STRENGTHS IN CONVERSATION IS A PROJECT FUNDED BY THE NT GOVERNMENT SAFE, RESPECTED AND FREE FROM VIOLENCE GRANT

Strengths in Conversation Project:

Results from a Local Survey 2021

SURVEY CONDUCTED FOR PRIMARY PREVENTION OF VIOLENCE AGAINST WOMEN AND CHILDREN IN CULTURALLY AND LINGUISTICALLY DIVERSE (CALD) COMMUNITIES IN DARWIN

BY CARINE KAPIAMBA, PROJECT CONSULTANT

SIC is a project of NT Legal Aid, in partnership with Melaleuca Refugee Centre, Dawn House, NAPCAN, NT Working Women's Centre, Multicultural Council NT and Anglicare

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Executive summary

A survey was conducted by the Strengths in Conversation (SIC) Committee to identify sector needs in primary prevention of violence against women and children, for service providers who are working with (CALD) communities in Darwin. It identified current training, resources, and tools available, along with gaps. The aim was to gain insight and accordingly provide the sector with pathways to alleviate the gaps by supporting access to training, sharing of knowledge and resources and collaboration across the sector.

The methodology or analytical process used to collate data comprised an online and face-to-face survey to predefined sectors that are working with CALD communities. This includes:

- Education and care settings for children and young adults
- Tertiary education
- Health services
- Family support and community services
- Faith-based community service providers
- Legal, justice and corrections contexts

Participation

The data obtained from the survey illustrates a greater participation from educators and both family support and community services, along with legal, justice and corrections contexts sectors **(Table 1 & 2)**.

Survey Analysis - Summary of key Findings

Regarding the Knowledge of Primary Prevention [5.1]

From the responses, 36% of the respondents classify as having "a little" knowledge– have heard of primary prevention but do not apply it. Following up with 25% of those who exhibit familiar knowledge with small integration into my practice **(Graphic 3).** Most individuals selected 'Cultural values promoting men's control of decision making in private relationships', this was chosen as the strongest driver of violence against women and children in CALD Communities in Darwin – 37 respondents. Second place was shared by 'Inequality between men and women' and 'Harmful use of alcohol and other drugs' - 28 respondents **(Graphic 4)**. Most respondents (73%) described primary prevention of violence against women and children as a whole population activity to address the drivers of violence **(Graphic 5)**.

Regarding Prevention Activities [5.2]

Survey respondents were asked to identify if their organisation had relevant and specific prevention policies, programs or plans. 41 respondents affirm that their organisations have 'Diversity equity and inclusion policies, program, or plans.' It was found that 38 people/organisations had 'Respectful relationships policies, program, or plans' and 37 respondents confirm they had 'Child safe environments policies, program, or plans' **(Graphic 6)**. In relation to how regularly respondents undertook any activities related to the primary prevention of violence against women, 22 people recognised they regularly work in partnership with other organisations. Also, 20 people stated to regularly develop and deliver informal training, professional development and mentoring in their role **(Graphic 7)**.

In addition, the respondents were asked to estimate what percentage of their current work focused on primary prevention of violence against women. In response: 56% of the respondents found it difficult to quantify primary prevention incorporated in the practice, and 22% of respondents have less than 50% focus on primary prevention **(Graphic 8)**. Additionally, survey respondents provided qualitative data in relation to the list of activities around primary prevention of violence against women & children for CALD communities in Darwin that they are aware of – **refer to response for question 7**. Respondents gave distinct views, identifying the three most critical challenges or barriers to effective primary prevention activities in their field of work – see **Table 3 Response – Gallery.**

Regarding Skills, Knowledge and Professional Development [5.3]

Survey respondents described their skills and experience in primary prevention. The participants were predominately identified to be at entry-level of understanding, with 44.4% being able to apply the key principles of the primary prevention of violence against women and 27.8% of the respondents declared to be at mid-level of understanding and able to apply theorical models and frameworks relating to primary prevention **(Graphic 9)**. In addition, 54.5% acknowledged attending external or internal training, professional development, mentoring or professional learning programs, guided supervision or on the job training in the last 10 years, while 34.5% did not attend this type of training – **Graphic 10.** A majority of the respondents (31) have completed the family and domestic violence training, including mandatory reporting training, and 28 respondents completed children's safety, wellbeing, care, and protection, including mandatory reporting training – **Graphic 11.**

In addition, survey respondents expressed their interest to have more training in several topics as displayed in **Table 4**. In terms of learning method, 54% of the respondents favoured face-to-face training and 21% selected video or online webinar – **Graphic 12**.

Furthermore, 21 participants declared that their organisation provided training, advise and support to other organisations and individuals on the topics of family harmony, respectful relationships, and 20 respondents provide training on the topic of family and domestic violence and the law, including mandatory reporting – **Graphic 13.**

Regarding Materials eg. policies, evaluations, research papers, guides [5.4]

To operate effectively and improve work in primary prevention of violence against women and children in CALD communities in Darwin, 20% of the survey respondents are seeking training packages that can be delivered for staff & communities on prevention of violence. Following this, 17% of the respondents would like case studies or stories of significant change – **Table 5 & Graphic 14.** In regards to shared tools and resources for aid in prevention work in CALD communities, 25% of the respondents confirmed their organisations have policies to ensure culturally safe service provision. In addition, 20% of participants affirmed their organisations have posters, brochures and communications materials – **Table 16.**

In regard to the overall findings, recommendations have been put forward for discussion and reference. These recommendations reinforce the need for improvement in collaboration, further development of training, and sharing of resources and tools in the area of primary prevention of violence against women and children in CALD communities in Darwin, to strengthen and support CALD Service providers'.

2. Overview

The Strengths in Conversation (SIC) Project is funded by the NT Government Safe, Respected and Free from Violence prevention grant. It aims to strengthen primary prevention of violence against women and children in CALD communities in Darwin. Its aims were to identify training and resources available to sites of primary prevention, what gaps need to be filled, deliver pilot training, share materials gathered and promote collaboration across the sector.

In order to pursue the above projected vision, a survey was conducted in the sector that works with CALD communities and individuals.

Purpose

The purpose of the survey was to validate gaps found for sites of primary prevention, based on the training and resources available. This was performed through clustering qualitative and quantitative data.

The collated feedback would aid in understanding the current situation in the predefined sectors and identify needs and wants in terms of capacity to take action to prevent violence against women and children in CALD communities.

3. Methodology

The SIC project conducted an online and face-to-face survey to different organisations working with CALD communities. It targeted predefined service providers classified under the following groups:

- Education and care settings for children and young people
- Tertiary education
- Health services
- Family support and community services
- Faith-based community service providers
- Legal, justice and corrections contexts

4. Participation

A total of 56 surveys were completed by participants. The report uncovered data classifying participation in two segments:

Table 1: Participation based on job role.

Psychologist	0
Counsellor	6
Social worker	3
Child Welfare worker	0
Support worker/practitioner	2
Women's advocate	0
Health career	2
Educator	21
Case coordinator/manager/ admin	15
DV Specialist	2
Other: include pastor and lawyers	5
Total	**56**

Graphic 1

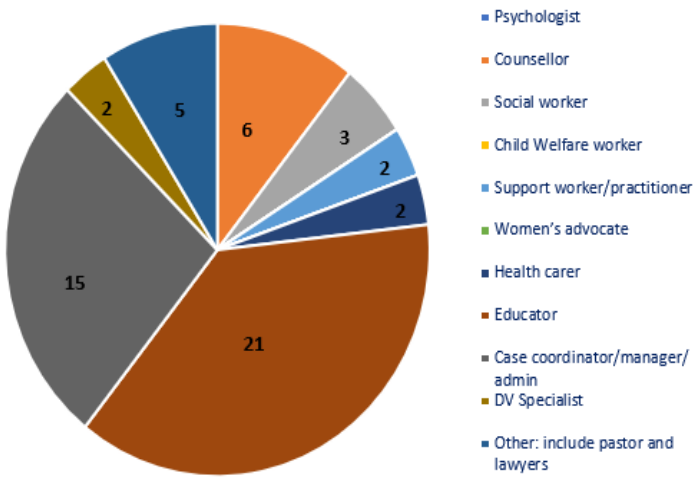
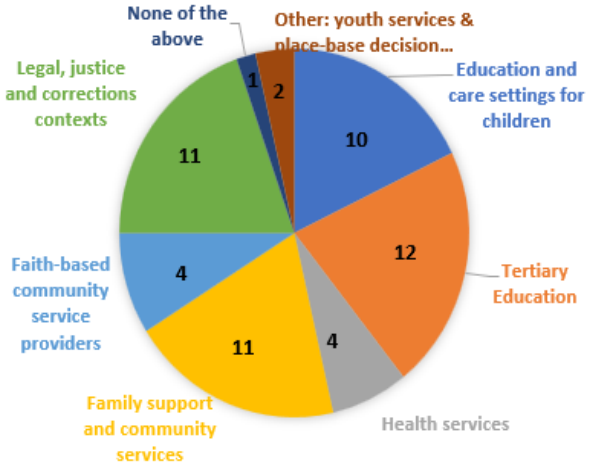


Table 1 Illustrates highest participation from educators and following up with a group of case coordinators, managers, and administration staff.

Table 2: Participation based on the sector

Education and care settings for children	10
Tertiary Education	12
Health services	4
Family support and community services	11
Faith-based community service providers	5
Legal, justice and corrections contexts	11
None of the above	1
Other: youth services & place-base decision making	2
Total	**56**

Graphic 2



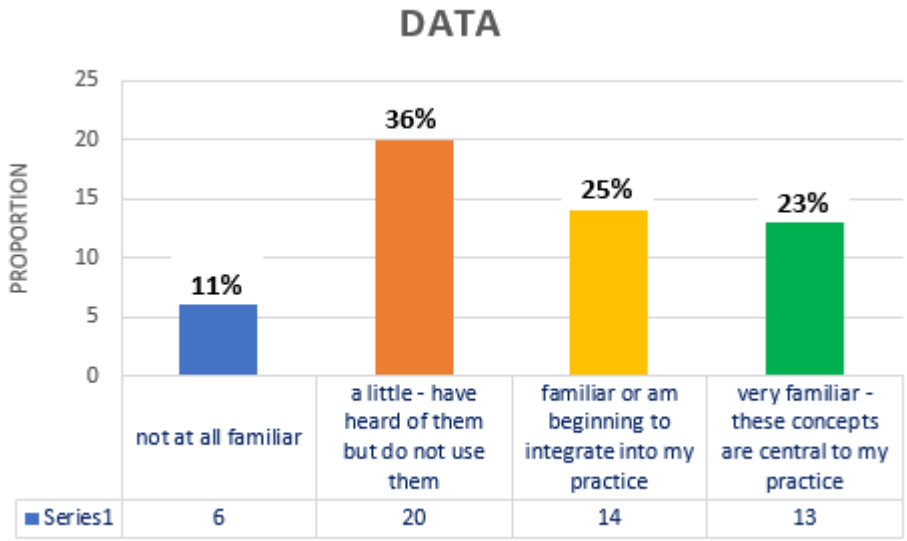
The above table 2 demonstrates great participation from tertiary education and the second is for both family support and community services, and legal, justice and corrections contexts.

5. Survey Analysis - Summary of key Findings

5.1. PART 1: KNOWLEDGE OF PRIMARY PREVENTION

1. **How familiar are you with the following concepts relating to the prevention of violence against women and children?**

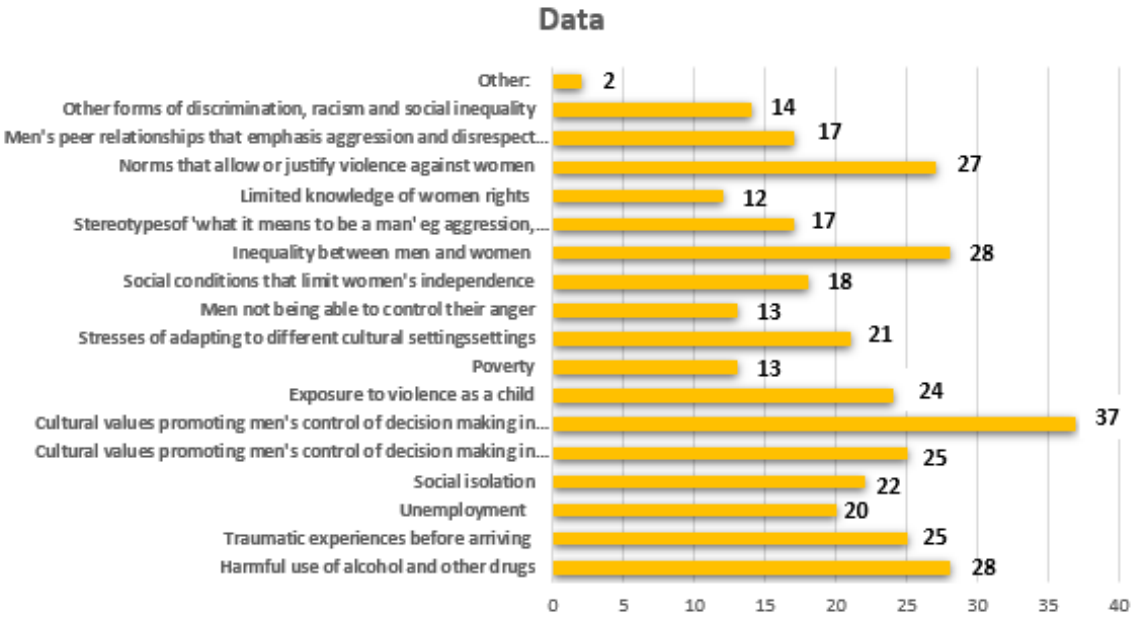
Graphic 3: Primary Prevention



The survey illustrates how 36% of the respondents agree that they have "a little – heard of primary prevention but do not apply it". Following up with 25% for those who are "familiar or am begining to integrate" it into the practice, 23% are "very familiar" – the concept is central to my practice, and 11% of the respondents are not at all familiar.

2. **In your experience, which of the following factors do you think are the strongest drivers of violence against women and children in CALD Communities in Darwin? Please select all that apply but try to choose the strongest drivers in your experience.**

Graphic 4: Factors that respondents believe are the strongest drivers of violence in the CALD communities.

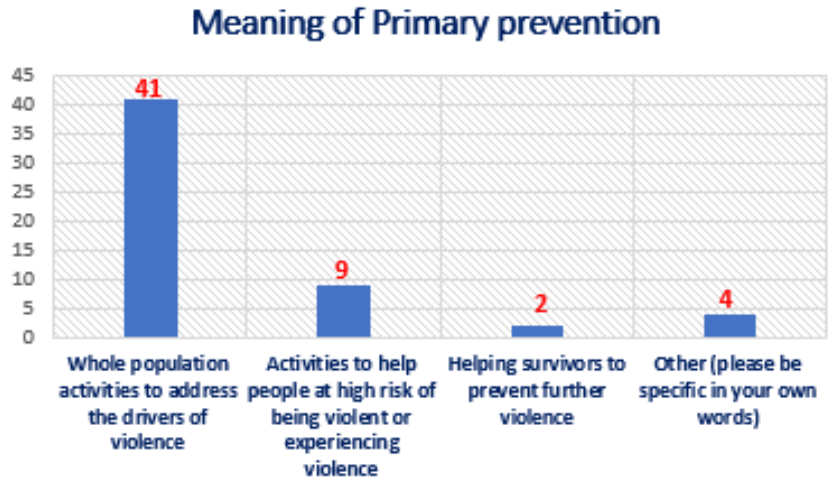


As per the above figures (please refer to the Appendix for full data label title):

- Cultural values promoting men's control of decision making in private relationships was chosen by 37 respondents as the strongest driver of violence.
- The second highest driver was shared by 'Inequality between men and women' and 'Harmful use of alcohol and other drugs', with 28 respondents each.
- 27 of the respondents selected 'Norms that allow or justify violence against women.'

3. What does primary prevention of violence against women and children mean to you?

Graphic 5



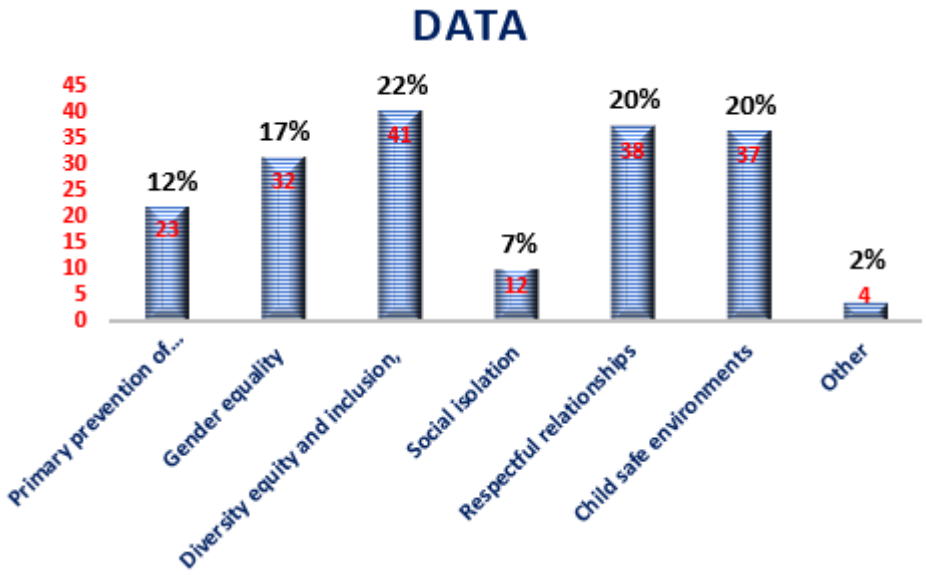
The above graph highlighted:

- 73% of respondents selected 'Whole population activities to address the drivers of violence' as the most relevant meaning of primary prevention of violence against women and children.

5.2. PART 2 – PREVENTION ACTIVITIES

4. Does your organisation have specific policies, programs or plans about any of the following?

Graphic 6

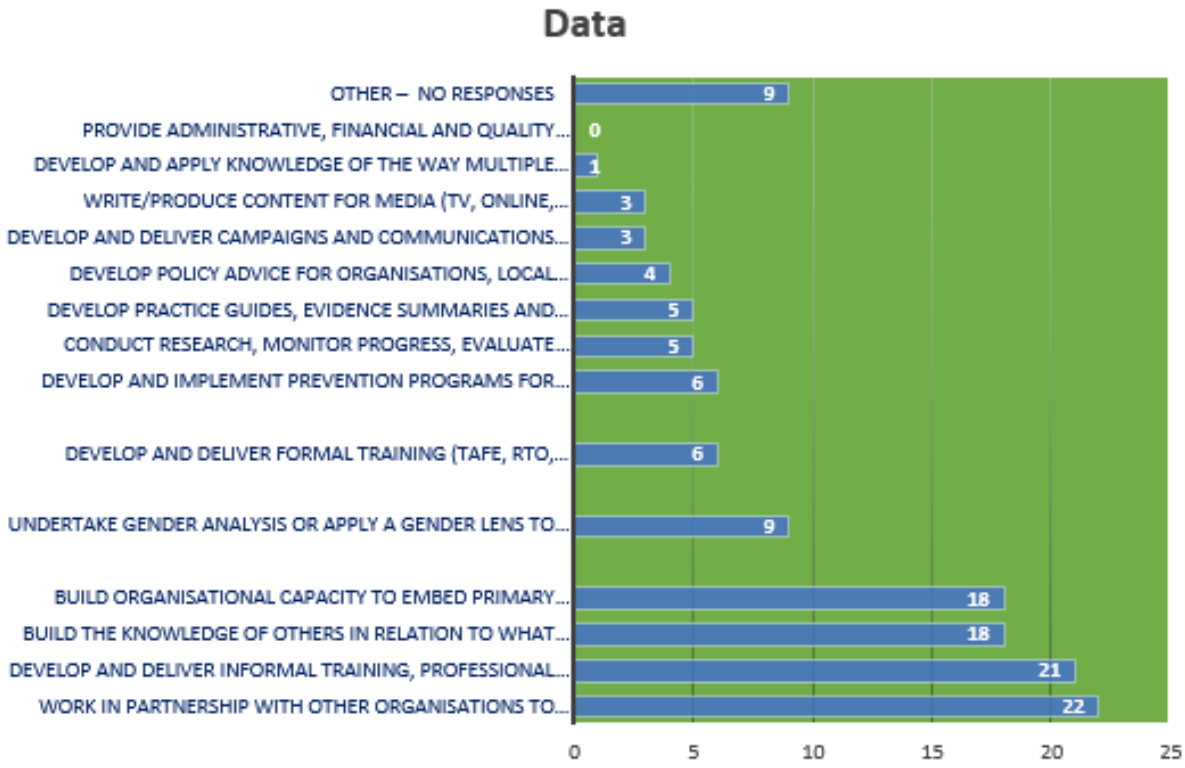


The above statistics demonstrated:

- 41 respondents of the survey affirm their organisations have diversity equity and inclusion policies, programs, or plans.
- 38 respondents of the survey assert their organisations have respectful relationships policies, programs, or plans.
- 37 respondents of the survey declare their organisations have child safe environments policies, programs, or plans.
- 32 respondents of the survey affirm their organisations have gender equality policies, programs, or plans.
- 23 respondents of the survey claim their organisations have primary prevention of violence policies, programs, or plans.
- 12 respondents of the survey state their organisations have social isolation policies, programs, or plans.

5. **In your role, do you regularly undertake any of these activities related to the primary prevention of violence against women? Please select all that apply.**

Graphic 7

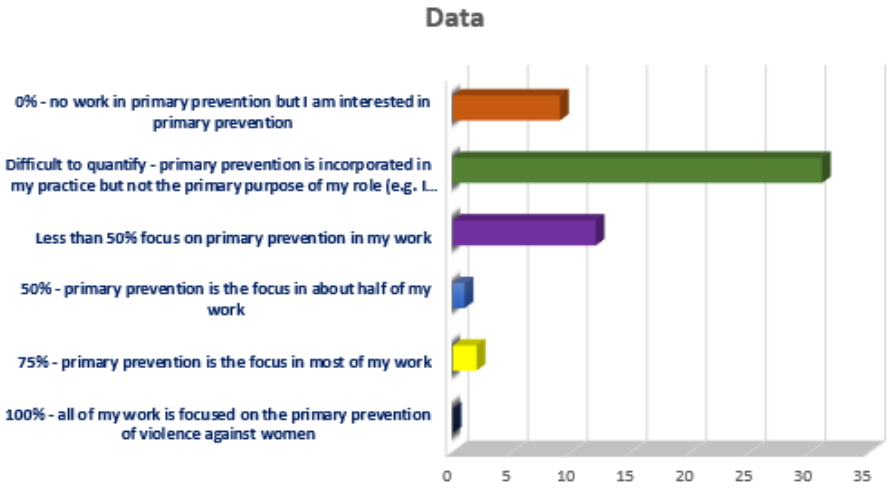


The statistic showed (see Appendix for full data label title):

- 22 respondents declared in their role to regularly work in partnership with other organisations to prevent violence against women.
- 21 repondents assert they regularly develop and deliver informal training, professional development and mentoring in their role.
- 18 respondents affirmed that they both regularly build the knowledge of others in relation to what primary prevention is and build organisational capacity to embed primary prevention into everyday practice.

6. **What percentage of your work is currently focused on primary prevention of violence against women (approximately)?**

Graphic 8



The graph illustrates (see Appendix for full data label title):

- 56% of respondents find difficult to quantify – primary prevention which incorporate in the practice.
- 22% of respondents are less than 50% focus on primary prevention
- 16 % of respondents are not work in primary prevention but interested in.
- 4% of respondents declare 75% of their work is focus in primary prevention
- 2% of respondents affirm half of their work is focus on primary prevention
- None of respondents have 100% work focus on the primary prevention

7. Are there any other activities in the area of primary prevention of violence against women & children for CALD communities in Darwin that you are aware of?

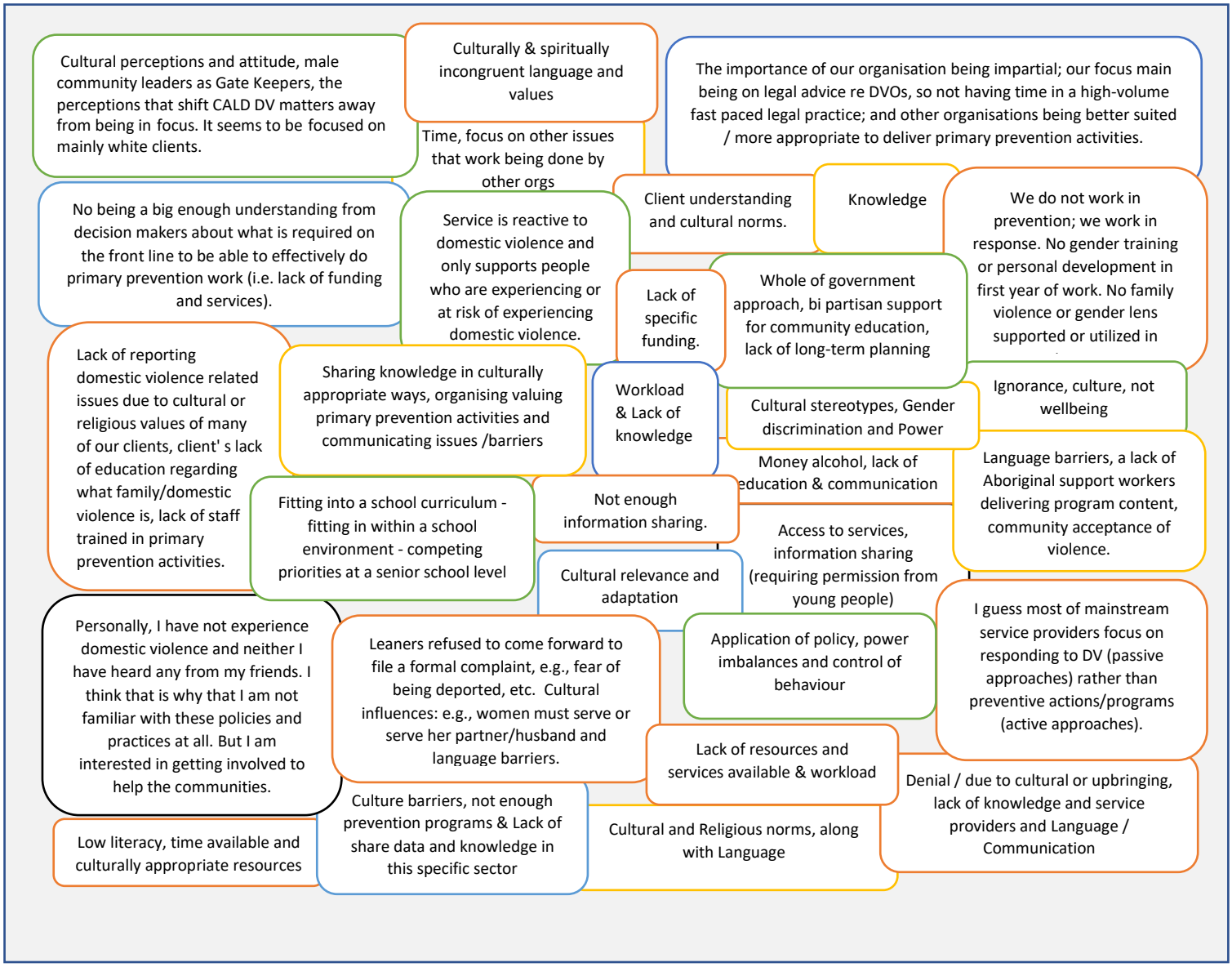
Responses: (as quoted)

1. Work with community leaders and key influencers.
2. Melaleuca and Anglicare and Catholic Care will support CALD communities in Darwin in relation to violence against women.
3. MCNT programs & TEWLS project.
4. No More campaign (3 responses).
5. It is part of our yearly delivery plan on settlement of migrants and refugee's. We coordinate with a number of organisations to implement this and invite subject matter experts to deliver to staff and learners.
6. Most migrant/refugee organisations have programs of this sort.
7. Some association align their activities with the National Plan to Reduce Violence against Women and Children.
8. Thinking about educating those people.
9. None, refer to DV services.
10. Melaleuca Refugee Centre, Anglicare.
11. NAPCAN's LoveBites Training Package, LifeLine's DV Training (has specific multicultural training session relating to DV).
12. Social and support groups.
13. Legal Aid, Women's Working Centre, Somerville, Anglicare, Women's shelter, Services Australia (social worker), COTA.

14. There are many service providers that have some sort of programs to respond to the DV, I don't think they do prevention.
15. No (14x).

8. What are the three most critical challenges or barriers to effective primary prevention activities in your area of work?

Table 3: Response – Gallery



The top 7 challenges or barriers suggested by the respondents implies: (as quoted)

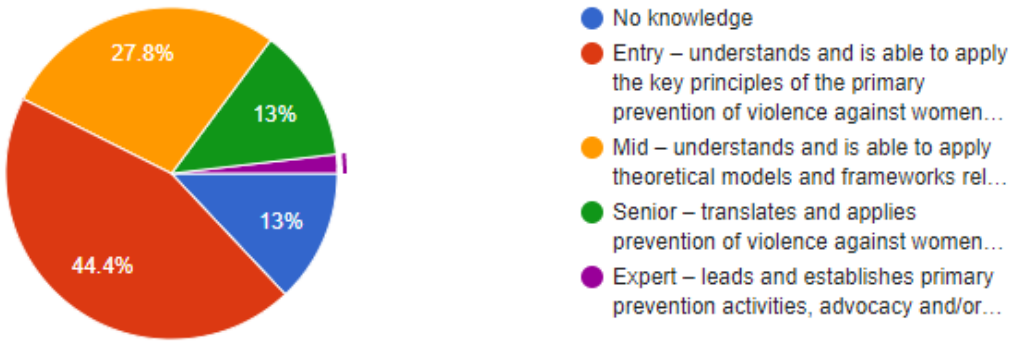
- Sharing knowledge in culturally appropriate ways, organising valuing primary prevention activities, and communicating issues/barriers, coupled with lack of shared data and knowledge in this specific sector.
- Cultural perceptions and attitudes, male community leaders as Gate Keepers, the perceptions that shift CALD DV matters away from being in focus. It seems to be focused on mainly white clients. Culturally & spiritually incongruent language and values.

- Lack of reporting domestic violence related issues due to cultural or religious values of many of our clients, client's lack of education regarding what family/domestic violence is, lack of staff trained in primary prevention activities. Alongside low literacy, time available and culturally appropriate resources.
- I guess most of mainstream service providers focus on responding to DV (passive approaches) rather than preventive actions/programs (active approaches).
- Not having a big enough understanding from decision makers about what is required on the front line to be able to effectively do primary prevention work (i.e., lack of funding and services).
- The importance of our organisation being impartial; our focus mainly being on legal advice regarding DVOs, so not having time in a high-volume fast paced legal practice; and other organisations being better suited / more appropriate to deliver primary prevention activities.
- Fitting into a school curriculum - fitting in within a school environment - competing priorities at a senior school level also, application of policy, power imbalances and control of behaviour.

5.3. PART: 3 YOUR SKILLS, KNOWLEDGE AND PROFESSIONAL DEVELOPMENT

9. How would you describe your skills and experience in primary prevention? Please select one option, ranging from no knowledge to expert practitioner.

Graphic 9

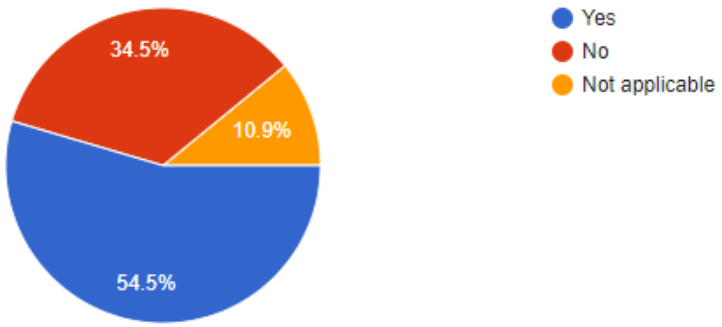


The figure illustrates (see Appendix for full data label title):

- 44.4 % of the respondents affirm to be at entry-level of understanding and are able to apply the key principles of the primary prevention of violence against women.
- 27.8% of the respondents declare to be at mid-level understanding and are capable of applying theorical models and frameworks relating to primary prevention.

10. **Have you attended any external or internal training, professional development, mentoring or professional learning programs, guided supervision or on the job training to support your work in the prevention of violence against women in the past ten years?**

Graphic 10

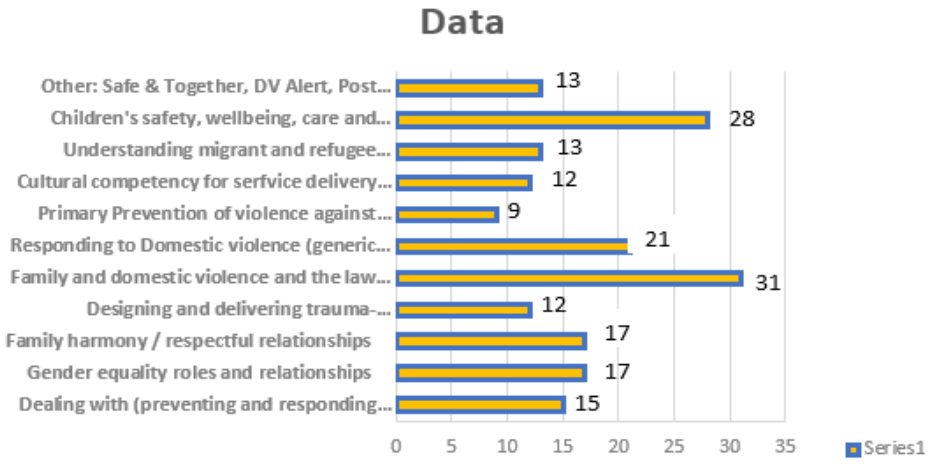


The above statistic evidences:

- 54.5% of the respondents recognise attending any external or internal training, professional development, mentoring or professional learning programs, guided supervision or on the job training to support their work in the prevention of violence against women in the past ten years.
- 34.5% did not attend this type of training in the past ten years.

11. **What training have you completed related to the primary prevention of violence against women and children in CALD communities ? (Please select all that apply)**

Graphic 11



The above statistic demonstrates (see Appendix for full data label title):

- 31 respondents affirm that they have completed family and domestic violence and the law including mandatory reporting training.
- 28 respondents state that they havce completed children's safety, wellbeing, care and protection, including mandatory reporting training.

- 21 respondents declare that the have completed responding to domestic violence training (generic or specific to multicultural conmmunities).

12. What would YOU like more training about? (in terms of primary prevention of violence against women & children in CALD communities)

Table 4 - Response Gallery

The top 5 ideas suggested by the respondents implies:

- Cultural competency training for service providers who are working with CALD communities.
- Appropriate cultural training or a workshop for CALD communities, especially individuals who are recognised as being an authentic voice for this population group in primary prevention of violence against women and children- tackling issues such as:
  - Verbal abuse
  - Sexual harassment

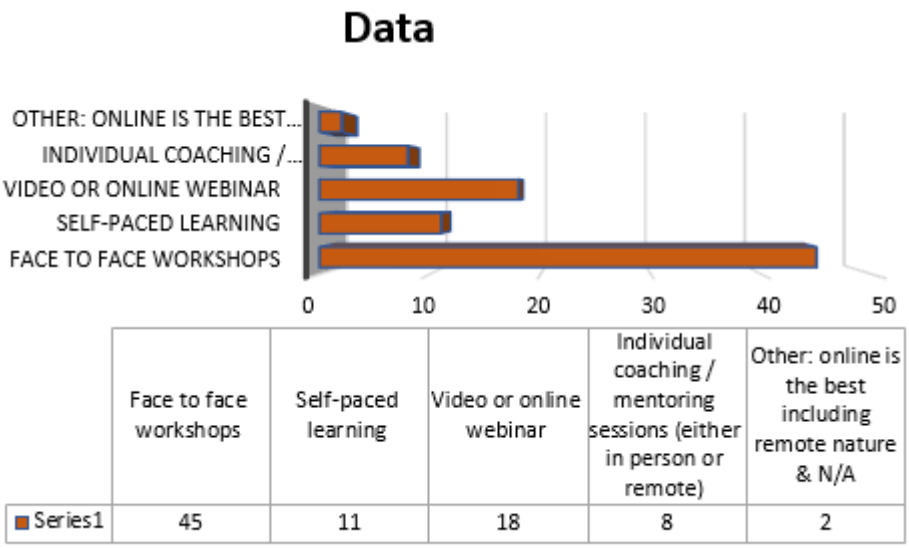
  Coupled with:
  - Procedures on how to deal with the violence.

- How to care about children's safety, wellbeing, care, and protection including mandatory reporting.
- Gender equity and Safety planning.
- Relevant service support information.

- Develop frameworks, policies, rules regarding primary prevention of violence against women & children in CALD communities, as well as the law around migration and spousal visas.
- Training based on understanding migrant and refugee settlement processes, and challenges for CALD service providers.
- Organise real and honest conversations about using women and children in transactional processes across First Nations, CALD and mainstream communities, and including pornography.

13. What LEARNING METHODS work best for you to receive training?

Graphic 12



	Face to face workshops	Self-paced learning	Video or online webinar	Individual coaching / mentoring sessions (either in person or remote)	Other: online is the best including remote nature & N/A
Series1	45	11	18	8	2

This graph demonstrates (see Appendix for full data label title):

- 54% of the respondents prefer face-to-face training as the best learning method.
- 21% of respondents choose videos or online webinars.
- 13% of respondents selected self-paced learning.

14. Does your organisation provide TRAINING / ADVICE / SUPPORT, to other organisations and individuals ON any of the topics below? (Please tick all that apply)

Graphic 13

The above figure exemplifies (see Appendix for full data label title):

- Family harmony / respectful relationships = **15%**
- Family and domestic violence and the law, including mandatory reporting = **15%**
- Responding to domestic violence (generic or specific to multicultural conmmunities) = **11%**
- Children's safety, wellbeing, care and protection, including mandatory reporting = **11%**

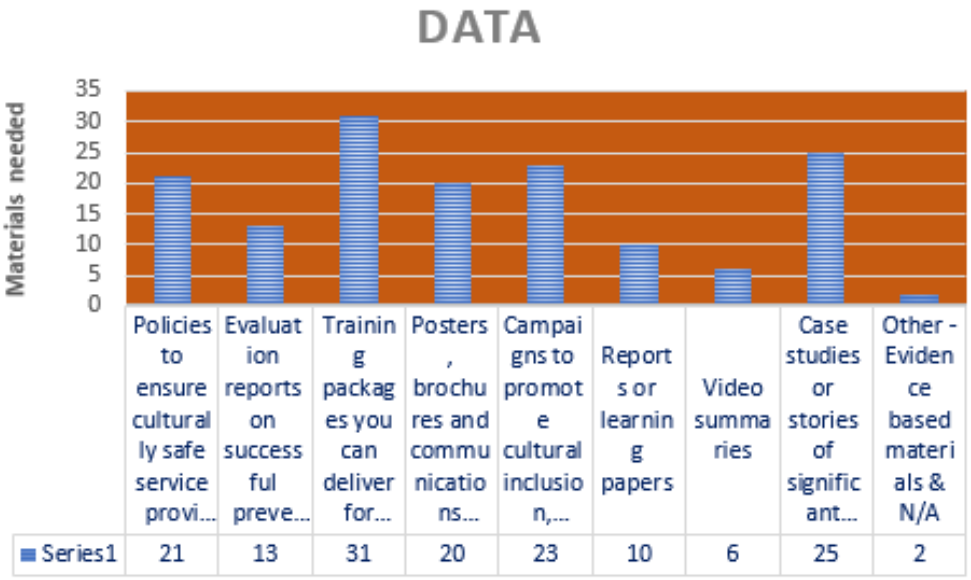
5.4. PART 4 – MATERIALS EG. POLICIES, EVALUATIONS, RESEARCH PAPERS, GUIDES ETC

15. What MATERIALS do you need to effectively do and improve your work in primary prevention of violence against women and children in CALD communities in Darwin?

Table 5

• Policies to ensure culturally safe service provision	21
• Evaluation reports on successful prevention programs	13
• Training packages you can deliver for staff / communities on prevention of violence	31
• Posters, brochures, and communications materials.	20
• Campaigns to promote cultural inclusion, gender equity, respectful relationships	23
• Reports or learning papers	10
• Video summaries	6
• Case studies or stories of significant change	25
• Other - Evidence based materials & N/A	2

Graphic 14

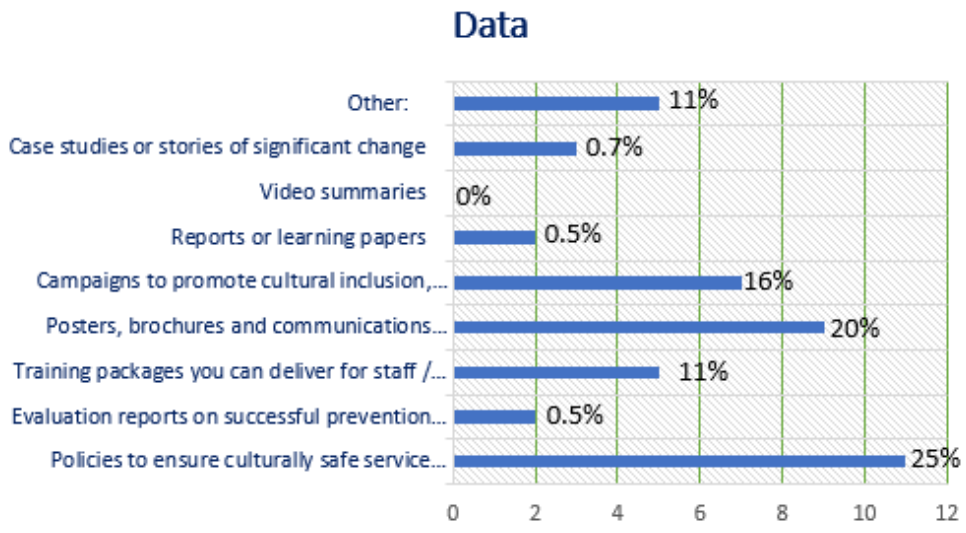


The above data exemplifies (see Appendix for full data label title):

- Training packages you can deliver for staff / communities on prevention of violence = **20%**
- Case studies or stories of significant change = **17%**
- Campaigns to promote cultural inclusion, gender equity, respectful relationships = **15%**

16. Does your organisation have <u>any tools, resources</u> to share to help prevention work in CALD communities. (Please tick all that apply and provide links if possible)

Graphic 15



The above statistic demonstrates (see Appendix for full data label title):

- 25% of participants selected 'Policies to ensure culturally safe service provision'.

- 20% selected 'Posters, brochures and communications materials'.
- 16% selected 'Campaigns to promote cultural inclusion, gender equity, respectful relationships'.

6. Conclusion

The final data from the SIC survey report has now been presented. Numerous organisations working with the CALD communities in Darwin have expressed their views related to the primary prevention of violence against women and children. A majority of the respondents identified themselves as having less understanding and application of the prevention of violence. The survey findings identified barriers such as lack of sharing data and knowledge in the sector, lack of cultural competency from service providers, lack of training, tools and materials tailored to CALD community's needs and not enough prevention programs.

In addition, the findings validated the perceived lack of primary prevention of violence strategies specific to CALD communities in the sector (organisations, local government, state or federal governments or regions). The survey results indicate that there is a profound desire and need for education in the area of prevention of violence tailored to CALD communities, coupled with the necessity of collaboration in the sector.

The below recommendations have been presented to the SIC Project Committee, to support service providers in primary prevention of violence against women and children in CALD communities.

7. Recommendations

Based on the survey findings, the followings recommendations are made for improvement of collaboration across the sectors:

1. SIC have been given an opportunity to establish and drive a primary prevention of violence resource against women and children for CALD service providers, as well as network to connect and share related information, training, policies and plans in real time. This can be done by developing tools such as:
    a. Website page
    b. Training matrix
    c. Platform to share information about primary prevention of violence against women and children for CALD; this includes training, events, reports or media and announcements.
    d. Facebook page
    e. Email network that can be used to share resources and support the sector development, could include a regular newsletter, flyer, and correspondence.

2. Design cultural appropriate training or program (formal & informal) of primary prevention of violence tailor to effectively upskill frontline staff that work with the CALD such as:
    a. Face to face training packages that make use of people within community who have been identified as appropriate personnel to work alongside existing program staff, to contextualise

training and program content to suit various CALD groups. This can be more sustainable if this approach became a train the trainer model.

b. Webinars and online forums that support further development and training.

c. Ensure that professional development addresses the intersectionalities that influence the drivers of violence and essential actions that have been identified in CALD communities.

d. Deliver programs to promote cultural inclusion, gender equity and respectful relationships.

e. Understanding migrant and refugee settlement processes and challenges.

f. Cultural competency training for service providers including violence prevention frameworks and gender equity.

g. Culturally appropriate training for children's safety, wellbeing, care, and protection including mandatory reporting.

h. Encourage to hire a CALD employee to minimise cultural barriers and foster understanding.

3. Develop culturally oriented materials and tools for primary prevention of violence to support service delivery such as:

    a. Design materials to promote cultural inclusion, gender equity, and respectful relationships for CALD Communities.

    b. The policies, practice, and rules regarding Primary Prevention Violence against Women & Children in CALD communities

    c. Tips on how to engagement and communicate with CALD client in primary prevention of violence.

    d. Multi-languages and simple words posters & brochures communicating a primary prevention of violence.

    e. CALD service providers list for primary prevention of violence including the area of focus.

    f. Event program for primary prevention of violence

4. SIC advocates to government agencies and foster more collaboration in resources and sharing materials between CALD service providers and extra funding to pursuit and enable service providers' accordingly.

5. Organise informal training/workshop on primary prevention for CALD community leaders to share information and experience. It is also about enlightening them on how to prevent violence. This can be done through CALD service providers as a focus group.

6. Work together as a sector to fit into school curriculum prevention education of violence with and empower teachers culturally competence in order to edify and support CALD communities.

7. Take initiative to identify and connect with relevant project bodies across Australia to share the lessons learn on how service providers can work effectively to advance social change in the CALD communities.

8. Promote services and activities that are focused on the primary prevention of violence and have cultural competency.

9. Other recommendations outside the scope of this project include:

    a. Risk assessment and safety planning with respect of cultural values.
    b. Procedure and processes regarding how to deal with violence.

8. Appendix

Strengths in Conversation Project Survey questions

Introduction

The Strength in Conversation (SIC) committee invites you to complete the following Survey.

The *Strengths in Conversation Project* is funded by the NT Government Safe, Respected and Free from Violence prevention grants. It aims to strengthen primary prevention of violence against women and children in Culturally and Linguistically Diverse (CALD) communities in Darwin. Specifically, it is identifying the training and resources available to sites of primary prevention, what gaps can be filled and will deliver some pilot training and share materials collated.

We have been consulting with service providers in these 6 areas identified as sites for primary prevention:

1. Education and care settings for children
2. Tertiary Education
3. Health services
4. Family support and community services
5. Faith-based community service providers
6. Legal, justice and corrections contexts

You have been contacted to assist and we ask you to please fill out the following confidential survey by Monday 8 February 2021. The feedback from this survey will help us understand the current situation in the sector and your needs and wants in terms of capacity to take action to prevent violence against women and children in CALD communities.

Legal Aid, in partnership with Melaleuca Refugee Centre, Dawn House, NAPCAN, NT Working Women's Centre, Multicultural Council NT, and Anglicare, thank you for taking the time to complete the survey.

The survey is easy to complete and will take approximately 15 minutes. Please share the survey with your colleagues.

If you would like to know more about the project or provide further feedback outside of this survey, please contact cle@legalaid.nt.gov.au

Pre-survey screening:

Compulsory questions

My job role

- ☐ Psychologist
- ☐ Counsellor
- ☐ Social worker
- ☐ Child Welfare worker
- ☐ Support worker/practitioner
- ☐ Women's advocate
- ☐ Health carer
- ☐ Educator
- ☐ Case coordinator/manager
- ☐ DV Specialist

☐ Other - please specify:

_____

My sector: (Please choose only one – if more than one applies, choose the one that best describes your agency).

- ☐ Education and care settings for children
- ☐ Tertiary Education
- ☐ Health services
- ☐ Family support and community services
- ☐ Faith-based community service providers
- ☐ Legal, justice and corrections contexts
- ☐ None of the above

Other: _____

SUBMIT – NEXT SECTION

PART 1 Knowledge of Primary Prevention

1. **How familiar are you with the following concepts relating to prevention of violence against women and children?**

	not at all familiar	**a little - have heard of them but do not use them**	**familiar or am beginning to integrate into my practice**	**very familiar - these concepts are central to my practice**
Primary prevention	☐	☐	☐	☐
Secondary prevention or early intervention	☐	☐	☐	☐
Tertiary prevention or response	☐	☐	☐	☐
Gender transformative practice	☐	☐	☐	☐
Gendered drivers of violence against women	☐	☐	☐	☐
Reinforcing factors of violence against women	☐	☐	☐	☐

The purpose of the next questions is to find out your background / baseline understanding as well as to know which areas most will need addressing.

2. In your experience, which of the following factors do you think are the strongest drivers of violence against women and children in CALD Communities in Darwin?

Please select all that apply but try to choose the strongest drivers in your experience.

☐ Harmful use of alcohol and other drugs

☐ Traumatic experiences before arriving

☐ Unemployment

☐ Social isolation

☐ Cultural values promoting men's control of decision making in public life

☐ Cultural values promoting men's control of decision making in private relationships

☐ Exposure to violence as a child

☐ Poverty

☐ Stresses of adapting to different cultural settingssettings

☐ Men not being able to control their anger

☐ Social conditions that limit women's independence

☐ Inequality between men and women

☐ Stereotypesof 'what it means to be a man' eg aggression, dominance or disrespect towards women

☐ Limited knowledge of women rights

☐ Norms that allow or justify violence against women

☐ Other forms of discrimination, racism and social inequality

☐ Other - please specify: _____

3. What does primary prevention of violence against women and children mean to you?

☐ Whole population activities to address the drivers of violence
☐ Activities to help people at high risk of being violent or experiencing violence
☐ Helping survivors to prevent further violence
☐ Other (please be specific in your own words) _____

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PART 2 – PREVENTION ACTIVITIES

Primary Prevention usually means activities that try to prevent violence from occurring in the first place. Our Watch, the national prevention campaign has defined these key actions to address the drivers of violence and thus prevent violence against women:

- CHALLENGE condoning of violence against women
- PROMOTE women's independence & decision-making in public life and relationships
- FOSTER positive personal identities and challenge gender stereotypes and roles
- STRENGTHEN positive, equal and respectful relationships between and among boys, girls, men, and women.
- PROMOTE and normalise gender equality in public and private life.

Examples of primary prevention activities include:

- schools based programs to create gender-equitable environments and build students' relationships skills,
- efforts to reduce the disrespectful portrayal of women in the media,
- comprehensive public education and social marketing campaigns, and
- workplace initiatives promoting positive bystander responses

The next questions ask about what you do, or your agency does to prevent violence or promote equality, inclusion and respectful relationships?

4. **Does your organisation have specific policies, programs or plans about any of the following?**

☐ primary prevention of violence,

☐ gender equality

☐ diversity equity and inclusion,

☐ social isolation

☐ respectful relationships

☐ child safe environments

9. In your role, do you regularly undertake any of these activities related to the primary prevention of violence against women? Please select all that apply

☐ Develop and deliver formal training (TAFE, RTO, University)

☐ Build organisational capacity to embed primary prevention into everyday practice

☐ Undertake gender analysis or apply a gender lens to your work

☐ Build the knowledge of others in relation to what primary prevention is, the drivers of violence against women and actions to prevent violence

☐ Develop and deliver informal training, professional development and mentoring

☐ Conduct research, monitor progress, evaluate programs or data collection and analysis

☐ Develop policy advice for organisations, local government, state or federal governments or regions

☐ Develop and implement prevention programs for groups and individuals

☐ Develop and apply knowledge of the way multiple forms of discrimination and privilege intersect with gender inequality

☐ Develop and deliver campaigns and communications materials (for example social marketing campaigns, social media, posters, infographics)

☐ Develop practice guides, evidence summaries and resources

☐ Write/produce content for media (TV, online, newspaper)

☐ Work in partnership with other organisations to prevent violence against women

☐ Provide administrative, financial and quality management support for organisation delivering primary prevention projects

☐ Other - please list below: _____

10. What percentage of your work is currently focused on primary prevention of violence against women (approximately)?

☐ 100% - all of my work is focused on the primary prevention of violence against women

☐ 75% - primary prevention is the focus in most of my work

☐ 50% - primary prevention is the focus in about half of my work

☐ Less than 50% focus on primary prevention in my work

☐ Difficult to quantify - primary prevention is incorporated in my practice but not the primary purpose of my role (e.g. I work as a teacher, I work in diversity and inclusion, I am a coach)

☐ 0% - no work in primary prevention but I am interested in primary prevention

7. Are there any other activities in the area of primary prevention of violence against women & children for CALD communities in Darwin that you are aware of?

_____

_____

_____

8. What are the three most critical challenges or barriers to effective primary prevention activities in your area of work?

1: _____

2: _____

3: _____

SUBMIT – NEXT SECTION

PART 3 YOUR SKILLS, KNOWLEDGE AND PROFESSIONAL DEVELOPMENT

17. How would you describe your skills and experience in primary prevention? Please select one option, ranging from no knowledge to expert practitioner

☐ No knowledge

☐ Entry – understands and is able to apply the key principles of the primary prevention of violence against women (for example the distinction between primary prevention and other actions to reduce violence against women)

☐ Mid – understands and is able to apply theoretical models and frameworks relating to primary prevention

☐ Senior – translates and applies prevention of violence against women expertise across settings and systems, builds strategic partnerships and coalitions for change and/or has paritcular skills which are consistently applied to primary prevention initiatives.

☐ Expert – leads and establishes primary prevention activities, advocacy and/or reform activities at an organisational or local, state or national level and/or has particular skills which are expertly and consistently applied to primary prevention initatives.

18. Have you attended any external or internal training, professional development, mentoring or professional learning programs, guided supervision or on the job training to support your work in the prevention of violence against women in the past ten years?

☐ Yes
☐ No
☐ Not applicable

19. What training have you completed related to the primary prevention of violence against women and children in CALD communities ? Please select all that apply

☐ Dealing with (preventing and responding to) discrimination

☐ Gender equality roles and relationships

☐ Family harmony / respectful relationships

☐ Designing and delivering trauma-informed & culturally sensitive education

☐ Family and domestic violence and the law including mandatory reporting

☐ Responding to Domestic violence (generic or specific to multicultural conmmunities)

☐ Primary Prevention of violence against women

☐ Cultural competency for serfvice delivery with CALD communities

☐ Understanding migrant and refugee settlement processes and challenges

☐ Children's safety, wellbeing, care and protection, including mandatory reporting

☐ Other _____(please specify)

20. What would YOU like more training about? (in terms of primary prevention of violence against women & children in CALD communities)

1. _____

2. _____

3. _____

21. What LEARNING METHODS work best for you to receive training?

☐ Face to face workshops

☐ Self-paced learning

☐ Video or online webinar

☐ Individual coaching / mentoring sessions (either in person or remote)

☐ Other _____ please specify

22. Does your organisation provide TRAINING / ADVICE / SUPPORT, to other organisations and individuals ON any of the topics below? Please tick all that apply

☐ Dealing with (preventing and responding to) discrimination

☐ Gender equality roles and relationships

☐ Family harmony / respectful relationships

☐ Designing and delivering trauma-informed & culturally sensitive education

☐ Family and domestic violence and the law including mandatory reporting

☐ Responding to Domestic violence (generic or specific to multicultural conmmunities)

☐ Primary Prevention of violence against women

☐ Cultural competency for serfvice delivery with CALD communities

☐ Understanding migrant and refugee settlement processes and challenges

☐ Children's safety, wellbeing, care and protection, including mandatory reporting

☐ Advice/support for prevention resource and or program design and implementation

☐ Policy and strategy advice

☐ Advice and support for knowledge translation and learning (e.g. through coordination of communities of practice, practice guides, digital tools)

☐ Other - please list: _____

_____

PART 4 – MATERIALS EG. POLICIES, EVALUATIONS, RESEARCH PAPERS, GUIDES ETC

23. What MATERIALS do you need to effectively do and improve your work in primary prevention of violence against women and children in CALD communities in Darwin?

Please tick all that apply

☐ Policies to ensure culturally safe service provision

☐ Evaluation reports on successful prevention programs

☐ Training packages you can deliver for staff / communities on prevention of violence

☐ Posters, brochures and communications materials.

☐ Campaigns to promote cultural inclusion, gender equity, respectful relationships

☐ Reports or learning papers

☐ Video summaries

☐ Case studies or stories of significant change

☐ other - (please specify and write your answer below)

_____

_____

24. Does your organisation have <u>any tools, resources</u> to share to help prevention work in CALD communities.

Please tick all that apply and provide links if possible

☐ Policies to ensure culturally safe service provision

☐ Evaluation reports on successful prevention programs

☐ Training packages you can deliver for staff / communities on prevention of violence

☐ Posters, brochures and communications materials.

☐ Campaigns to promote cultural inclusion, gender equity, respoectful relationships

☐ Reports or learning papers

☐ Video summaries

☐ Case studies or stories of significant change

☐ other - (please specify and write your answer with the links below):

PART 5 – ABOUT YOU AND YOUR ORGANISATION/S

Please note again that we will not use this information for anything other than understanding the sector situation and designing our project's response.

If you wish to stay anonymous that is ok

IIt would be great to have your contact details so we can follow up and clarify anything and provide you with information on upcoming training and resources available as lwell as how the oproject progresses.

Optional - if you would like to be contacted further about this project?

5A. What is your name?

_____

5B. What is your organisation name?

_____

5C. What is your contact email?

_____

5D. What is your phone number?

_____

5E. Is there any other information you want to provide?

_____

_____

_____

Thank you for completing the survey