need for tighter training and screening of facilitators for attitudes which may not be conducive to supporting positive behavioural change in young male beneficiaries.</p> <p><u>Specific Objective 1.</u> The TTT package for the LOVEBiTES programme is outstanding. It is the result of numerous pilots and revisions conducted with an immense amount of input from a wide range of experts. Notably, the TTT package has been adapted as necessary to accommodate the laws and other issues of the various states in which LOVEBiTES operates (NSW, NT, QLD). The package is simple yet comprehensive, very precise and user-friendly, with excellent graphics and 'tools' for the facilitators.</p> <p><u>Specific Objective 2.</u> In the experience of this evaluator, the roll-out of the TTT package is quite remarkable. The number of schools/communities that LOVEBiTES has engaged to date is notable considering several aspects which would severely constrain the roll-out of similar programmes: 1) the limited number of central programme administrators at NAPCAN; 2) the need for what is often a lengthy and tedious engagement of schools and local service providers to initiate such programmes; and 3) the logistical constraints of central administrators to personally visit potential programme sites and to mobilize 'mobilizers' in schools and communities. The reason for the success of such a roll-out is not clear: in part it is likely due to the proliferation of sensitive and experienced service providers in Australia as well as the general high quality of school teachers and administration, and in part it is likely due to the charisma and outstanding promotion efforts of NAPCAN administrators, and their strong existing networks with service providers.</p> <p><u>Specific Objective 3.</u> As noted above and by Dr M Flood, the programme requires rigorous objective external evaluation, and this is presently in the upcoming strategy of programme administrators. Two external evaluations have been conducted: one by the Technical and Further Education Commission (TAFE) in NSW in 2007, and one by 3p Consulting in Tasmania in 2009, the latter based on a sample of 30 pre- and post-workshop participant questionnaires. In both cases, evidence collected was limited to participants' self-perception of change. In both evaluations, lack of a control group and a basic theory of change underlying the evaluative criteria limited conclusions as to the causes of change and whether such change as recorded could be attributed to the programme or to other causes. Programme administrators are presently working with Dr Flood to develop a broad-spectrum evaluation framework for all aspects of the programme.</p>
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B.4 Miscellaneous criteria

Relates to all documents project drafts, project applications, interim reports and observations made on location noted in the evaluation.

<p>Dealing with beneficiaries:</p> <ul style="list-style-type: none">- On what basic attitude and mode of behaviour are the daily dealings with beneficiaries (children, communities) based? <ul style="list-style-type: none">- Do beneficiaries trust the staff of Napcan ?	<p><u>Daily dealings with beneficiaries:</u> Those who have 'daily dealings' with beneficiaries are the programme facilitators, i.e., persons from varied social services who deal with domestic and family violence and sexual assault on a routine basis. These persons include, among others, women's health workers, refuge workers, police, sexual assault counsellors and DV specialist workers. They are realistic and knowledgeable about the problems that the beneficiaries, particularly females, routinely face in both home and school. Their mode of behaviour is consequently professional and compassionate, and they are open and receptive to problems which may be difficult for youth to discuss with other members of society.</p> <p><u>Do beneficiaries trust staff:</u> The staff of NAPCAN, per se, have relatively little contact with beneficiaries, as opposed to the facilitators (above). So this questions would be more appropriately phrased 'Do beneficiaries trust the staff of the agencies who provide the facilitators?' The answer is yes, and a key part of the LOVEBiTES strategy is to increase the informal contact between youth beneficiaries and the service providers, and to build the trust of the beneficiaries so that they can seek services readily. However, it should be noted that the majority of facilitators, at present, are female, and the majority of participating service provision agencies address female, not male, problems. Due to this, building the trust of male beneficiaries with these service providers may not be as easy as the project conceives. The issue of trust of male beneficiaries for the service providers is critical, and in the consideration of this evaluator needs to be more carefully examined in the programme.</p>
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<p>Sustainability:</p>	<p><u>First reactions:</u> This project is notable for the positive reactions of the external environment, including local government representatives, community leaders, school boards, local media and members of numerous NGO and government agencies working on these issues. This is evidenced in two ways, among others: 1) local LOVEBiTES committees in many cases are able to seek funding to support and continue the LOVEBiTES programme from state and local funding sources; 2) community members, including state and local government, are highly aware of the LOVEBiTES programme and actively encourage its expansion and continuation in their community. In this regard, there have been so many requests for the LOVEBiTES training programme that the project is developing a fee for service approach to expand training. This will be a substantial contribution to the sustainability of the programme.</p>
<p>- What are the first reactions of the external environment?</p>	<p><u>Get-out scenario:</u> The organisation has not planned a 'get-out' scenario. In the programme, there is little physical or infrastructural investment, the programme is organized and facilitated by volunteers who solicit local financial support for things such as art materials, music production, etc., and central administration staffing and administrative overheads are modest; consequently, 'getting-out' is not expected to result in significant monetary loss. Because programme strategy mandates community/service provider/school ownership and operation of the programme from its inception in each community and NAPCAN provides primarily guidance, there is no single programme to 'get out of' – that is to say, likely if NAPCAN ended its support today, many of the local programmes would continue to run of their own accord, through mobilisation of their own resources. In this respect, this programme is imminently 'sustainable'.</p>
<p>- Has a 'get-out' scenario been planned?</p>	<p><u>Financial sustainability:</u> Given the vagaries of present economics, the unlimited financial sustainability of nothing is assured, including programmes, financial institutions or governments (viz. Iceland). Granted that, this programme appears to have excellent mechanisms to ensure long-term financial sustainability. This is based, as mentioned above, on the strategic mandate for community ownership of each local programme, including raising funds locally for its expansion and perpetuation. The opportunities for local financial support are relatively extensive in Australia, particularly from the multiple local and state agencies that address violence, abuse and sexual assault issues. Overall, local LOVEBiTES committees have been successful in local fundraising, and in some cases, such as in Tasmania, have been outstanding. At the same time, the quality of the programme as it expands and develops is dependent upon the coordinating and facilitating functions of central administration of NAPCAN. NAPCAN does and will continue to perform a vital role in curriculum development, programme expansion, networking, evaluation and quality enhancement, and will require financial support to do so, albeit in moderation. Much of this, as for local programmes, can be obtained from local and state agencies,</p>
<p>- Is financial sustainability assured?</p>	

	appreciated his insights and recommendations. Staff also noted that ongoing correspondence with UBS through Natasha Froejd has been consistently helpful and supportive.
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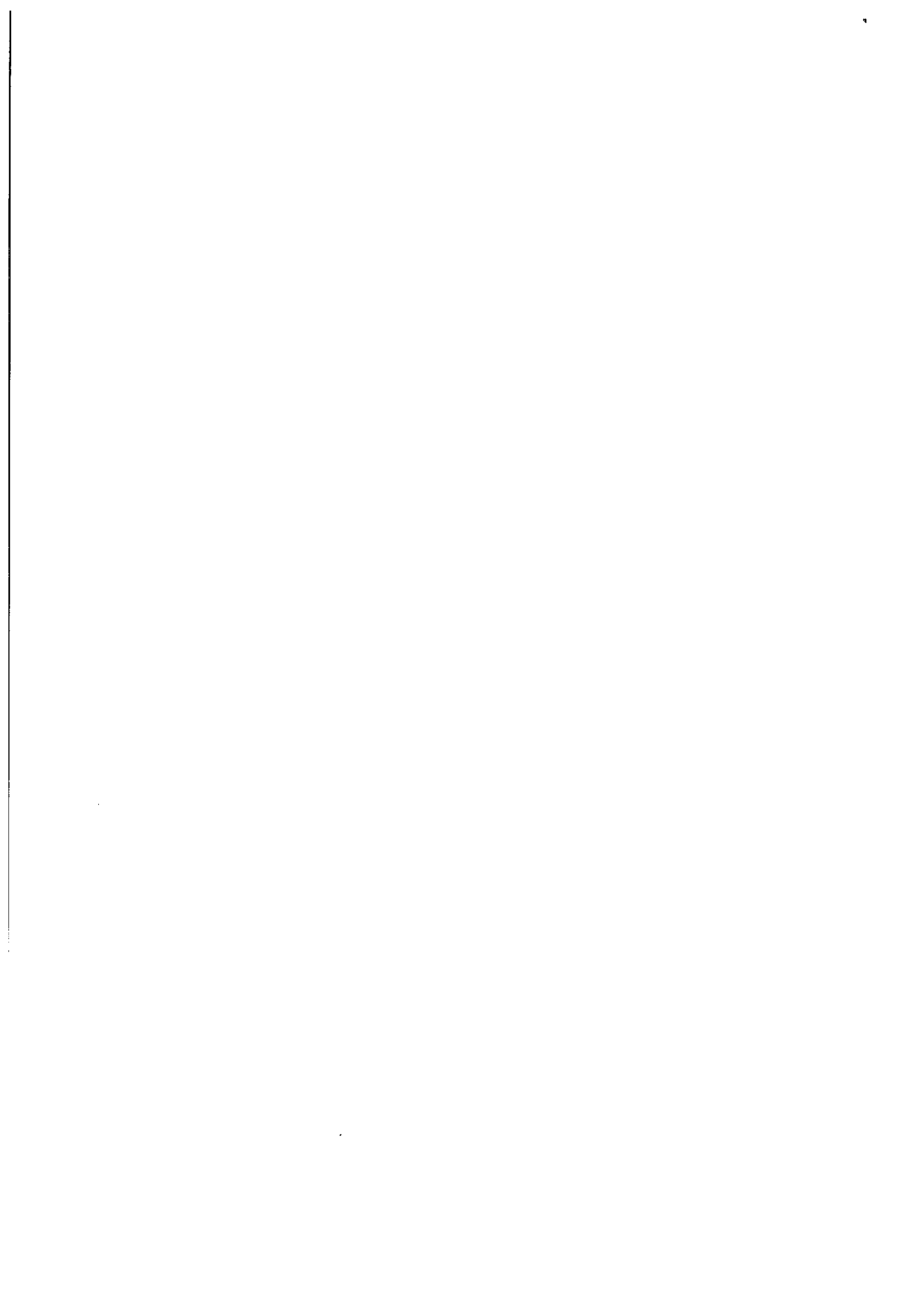
<p>Staff:</p> <ul style="list-style-type: none"> - How is human resource management judged? - Is there internal capacity building? If yes, which? - Are there job descriptions & duty catalogues? - Are duties and responsibilities between the different partners clear? 	<p>Human resource management: In this project, only a small proportion of the total human resources (the National Manager, Sexual Assault Project Officer, Financial Manager and several State Coordinator/Trainers) are directly 'employed' by the NAPCAN and the project per se. The majority of those actively engaged are 'volunteer' facilitators from service provision agencies and teachers. At a local level, these persons organize themselves into planning committees, who may be comprised of women's health nurses, crime prevention workers, youth workers, police, child protection service workers, etc. Thus, the management of these 'human resources' devolves upon their individual agencies, and in the cases observed has resulted in a very high level of experience, sensitivity and expertise.</p> <p>Internal capacity building: The LOVEBiTES programme has a careful training component for its facilitators, which is constantly undergoing expansion and revision. Notably, senior management and training responsibility are unified in one person: the National Manager/Senior Trainer, rather than separated as in many programmes. Training is conducted by the National Manager/Senior Trainer and State Coordinator/Trainers. As well, some communities conduct subsequent trainings of facilitators and teachers on their own. As noted above, the TTT manuals for LOVEBiTES are very well designed.</p> <p>Job descriptions, duty catalogues: Job descriptions for central salaried personnel are present in the contract with UBS, although duty catalogues were not noted. For local committees and individual facilitators, job descriptions are present in the training manual.</p> <p>Clarification of duties and responsibilities: The duties and responsibilities are quite clear. Notably, in the two primary sessions of the one-day core programme (domestic and family violence, and sexual assault), facilitators are separated by area of expertise. That is, the sexual assault section includes sexual assault service workers, child and family counsellors, police Youth Liaison Officers, and drug and alcohol counsellors, whereas the domestic violence section includes Department of Community Services workers, domestic violence service workers and police DV Youth Liaison Officers.</p>
<p>Infrastructure, Material, Transport</p> <ul style="list-style-type: none"> - Are the infrastructures being used (buildings, equipment etc.) appropriate to the standards? - Are they well administered? 	<p>Infrastructure: The buildings used for the activities are schools, and thus appropriate. There are no other significant infrastructural requirements for this activity.</p> <p>Administration of infrastructure: As above.</p>

<p>Manuals and procedures: - With which guidelines (enumerate and demand) does the programme work?</p>	<p><u>Manuals, procedures:</u> As noted several times above, the LOVEBiTES TTT manual is exceptional, both in its presentation and comprehensiveness. It is more than just a training manual for facilitators for the one-day session, but also includes programme aims and goals, theory, planning tools, code of conduct, and instructions for conducting community campaigns. The latter part of the manual goes beyond the core LOVEBiTES programme to discuss and provide tools for the whole of school approach, including teacher training, gender and sexual harassment session tools, and assistance in hosting White Ribbon Day events. As an accessible all-in-one document, this manual is very well designed, and is in a constant state of revision and improvement based on the experiences of NAPCAN and the programme facilitators.</p>
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from boys who do not see themselves as offenders. This is repeated in the programme content in the TTT manual – but is not well expressed in the programme implementation (according to interviews with boys). While most offenders are male, all males are not offenders; and boys, even more than girls, need guidance in the practice of respectful relationships. LOVEBiTES is an opportunity to provide this.

B.9. Date & signature

Date 18/08/10	Signature of evaluator	Signature of local evaluator (not necessary in this case)	Signature of project manager
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Rebuilding from Resilience: Research Framework for a Randomized Controlled Trial of Community-led Interventions to Prevent Domestic Violence in Aboriginal Communities¹

Neil Andersson, Beverley Shea, Carol Amaratunga, Patricia McGuire, and Georges Sioui [on behalf of on behalf of the Rebuilding from Resilience Study Group]

Abstract

This research framework, which competed successfully in the 2008 CIHR open operating grants competition, focuses on protocols to measure the impact of community-led interventions to reduce domestic violence in Aboriginal communities. The project develops and tests tools and procedures for a randomized controlled trial of prevention of family violence. Women's shelters mainly deal with victims of domestic violence, and the framework also addresses other types of domestic violence (male and female children, elderly, and disabled). The partner shelters are in Aboriginal communities across Canada, on and off reserve, in most provinces and territories. The baseline study applies a questionnaire developed by the shelters. Testing the stepped wedge design in an Aboriginal context, shelters randomized themselves to two waves of intervention, half the shelters receiving the resources for the first wave. A repeat survey after two years will measure the difference between first wave and second wave, after which the resources will shift to the second wave. At least two Aboriginal researchers will complete their doctoral studies in the project. The steering committee of 12 shelter directors guides the project and ensures ethical standards related to their populations. Each participating community and the University of Ottawa reviewed and passed the proposal.

Background

Family violence affects all ethnic, cultural, age, religious, social and economic groups (Bennett, 2005; Family Violence Initiative, 2002). Women who experience intimate partner violence are at an increased risk of injury and death (Eisenstat and Bancroft, 1999; Campbell, 2002) and exposure to violence as a child places women at higher risk of poor health outcomes (Cohen and Maclean, 2003). Pregnant women are at greater risk of physical harm (Mahajarine and D'Arcy, 1999; Cokkinides et al., 1999). The experience of family violence is likely to be a pivot in gendered choice disability — people who are unable to implement their prevention choices, which puts them at risk of unwanted pregnancy and sexually transmitted infections including HIV (Andersson, 2006).

There is little epidemiological research on domestic violence in Canada and virtually none involving Aboriginal families. A systematic review of interventions for violence against women revealed that evidence-based approaches for preventing intimate partner violence are seriously lacking (Wathen and MacMillan, 2003). Shea and colleagues confirm this in their systematic review in this special issue of *Pimatisiwin* (Shea et al., 2010).

¹Acknowledgements: This proposal was funded under the CIHR operating grant 84489: Rebuilding from Resilience — research framework for a randomized controlled trial of community-led interventions to prevent domestic violence in Aboriginal communities.

Rationale

Domestic violence is very common

First Nations, Inuit, and Métis report more domestic violence than the rest of Canada; both men and women can be victims. The overview article in this special issue catalogues the many studies that report domestic violence across the country (Andersson and Nahwegahbow, 2010). This level of occurrence has contributed to the idea that family violence is a normal and relatively accepted practice within Aboriginal communities. As Dion Stout puts it, for many Aboriginal children, domestic violence is a fact of life (Dion Stout, 1996; 1998).

Root causes

Susceptibility to family violence may be exacerbated by a history that disrupted the traditional balance between Aboriginal men and women (LaRocque, 1996; MacMillan and Wathen, 2005). Many victims of intergenerational violence become perpetrators (Green, 2001; Monture, 1995). The result is family violence recycling in many homes; two out of every three victims of violent crime in Saskatchewan knew their assailant, and one in every four were abused by a family member (Saskatchewan Justice, 2006). In Aboriginal communities, 75% of sexual assault survivors are young women under 18 years of age; 50% are under 14 years of age and almost 25% are younger than 7 years of age (Metropolitan Action Committee on Violence against Women and Children [METRAC], 2001). Literature on Aboriginal peoples of New Zealand and Australia describe similar root causes of domestic violence and the associated impacts on women, children, and the community (Memmott et al., 2001; Dodson, 1991; Ministry of Social Development, 2002).

Little is done about it

In general, Canada does not address violence against women adequately and it categorically fails to address racism and bias when violent crimes are committed against Aboriginal women (Canadian Feminist Alliance, 2003). To date there has been no controlled trial to reduce sexual violence in First Nations, Inuit, and Métis communities.

Aboriginal resilience

Resilience is the means by which people choose to use individual and community strengths to protect themselves and to build their future. In prevention research, we see resilience as more than just traits or behaviour that protects against domestic violence. It is a complex interplay of social, cultural, and behavioural factors that operate at individual, family, and community levels (Dion Stout and Kipling, 2003; Anthony, 1987). We understand resilience to combine spirituality, family strength, elders, ceremonial rituals, oral traditions, identity, and support networks (HeavyRunner and Marshall, 2003) — beyond the negative tone implicit in “the capability of individuals and systems to cope and flourish successfully in the face of significant adversity or risk” (Reid et al., 1996). It is necessary to prepare the ground to gather hard scientific evidence about how resilience can be built upon to reduce domestic violence.

Aboriginal controlled high-level health research

Randomized controlled trials (RCTs) are considered the high water mark of contemporary health research. Because of their ability to attribute an impact to a specific intervention, and to unpack cause and effect in a way that is largely free of bias and confounding, RCTs tend to have more impact on national resource allocation than, for example, a cross-sectional study or participatory action research. To date, RCTs have been the almost exclusive preserve of non-Aboriginal researchers. This project will lead to a large scale RCT on one of the most pressing issues faced by Aboriginal communities — an issue not usually subjected to formal intervention studies. In addition, it will be run by Aboriginal researchers.

Central Hypothesis

With appropriate resources, many Aboriginal communities have the resilience to develop and implement their own effective solutions to domestic violence. A key resource is culturally appropriate scientific method to test the impact of community-led interventions. This grant will develop the scientific basis to measure the impact of evidence-based interventions to reduce domestic violence in Aboriginal communities across Canada. It will develop and test tools and procedures for future randomized controlled trials (RCTs) of domestic violence prevention.

Research Question

Building on their cultural and spiritual resilience, how can Aboriginal communities best reduce domestic violence? What does it take to measure this?

The Specific Objectives of this Proposal

1. Build partnerships with communities to develop and test culturally appropriate methods that characterize resilience protecting against domestic violence among Aboriginal people, with a view to basing unbiased prevention trials on this resilience.
2. Develop and test culturally appropriate protocols to formulate evidence-based community-led interventions that reduce domestic violence in Aboriginal communities.
3. Implement the pilot community-led interventions and develop a framework to assess their impact at the individual, family, and community level.

Preparation for this Project

In 2003, through the Ottawa ACADRE, the five national Aboriginal organizations approved seed funds to develop research into Aboriginal family violence. Consultations with women's shelters across the country showed broad support for this research. The Native Women's Association of Canada (NWAC), for whom domestic violence is a priority, convened a national steering committee to oversee development of a research framework that could lead to serious research in the area. Committee membership includes Aboriginal faculty at the universities of Ottawa and Saskatchewan, several community-based Aboriginal organizations involved with domestic violence, the RCMP, and elders.

New Knowledge the Project will Obtain

Resilience and domestic violence

Most health research is not geared to Aboriginal paradigms and Aboriginal groups are increasingly critical of research that views them as objects (Reading and Nowgesic, 2000). By focusing on resilience and protective behaviours, communities can develop interventions that reduce domestic violence. A resilience focus counters a dominant research trend of "what is wrong" in Aboriginal communities; it ensures research is framed in a positive manner and results in practical benefit for Aboriginal peoples. This shift has several effects: it increases relevance and acceptability of the research to Aboriginal peoples, and it increases immediacy of solutions. Resilience offers a pathway by which disadvantaged populations can learn about domestic violence, take responsibility to reduce risks, engage with Aboriginal and Canadian social services and health care systems, and share experience (Jessica, 2004).

Improved health outcomes for Aboriginal peoples

For too many people, home is not a safe haven but a site of family violence (Blackstock et al., 2004; Klein, 1998). Men are also at an increased risk of emotional and physical abuse (O'Leary, 2000; Schmiedel, 2006). This project will enable Aboriginal communities as a whole to build on their resilience, and not just target high-risk subgroups. For many Aboriginal people, improving resiliency at the individual, family, or community level is itself an important outcome. This could have reduce delinquency, alcohol and substance abuse.

Apart from the direct positive effect of less domestic violence (less physical and mental trauma), reduced domestic violence will probably mean an *increase in the proportion of "decision enabled."* These are people who can choose their sexual and reproductive risks, rather than having these imposed in a violent way. This has implications for unwanted pregnancies, sexually transmitted infections, and blood-borne viruses.

A final product of this project will be a *research proposal* for a national RCT to test multiple interventions developed by Aboriginal communities to reduce domestic violence. Successful randomization by the communities themselves contributes to a new clarity on randomization methods in an Aboriginal context. Additional advances could include community engagement strategies and methods of dealing with unsympathetic community leadership, individual questionnaire design and administration protocols, support and counselling, action planning and implementation processes, confidentiality, data security, and a range of issues relating to analysis and reporting.

Work Plan, Timeline, Analysis, and Interpretation of Results

The five years cover three phases, corresponding to the three main objectives.

Phase 1 (years 1–2): Build partnerships with communities to develop and test culturally appropriate methods to identify resilience factors that protect against domestic violence among Aboriginal people, with a view to using these in unbiased prevention trials;

1. *Literature review:* The process will be the completion of a systematic review of the international qualitative and quantitative literature on resiliency as this affects Aboriginal communities, and of risk factors for domestic violence in Aboriginal communities. A focus on community-based initiatives will increase relevance of this part of the review. We will also review all published validated measurement instruments designed to assess domestic violence and/or resiliency.
2. *Community involvement:* Shelters, the main partners in the proposal, deal with women who are victims of domestic violence, and the framework also addresses other types of domestic violence (male and female children, elderly, and disabled). For purposes of this operating grant, we will address communities served by the 12 partner shelters rather than, for example, a random sample of reserves. Shelters are a local research base that is familiar with domestic violence and wants to see it reduced (some Band council members may not be so keen). Without exception, they have already given a lot of thought to what it would take to reduce domestic violence in their communities. Where there is a shelter, there is support and counselling for individuals who disclose in the course of interviews or focus groups. Importantly, the shelters requested we locate the research with them as a way of strengthening their role in prevention of domestic violence.

We recognize that working only with communities with shelters will bias the sample, which is not intended to represent all Aboriginal communities. The selection of shelters, however, includes a spread of urban, rural, remote, and special-access

Aboriginal communities, on and off reserve, with a view to developing methods, procedures, and instruments relevant to all Aboriginal groups. We included Montreal's Native Women's Shelter (off reserve, urban), for example, to include its Inuit clientele. Prince Albert (off reserve, urban) is operated by a non-Aboriginal organization (YWCA), but its Executive Director, many staff members and 87% of its clients are Aboriginal. The team has already spent approximately twelve months discussing and planning with shelter directors. Table 1 lists the activities to guarantee community ownership of the research process, including nomination of researchers for training, participation in the steering committee guided by elders, and establishment of working groups in each community.

3. *Training:* The shelters will identify a community-based researcher (CBR) in each community. The trainee will be part of the community working group convened to discuss and oversee the research objectives, contents, and process.
4. *Instrument development:* A recently published RCT of screening for intimate partner violence in health care settings revealed that women who have experienced domestic violence prefer to disclose this using a written questionnaire (MacMillan et al., 2006). The team will develop instruments in partnership with the twelve communities. This will begin with standards-based approaches to risk and resilience factors associated with domestic violence, sharing with stakeholders the current state of instrument development. The communities will clarify their own priority outcomes related to domestic violence. One objective of this operating grant is to customize several international instruments for domestic violence to the Canadian Aboriginal context. This will require several iterations and pilots before implementation at community level. We see the final instruments as an important research product.
 - i. Individual questionnaire: for both men and women, this will document views of resilience, childhood and adolescent exposure to support mechanisms, integration within the community and external factors, and several layers of domestic violence outcomes. Although this remains an issue for testing and piloting, we anticipate this will be a confidential but facilitated self-administered questionnaire: the researcher will read each question in turn, but will be unable to see the responses marked by the respondents.
 - ii. The key informant instrument will be completed by elders, police and justice workers, Child & Family Services, health practitioners, CHRs, school guidance counsellors, principal and teachers, chief and council, welfare and housing personnel. The objective here is to draw on the experience of these resources for the prescriptive aspects of reducing domestic violence and to identify how these key resources might contribute.
 - iii. Cognitive mapping, focus groups, or talking circles, depending on the community preference, will play an important role at several junctures: design of individual questionnaires, analysis of results, and action planning. Group participants may include clients of the shelters, volunteers or individuals invited from the community, depending on the objective of the session.

In an important sense, shelter residents are experts in domestic violence. Unless they insist on participating, the research will not involve shelter residents soon after admission. Longer stay residents may volunteer to participate in the design and testing of questions for the individual questionnaire, or development and testing of the focus group guides. Yet this project is also about primary prevention (avoid the risk factors) and secondary prevention (avoid the risk factors becoming domestic violence).

It must therefore also reach upstream, to interact with those who are not (yet) involved in domestic violence.

5. *Deepening the enquiry:* An important aspect is identification of gaps in the knowledge of the burden and impact of domestic violence in Aboriginal communities. CIET has developed a model of seven “layers” of individual outcomes that can be attuned to Aboriginal communities. The proposal is that it is possible to measure several layers of outcome between conscious knowledge and behaviour change (CASCADA): Conscious knowledge, Attitudes, Subjective norms (how others in this community see domestic violence), intention to Change, sense of Agency (individual and collective ability) to change domestic violence, Discussion of these issues in everyday interaction and preventive Action related to domestic violence, including involvement in traditional (especially spiritual) activities. The progression between these outcome layers is not linear and cannot be predicted *a priori*. The approach has been used with HIV, suicide, dengue, and childhood immunization. This operating grant will document the impact on each of these layers of community-led interventions. Interviews with elders and a community environment assessment (availability of externally motivated health messages) will provide a community context for this exploration.
6. *Sampling:* Twelve Aboriginal communities have joined this operating grant to develop methods and protocols. Although reflecting conditions across Canada, they are *not* a random sample and there are only twelve of them. Much larger numbers will be needed beyond this pilot phase, ideally, to address all Aboriginal communities, not just those with shelters. In the large scale RCT seen as the outcome of this grant, communities will be a random selection of all urban and rural Aboriginal communities, on and off reserve. In smaller communities there will be no subsampling. This engages the entire community in the enquiry. Where the shelter serves a community bigger than 150 households, a sampling process will be developed that, in urban areas, concentrates the Aboriginal community. On larger reserves, an appropriate subsample will be drawn, for example, every fifth house.
7. *Model for randomization:* No community could welcome being “experimented upon.” In discussions with the twelve participating shelters, however, it seems acceptable for equity (no favouritism in order of starting) and ethical (all communities get the project) to randomize the delay before starting. After explanation of the implications of a stepped wedge design, participating shelters drew their participation order (first wave or second wave) from a hat. For statistical purposes, at the point of analysis of the follow-up survey where the first wave of shelters hands the project resources to the second wave, this has the same effect as random allocation into an intervention or control series. Its acceptability to Aboriginal communities and oversight by First Nations elders is a nontrivial methodological development.
8. *Data collection:* With informed consent, we will use facilitated (someone reads the question and explains the format for answers) confidential anonymous self-administered questionnaires. Previous experience in other Aboriginal communities of Canada using the same approach has yielded very high response and disclosure rates. We will train a CBR as an “in-house” resource to each shelter, who will facilitate the self-administered confidential individual questionnaires to as many residents as possible. In some settings, it may be appropriate for shelters to “swap” CBRs. Working in groups of two or three, CBRs might support each other for a few days at a time. We anticipate the individual questionnaire being filled out by male and female members of the community served by the shelter. The shelter directors are a key resource on community-led interventions, and will complete the key informant interview. In the rest of the research, the directors will be involved to the extent their

workload allows. They will facilitate the links with the community, selection of CBRs, and possibly conduct some of the key informant interviews.

9. *Minimizing bias*: Self-selection (decision not to participate or to answer certain questions) is a concern. Those who opt not to respond or those who have problems of literacy may be most at risk. Additional methods and special attention may be needed to address the issue, for example, the “back to back” individual interview where the interviewer reads the question but cannot see which option the respondent marks.
10. *Data entry*: Completed questionnaires will be sealed in front of the respondents and removed from the community for anonymous digitizing using public domain software.

Phase 2 (years 2–3): Develop and test culturally appropriate protocols to formulate evidence-based community-led interventions that increase resilience of Aboriginal populations in regard to domestic violence

The main activity to achieve this objective is in-depth analysis and socialization of evidence generated by Phase 1. The epidemiological analysis of data collected in Phase 1 will include:

1. Basic frequencies including knowledge about domestic violence risk, access to information, and all outcomes identified by the communities. We will stratify these by sex, age, education, etc., to identify resilient groups.
2. Quantifying associations between domestic violence risks and preventive factors, including congruency with perceived social norms; confidants; family control and guidance; community integration; group membership; recognition of risk behaviour; desire to change; ability to change; and the ability to express opinions about risk taking not in accordance with those of peers and family member (deviation from subjective norms). Initial epidemiological analysis will be cross-sectional, with recognizable limits of interpreting causality. With the limited size of the domestic violence survey, we may not obtain decisive results about the *absence* of effect from mainstream messages. However, we do expect to identify the strongest resilience associations. Analysis will use CIETmap freeware and the primary analysis will begin with simple comparisons between groups (t-test for groups); secondary analysis will use generalized estimating equations with exchangeable correlation matrix. We propose to develop multilevel models incorporate local services and community contexts. Where necessary we will analyze resilience using random effects regression model.
3. To develop culturally appropriate intervention strategies we will submit results to relevant health/shelter personnel and to elders in the communities served by the communities. Focus groups stratified by gender and generation and talking circles will process and interpret key findings. The interest is primary prevention (avoid the risk factor). It is not possible at this time to identify specific interventions but these could include content development and distribution of materials to inform protective behaviours against domestic violence (for example, via community organizations or schools). They may improve service offers (counselling and treatment) or enhance access to harm reduction or domestic violence programs.
4. Based on their evidence, each community will determine its own suite of interventions to reduce domestic violence. A series of feedback and action planning mechanisms will be tested across the 12 sites, including working through the Band council, working with elders, talking circles, working with young people, social activities and, where appropriate, community assemblies. A small seed fund is available to help with those actions that require little investment. For longer term changes, we have budgeted

support for development of proposals that can be directed to Band councils, provinces, and federal funding sources.

Phase 3 (years 3–5): Implementation and assessment of pilot interventions.

Implementation involves three sets of stakeholders. The first deals with social services, represented in this project by the 12 shelter directors. The second set includes the community-based organizations involved in domestic violence risk education, represented in this project by the 12 community working groups and their respective elders. Third is the public health initiative recommended to the Canadian government, represented in this project by the Native Women's Association of Canada supported by the project steering committee and elders. The central activity of Phase 3 is to promote implementation of the intervention(s) to increase resilience of Aboriginal people to domestic violence.

The team will explore ways to transfer the findings to government and nongovernment organizations, promoting culturally appropriate interventions and policies. Guided by the communities in the appropriate format (talking circle, Band council, elders, or community meetings), a dissemination strategy throughout the research process will be directed to a range of knowledge users (Table 2), evolving as community requirements are articulated more clearly.

The follow-up survey in year 4 will be appropriately comparable to the baseline: in the same communities although not linked to the same individuals. As in the baseline, as many members as possible of each of the 12 communities will be asked to complete the follow-up survey. It will be administered under exactly the same conditions and will assess uptake and acceptability of the pilot intervention. Outcomes of interest will depend on actual interventions, but could include resilience, knowledge, attitudes/perceptions, behavioural intention, discussion/socialization around the issue of domestic violence, reported behaviour, availability of care and other services, utilization of services, and incidence of domestic violence each year over the three years intervening years.

Pitfalls, Ways around the Pitfalls, Alternatives

1. *Representative starting point:* This research framework will be built in partnership with existing Aboriginal shelters. However, few communities have shelters and this links the project very firmly to tertiary prevention (dealing with the victims). We see work with the shelters as a starting point, from which we can identify a range of possible mechanisms to interact with Aboriginal communities. This operating grant intends to identify protocols and instruments, not to declare the exact achievable impact. A large-scale trial would have to work in a wider range of communities, probably with different local champions.
2. *Potential conflicts of interest with Band councils* regarding domestic violence. In some cases, prominent members of the Band council might be involved in domestic violence and not welcome an enquiry of this nature. This is one reason why we opted to work through the shelters, which already have defined relationships with Band councils and key opinion makers in their communities. In the event that specific Band councils or influential individuals have contrary opinions, the local shelter and management team will devise alternative but legitimate ways to work, for example with elders.
3. *Disclosure:* Reluctance to answer questions about domestic violence may result in underreporting. The extent to which people can discuss their experiences of violence is also influenced by the sex, skill, and training of the interviewers. The local partners (shelters, CBR and local committee) will decide who should conduct the interviews

(not necessarily from their own communities) and how. The questionnaires could be completed outside the family home. There will be no way of linking individuals with questionnaires once these are placed in the envelopes. All communities can access their analysis but, to protect respondents, the data will be stored by CIET at a central secure area. No disclosure is required in the group discussions that typically focus on solutions. Well-trained facilitators can infuse a sense of trust, safety, and intimacy into the process. Groups for men will be separate from those of women, making discussion easier. Facilitators will be trained in scenarios that increase their confidence and capability to manage focus group dynamics.

4. *Potential harm from disclosure:* At the individual level, disclosure about violence could put the respondent at risk. As the extent of this is unknown we have opted to work with the existing shelters where it is possible to find safety and counselling. One way to avoid this is to ensure careful instrument design, scrupulous anonymity and confidentiality, and team members carefully selected and appropriately trained. At the discretion of the shelter director, shelter residents may be invited to participate in design, piloting, or to take on the role as a community-based researcher. These women have a deep understanding of the need for research and the development of meaningful interventions, but it could also be a part of their empowerment. We do not anticipate that all CBRs will be trained as counsellors, but they will all know where and who to refer respondents to in the event that disclosure causes discomfort. They will also be debriefed by someone with appropriate training after each day of interviewing.
5. *No uptake of results:* In some communities the baseline survey could be of little interest and people may lack commitment or have other reasons not to solve the issue of domestic violence. We believe community readiness is self-defined and there are some places where it is simply not the right time for this research. We do not believe this is the case with the 12 communities that have come forward for this project, although we expect to find different levels of community readiness.
6. *Financial and other partner expectations.* The shelters are all hard pressed for resources and could easily have unrealistic hopes for much needed funding. Although this has been discussed already, transparency about the budget will limit unrealistic expectations from the earliest stages. Any figure divided among 12 communities becomes much smaller, although considerable advantage can be had from randomizing the delay to work in some communities in the second half of the grant period. There are strategies that will work to reduce domestic violence, but directors should not expect immediate results or unrealistic results.
7. *Negative results:* Harm to the community could result from findings stated negatively, or if individual responses became inappropriately public. Particular care will be taken during the presentation of the research findings that the information presented is sufficiently aggregated to ensure that no single community or individual can be identified. The steering committee, elders, and communities will decide how they want the information reported. Data sharing agreements and all publishing rights will be signed between the researchers and communities.
8. *Expectations of peer research/university community:* Researchers have an obligation to ensure their findings are properly interpreted and used appropriately. Findings should feed into advocacy, policy making, and intervention activities. Too often critical research findings never reach the attention of policy makers and advocates best positioned to use them. For these reasons, the steering committee, elders, and shelters will play key roles in applying the project's findings.

Relevant Prior Experience and Skills

The research team includes the Native Women's Association of Canada (NWAC), CIET at the University of Ottawa, an Aboriginal Steering Committee, two elders, and 12 Aboriginal communities.

NWAC has links with Aboriginal communities across Canada and advocates for equity oriented community-based participatory research involving Aboriginal communities. CIET has experience in community-based research in Aboriginal populations in Canada and conducts large scale epidemiological studies, training, and policy development related to sexual violence. The team brings in collaborators from the Universities of Ottawa, Toronto, and Saskatchewan.

The Steering Committee will be involved in all aspects of the project (design, data collection, analyses, interpretation, dissemination, etc.), to ensure meaningful involvement of the communities. The advisory committee prior to submission had academic, shelter, youth, and elder representatives from universities, RCMP, several Aboriginal women's shelters and friendship centres. The steering committee taking the project into its implementation phase comprised the directors of 12 participating shelters. It is anticipated that the Committee would meet once a year face to face, and by teleconference as required. Comparisons will identify best-practice solutions and learning about resilience of Aboriginal people. The budget allows a national meeting each year, coinciding with relevant national conferences. Annual meetings will allow team learning and transfer of successful models between provinces.

The project pays for staff to support the work in each shelter; the part time prevention convener/CBR will answer to the shelter director. Exchanges of trainees and community-based researchers will promote a national network of emerging Aboriginal researchers.

Two First Nations Elders guide the technical support team. Their participation in the project preparation and implementation provided mental, spiritual and emotional insights. They emphasized the importance of children and youth participating in all stages of the project, so that that intergenerational transmission of values and traditions can be continued. They are a vital link to traditional wisdom and will participate in the project for its duration.

The training and involvement of Aboriginal trainee researchers is integral to this research process. The project funds two First Nations PhD candidates. Capacity building also entails community involvement in discussions about the research problem and, importantly, in the development and implementation of intervention strategies. The evidence-based interaction among community service organizations will increase awareness of the social resources that can protect families.

Preliminary Data Showing Feasibility

Since 1995, CIET has built capacities in Aboriginal communities to enable them to design and carry out their own research. CIET works with all 5 national Aboriginal organizations and has trained CBRs in 250 Bands across the country: tobacco abuse among Native Canadian youth (Winnipeg, 1995); problems of urban Aboriginal youth (Victoria, 1996); substance abuse among youth of the James Bay Cree (8 communities, 1996-8 communities, 1997); First Nations national youth inquiry into tobacco use (97 communities, 1996-7), First Nations youth resilience to HIV/AIDS (4 communities, 1998); AFN evaluation of the Canada Prenatal Nutrition Program (80 communities, 2001-3); Aboriginal Community Youth Resilience Network (ACYRN) (12 eastern Mi'kmaq and 8 western Métis communities, 2005-9); and Aboriginal youth resilience to STIs and blood borne viruses (23 Treaty 8 and 4 urban

communities). CIET also runs the Ottawa ACADRE, training Aboriginal researchers through Masters and PhD levels, and emphasizing scientific methods attuned to Aboriginal paradigms.

CIET's experience in Canada is not limited to Aboriginal communities. From 1998–2000, CIET led a Health Canada pilot project in the Atlantic provinces. The aim was to increase local capacity to plan strategically, access existing data, obtain local evidence, and put it to work for better health. Health regions focused on perinatal care and caring, youth risk and resiliency, breastfeeding, and heart health. Public health nurses received additional training; four of them pursued Master's degrees in epidemiology through the CIET capacity building program.

CIET's international work includes several projects on domestic violence.

- A series of studies led to the 2001 national youth survey of sexual violence in South Africa. Reaching 283,000 learners nationwide, the study explored the culture of sexual violence. The results were turned into curricular materials now included in schools in four of the nine provinces. The materials also reached radio audiences, educators, social workers, and NGOs.
- The groundbreaking social audit of abuse against women in Pakistan (2001–4) defined the extent of domestic violence and identified protective factors to guide locally generated prevention. CIET used results from 23,000 women respondents to raise awareness among communities and their leaders about abuse against women, options for preventive actions, and defined an action plan for the Government of Pakistan to help eliminate abuse against women.
- In Mexico in 2001, CIET interviewed all women of childbearing age in a predominantly Aboriginal town of 11,500 people, in the absence of their partners. No less than 21% reported a history of physical abuse and 5.6% reported physical abuse during the last pregnancy. Physical abuse during pregnancy was associated with violent attitudes towards children (Paredes-Solis et al., 2005).
- CIET has also conducted cross sectional studies of domestic abuse in 8 southern African countries, with funding from the European Union.

Ethical Considerations during Design and Implementation

General

We submitted the proposal for ethical review to the University of Ottawa REB. Permission to work in the community, usually from the Band council, will be obtained through the shelter before beginning training and preparations for fieldwork. Community discussions will involve social services personnel, councillors, and elders. These are well positioned to identify shortfalls of support mechanisms, and they will be the beneficiaries of the research results.

Informed consent of participants

The researchers will discuss objectives with CBRs in participating communities to ensure clear goals and research that flows from community beliefs and traditions. Prior to starting the facilitated self-administered questionnaire, CBRs will read the consent form to each participant, explain the instrument, that participation is strictly voluntary, that any question which proves uncomfortable can be skipped, and that they may stop at any time. For minors below legal age, parental consent will be required. Several shelters are concerned they may be blocked from hearing the voice of abused minors by parents who deny consent. The guidance from the elders on this project is that each community will need to choose an appropriate format for consent in these (hopefully few) cases. Once that is decided at community level, we will

submit the solution to the REB for consideration. Where parental consent has been given but a minor declines to participate, the child's wish will prevail.

Confidentiality

The research will be administered in a way that guarantees confidentiality and anonymity as part of the inducement to disclose. Participants will be informed that their responses are confidential. No identifying marks or names will appear on the completed form. Focus groups and talking circles will not register any identities and participants will be asked to respect privacy and confidentiality.

Discomfort/distress from questions

The project identifies community and home factors that protect communities from domestic violence. The personal nature of these issues can make responding to questionnaires uncomfortable. At the individual level, questions about violence could be injurious to the respondent. Harm to the community could result from research findings stated negatively, or if individual responses became inappropriately public. Before and after completing the questionnaire, respondents will be reminded of the availability of a counsellor at the shelter, and encouraged to make use of these services as appropriate.

Protection of interviewers

Since we will be working with and from the shelters in each community, we will have detailed information about any risks to interviewers. Fieldwork will proceed only with support and recognition from the Band councils, where these exist. We anticipate that CBRs will work together in each others communities, providing support and momentum for the community survey. Typically CBRs work within sight of each other, not entering the homes of people they interview.

Ownership, control, access and possession

All data gathered in this project will be the property of the communities from which they came. However, the potential for breach of confidentiality increases with local data sets. We deal with this by accessing the data set on behalf of the community, answering their queries with anonymized tables with no fewer than five individuals in any cell. Paper records from which the data were derived (kept for a minimum of five years in case any of the results are challenged) are stored in accordance with a set of CIET guidelines for security, storage, and eventual destruction of paper records.

A *data sharing agreement* with each participating community will specify community ownership of data with data stewardship. This will allow access to results by the communities, while protecting the individual rights of people who participate. The project will also have to clarify and complement the usual interpretation of OCAP for application in this gender and victim sensitive context, where individuals who represent local decision taking may also be the perpetrators of domestic violence. A sample of this agreement follows.

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Appendix 1. Sample Data Sharing Agreement

BETWEEN: CIETcanada, as represented by its Executive Director

AND: <Community name>

1. Preamble

It is acknowledged and respected that the right to self-determination of the First Nations, Métis and Inuit includes the jurisdiction to make decisions about research in their communities. The benefits to the communities, to each region and to the national effort should be strengthened by the research. Research should facilitate these communities to take control and manage their own community information and to assist is the promotion of healthy lifestyles, practices and effective program planning.

2. Purpose

This agreement formalizes an arrangement between CIET and <Community name> regarding the research process, protocols and products, including the data collected as part of the to the CIHR-funded project: *Community-led Reduction of Domestic Violence in Aboriginal Communities: Rebuilding from Resilience*. The project will identify and help to initiate community-led interventions that reduce domestic violence.

3. Background

Domestic violence is a well known problem in many communities, and Aboriginal communities are not exempt from this risk. This research project focuses on protocols assist communities in the design of their own interventions, and to measure the impact of these interventions in the reduction of domestic violence. The project will develop and test tools and procedures, develop proposals for and generate community buy-in to, further studies at prevention of domestic violence in Aboriginal communities.

4. Guiding Principles

1. The Rebuilding from Resilience project will build on existing skills and work with community members identified as community-based researchers as well as the project research team;

2. The community will be involved as partners in all aspects of the research. Feedback, input, participation in analysis and interpretation and communication should always characterize the research relationship;
3. The survey participants will remain anonymous when the results are reported and their responses will be aggregated into a database to be housed at CIET;
4. <Community name> will own and control the data. CIET will provide data stewardship, accessing the data only on the terms agreed; and
5. No prejudice: all communication efforts should benefit <Community name> and not cause harm in any way.

5. Roles

The parties therefore agree that the *Rebuilding from Resilience* project will take place as follows:

1. <Community name> will participate in the conceptualization and design of instruments, and determine their suitability to local conditions;
2. <Community name> will name a community-based researcher to be trained and paid by the project;
3. <Community name> will conduct the baseline and follow-up surveys through the duly trained community-based researcher(s);
4. Following the agreed protocol for data security, the questionnaires will be transmitted from <Community name> to CIET;
5. <Community name> will, with support from CIET, generate a discussion of the results with a view to identifying local solutions;
6. CIET will provide financial support for a part time researcher named by <Community name> for two years;
7. CIET will provide training in questionnaire design, implementation of questionnaires, data entry, aspects of epidemiological analysis and evidence-based action planning;
8. CIET will arrange digitization of the questionnaires under secure and anonymous conditions;
9. CIET will support initiation of the community-led interventions emerging from this process and, where the action is not within financial reach of the Project, at the request of the community, CIET will assist in development of formal proposals for external funding; and
10. In its role as data steward, CIET will maintain the data according to the principals and provisions set out in this agreement.

6. Use of information

The data from this project will only be used to meet the goals and objectives of the Rebuilding from Resilience project. The goals and objectives of the Rebuilding from Resilience are:

Goal

Enable the participating Aboriginal communities to examine domestic violence, using scientific yet culturally appropriate methods to identify community-led interventions that reduce violent behaviours.

Objectives

1. Build partnerships with communities to develop and to test culturally appropriate methods that characterize resilience protecting against domestic violence among Aboriginal people, with a view to developing unbiased prevention trials based on this resilience;
2. Develop and test culturally appropriate protocols to formulate evidence-based community-led interventions that reduce domestic violence in Aboriginal communities;
3. Implement the pilot community-led interventions and develop a framework to assess their impact at the individual, family and community level.

7. Confidentiality

As custodians of this data, <community name> and CIET agree to safeguard the privacy and security of all information containing personal and/or community identifiers. Permission from survey participants will be obtained prior to collecting personal information. Survey questions of a personal nature will remain completely anonymous.

8. Further Disclosure

<community name> and CIET will not release the information collected for any purpose unless agreed to by the parties.

9. Changes to this Agreement

Amendments to this agreement may only be made in writing and agreed upon by both parties.

IN WITNESS WHEREOF THE PARTIES HAVE SIGNED THEIR NAMES effective

The _____ day of _____, 2009.

Executive Director

CIETcanada

Witness

(Position of signer)

<Community name>

Witness

Appendix

Investigators:

Madeleine Dion Stout

Anita Olsen Harper

Beverley Jacobs

Patricia Monture

Brenda Wilson

Cornelia Wieman

Collaborators:

Dawn Harvard

Celeste McKay

Participating Organizations and Executive Directors:

Caroline Anawak, ED, Agviik Society, Iqaluit, NU

Susanne Point, ED, Xolhemet Society, Chilliwack, BC

Emma Johnson, ED, Nuxalk Nation Transition House, Bella Coola, BC

Darrell Royal, Family Wellness Coordinator, Siksika Nation Prevention of Family Violence, Siksika, AB

Mary Simpson, ED, Paspew House, Fort Chipewyan, AB

Donna Brooks, ED, YWCA of Prince Albert, Prince Albert, SK

Sharon Mason, Program Administrator, First Nations Healing Centre, Koostatak, MB

Cynthia Francois, ED, Mamawehetowin Crisis Centre, Pukatawagan, MB

Dorothy McKay, ED, Kitchenuhmaykoosib Equaygamik, Big Trout Lake, ON

Catherine Lelievre, Program Manager, Akwesasne Family Violence Program, Cornwall, ON

Louann Stacey, ED, Native Women's Shelter of Montreal, Montreal, QC

Debbie Boyd-Crawford, Program Supervisor, Mi'kmaq Family Healing Centre, Whycomagh, NS

Sheila Swasson, Listuguj First Nation in Quebec.

Elders: Dan Smoke, Mary Lou Smoke

And in memory of Judy Ford, ED, Nain Safe House, Nain, LB

Table 1

Proposed Community Involvement with the Research Design Process

Action	Implementation	Responsibilities to the communities
Identify and involve relevant community stake-holders to guide the development of the research process	The 12 communities, through the shelter directors, will designate Aboriginal research trainees, community working groups, and additional members of the steering committee. Research will be guided by the concerns and input of the research working group members.	Provide support: Respond to the needs of working members as they participate in the research process and provide support to help the community stakeholders with its tasks.
Develop a national Aboriginal community-led research network on domestic violence	This may be the first network of its kind. Shelter directors from the various locations across the country will be connected with the common research goal to reduce or eliminate domestic violence in all Aboriginal communities. This community-led research network will strengthen the process.	
Identify relevant resilience factors for Aboriginal communities	Communities will be involved in the systematic review process at the beginning, so they have a good sense of the evidence base that exists on domestic violence. Resilience factors identified from existing literature will initiate discussions. Stakeholders will provide input in their multiple contexts of individual, families, and communities.	Provide clear expectations: Design specific terms of reference that describe possible roles for the various communities and stakeholder groups.
Identify relevant instruments for measuring resilience in Aboriginal communities. Develop a draft survey for wider community consultation	Working groups will review all survey instruments. Ongoing discussions will provide continued fine-tuning. Piloting of the instruments in the communities will further ensure that questions are suitable and clear.	
Develop an Aboriginal stakeholder process to increase depth and breadth of understanding of research and resilience	Researchers and communities will jointly establish a procedure for data collection. Communities will participate in discussions of the ethical consideration of the project.	Communicate: Listen and provide feedback. Give communities reports about how their advice has been used to advance the research process and acknowledge the community contribution.
Develop a national research mentoring mechanism for community team members	Establish a direct link to senior researchers and research associates involved in the project. Create a 1 800 number for the project (a successful strategy in CIET's evaluation of the CPNP).	
Maximize data quality while protecting community privacy and safety.	Ensure ongoing adequate high quality for data collection and analysis.	Provide training: Respond to the needs of community members for continuing education in research, the systematic review process, and knowledge translation; create decision tools for domestic violence. Training of CBRs is integral to this research process, but capacity building reaches more than the researchers, as several stakeholders are involved in discussions about the research problem and the development and implementation of intervention strategies. The interaction among local groups and organizations will empower communities to develop and implement evidence-based solutions. This may be of much wider relevance than just domestic violence risk.
Create a structured set of outcomes for testing and measuring domestic violence in future trials	Using Talking Circles, Delphi, and Nominal Group consensus mechanisms, communities will agree on a structured/standard set of instruments to be included in all future RCTs of domestic violence in Aboriginal communities.	Maintain an openness:

Action	Implementation	Responsibilities to the communities
Assist in developing the research proposal to design and evaluate interventions for domestic violence using RCT methodology	Develop with the community a short basic methods course for planners on a) proposal development b) RCT cluster designs for testing complex interventions.	Enhance and welcome the creation of new methods for conducting future RCTs.

Table 2

Dissemination

What will be communicated	To whom	Timing (When)	Communication method (How)	Communication outcome (Why)
Concepts behind the research. How it applies in this community	Community stakeholders (including service providers, elders and community members)*	1 During initial contact. 2 Revisited as required throughout process	1 Initial presentation to band council and/or initial meeting with stakeholders. 2 Discussions with working group	Identify appropriateness of goals and methodology for each community
Ethical considerations pertaining to this project	Steering comm. Community (including band leaders, providers, elders) Working groups	1 During initial contact 2 Revisited as required throughout research process.	1 Initial presentation to band council and/or initial meeting with stakeholders. 2 Discussion with working group	1 Address concerns about protecting individual participants and community 2 Encourage discussion of ethics and community rights
Detailed presentation of the research instruments and data collection methodologies	Community stakeholders Designated community working group	1 During initial presentations 2 During working group discussions throughout project.	Via ongoing discussions 1 Reasons information is important to community 2 Lessons learned (feedback about domestic violence risk work done in other Aboriginal communities)	Customized community process to increase understanding of and involvement in methods
Research results and intervention plans	Community stakeholders Working group Steering comm.	During analysis	Involvement in the planned analysis.	Identify concerns of steering committee and ensure relevance of research at community level
Outcome assessment	Board of social services and education; NGOs; government agencies	Post analysis Throughout project for modification of interventions	Intercommunity meetings or work shops.	Stronger capacity to change community institutions through lessons learned.