



An Australian Government Initiative

Community Awareness and Education to Prevent, Reduce and Respond to Domestic Violence



Partnerships Against
Domestic Violence

Phase 1 Meta-evaluation Report



CONTENTS

Preface	4
EXECUTIVE SUMMARY	5
1. INTRODUCTION	22
1.1 Responding to Domestic Violence	22
1.2 Initiation of PADV	23
1.3 Context	25
2. COMMUNITY EDUCATION	27
2.1 Health Promotion Definitions	28
2.2 Community Education Definitions	30
2.3 Five Critical Stages in a Community-Based Planning and Action Model	32
2.4 Social Marketing	32
2.5 Six Critical Stages in a Community-Wide/Social Marketing Campaign	33
3. PREVENTION OF DOMESTIC VIOLENCE	37
3.1 Explanations of Domestic Violence	37
3.2 Community Education as Domestic Violence Prevention	39
3.3 Aims of Domestic Violence Prevention	39
3.4 Design and Implementation	41
3.5 Evaluation Issues	43
3.6 State Based Campaigns	44
4. PADV COMMUNITY EDUCATION PROJECTS	47
4.1 Broad Based Awareness Approaches	47
4.2 Research on Community Attitudes	48
4.3 Community Education and Information Programs	49
4.4 Raising Service Providers' Awareness and Skills	52
4.5 Working with Indigenous Communities	55
4.6 People from Culturally and Linguistically Diverse Backgrounds	57
4.7 Engaging Family and Friends	58
4.8 A Community Development Approach	60

5. GOOD PRACTICE AND FUTURE CHALLENGES	61
5.1 Key Findings	61
5.2 Future Directions/Challenges	62
BIBLIOGRAPHY	66

Acknowledgments

On behalf of *Partnerships Against Domestic Violence* (PADV) the researchers would like to take this opportunity to thank the following people, who gave so generously of their valuable time and knowledge:

- The Australian Government Minister Assisting the Prime Minister for the Status of Women.
- PADV Taskforce members.
- Staff at the Australian Government, State and Territory government departments involved in implementing and overseeing the various funded PADV projects.
- The management, staff and project workers of consultancies and community agencies who patiently and willingly attended workshops, completed survey forms, sent emails and volunteered significant information via telephone interviews.
- Researchers and consultants involved in project evaluation.
- The staff at the Office of the Status of Women.
- The staff of Strategic Partners Pty Ltd.

Without the enthusiasm, dedication and wisdom of these people, this report would not have been possible. The research team also recognises that issues of family violence are inherently demanding and tend to involve extensive research over a lengthy period. The development of PADV builds on the work of researchers, practitioners and policy makers in many different settings and professions. Their efforts are the basis of this report and our thanks go to them.

Dr Tricia Szirom – Project Manager

Donna Chung – Senior Consultant

Russell Jaffe – Senior Consultant

Partnerships Against Domestic Violence is a Australian Government funded initiative in which the Australian Government, States and Territories are working together to gather knowledge and find better ways of preventing and addressing domestic violence in the Australian community.

Preface

The Australian Government has conducted a meta-evaluation of the first Phase of its \$50 million *Partnerships Against Domestic Violence* Initiative (PADV1). A meta-evaluation gathers data, research and project findings, analyses the threads and relationships between them, and synthesises these into a coherent body of knowledge and theory. The PADV meta-evaluation distils essential information within and across the priority areas of PADV1, and will do the same for PADV2. Its findings are the culmination of work to date to achieve PADV's primary aim- to find better ways of working to prevent, reduce and respond to domestic violence.

The meta-evaluation has five chapters:

- Working with men to improve relationships and prevent and reduce domestic violence.
- Working with women affected by domestic violence.
- Indigenous family violence.
- Community education to prevent, reduce and respond to domestic violence.
- Information and infrastructure: improving policy, planning and practice in preventing and responding to domestic violence.

The executive summary presents the major findings of the meta-evaluation chapters for population groups, and the policy and funding implications arising from these findings. Each of the subsequent meta-evaluation chapters provides more detail on individual projects and their outcomes, and findings across priority areas including:

- the devastating impact of domestic violence in Australian communities of place and interest;
- behaviours of victims, perpetrators, children and communities affected by domestic violence;
- successful methods and models of working with people affected by domestic violence;
- appropriate prevention mechanisms to build community capacity to reject and respond to domestic violence; and
- policy implications for a range of sectors and ways in which they can address the way domestic violence affects their work.



EXECUTIVE SUMMARY

Background

In November 1997 the Hon. John Howard, Prime Minister of Australia convened a Domestic Violence Summit to bring together the Heads of Government to address the major problems caused by domestic and family violence in Australia.

As a result of the summit, the Heads of Government endorsed *Partnerships against Domestic Violence* (PADV), an initiative of the Prime Minister enabling the Australian Government, States and Territories to work together towards the common goal of preventing domestic violence across Australia. The summit and the commitment of all Heads of Government raised the profile of domestic violence as an issue of national significance warranting bi-partisan support and action.

PADV was established with a twenty five million dollar Australian Government fund and was designed to build a strategic collaboration between the Australian Government, States and Territories to test new ways of working, to enhance and share knowledge and develop and document good practice in preventing and responding to domestic violence.

In 1999, the Australian Government provided a further twenty five million dollars for a second three-year phase, PADV2, to build on the emerging findings of the PADV1 work.

The prevention of domestic violence is a major part of the Government's strategy for strengthening families, preventing family breakdown and creating healthy and safe communities.

Initially PADV1 had six theme areas:

- Working with children and young people to break the cycle of violence between generations.
- Working with adults to break patterns of violence; working with victims and violent men.
- Working with the community, educating against violence.
- Protection of the law.
- Information and best practice.
- Helping people in rural and remote communities.

Over the three years, other themes emerged including:

- Understanding and responding to young children who live with domestic violence.
- Increasing awareness of the levels of domestic and family violence in Indigenous communities.

Domestic violence, in many cases, is still not considered or addressed as a criminal offence of assault. A recent study at the Brisbane Magistrate's court found that 1% of applications for domestic violence orders were identified for investigation for criminal offence prosecution, and 0.4% resulted in prosecution for criminal offences (Douglas and Godden 2002).

PADV1 has provided a unique and groundbreaking opportunity for governments and community organisations to work together to examine ways of addressing the impact of domestic and family violence on women, children and the broader community. The key findings from PADV1 are that:

- There is now sufficient research and practice evidence for funded services to apply as the basis for their work and their operational framework.
- The PADV evaluation has shown that adoption of a 'whole-of-government' approach, whereby program boundaries are opened and cross-departmental funded services are integrated, is essential to effective, sustainable responses to prevent and reduce domestic violence and its impacts.
- Early intervention and prevention strategies require recognition of the broad range of professional groups involved in dealing with domestic violence in the lives of children and men. The groups include domestic violence services, police, the legal system, health workers, child protection with SAAP services, education, and childcare workers.
- The national collaborative approach has met key objectives and has demonstrated the capacity of the Australian Government, States and Territories to work together with resources, commitment and goodwill, to address a major social issue.
- The nature of domestic violence and the complexity of government relations means that change requires considerable effort at many different levels.
- Key features of the PADV model and Taskforce associated with its effectiveness are trust between members, common goals and building consensus into the process without stifling debate. Strong cooperation across the Taskforce is central to success.
- Such an initiative requires strong leadership to succeed. This requires a committed lead agency and an influential chair that can work with various agendas and move forward.
- Evaluation needs to continue to be an integral component with formative, process, summative and meta-analysis components to allow for ongoing development, learning and change.

Incidence of Domestic Violence

Before the commencement of PADV1, a national survey conducted by the Australian Bureau of Statistics, Women's Safety Australia (ABS 1996) found that:

- 23% of women who are currently or have been in a previous relationship experienced physical and/or sexual violence from a partner.
- 8% of partnered women reported an incident of violence during their current relationship.
- Around half of the women who experienced violence from a current partner reported more than one incident of violence.

- 42% of women who had been in a previous relationship reported an incident of violence by one or more of these partners.
- Of women who experienced violence by a previous partner, 41.7% experienced violence during a pregnancy including 20% who experienced the violence for the first time while they were pregnant.
- Of women who experienced violence from a previous partner, 67.8% said they had children in their care during the relationship and 67.6% of these women said that the children had witnessed the violence.
- Of the more than 1 million women who experienced violence during the relationship with a previous male partner, 60% said they lived in fear during the relationship. 11% reported that they continue to live in fear.

Information available for particular population groups include the following:

Indigenous communities: South Australian Government statistics suggest that the rates of violence are “likely to be between 7 and 16 times higher than rates among non-Aboriginal people” (cited in Jarrett 1997). One report suggests that Indigenous women are six and a half times more likely to die a violent death than non-Indigenous women (Keys Young 1995). Another report based on a study of some areas of Western Australia suggests the rate of family violence involving Aboriginal women is 45 times higher than for non-Aboriginal women (Atkinson 1996).

Women with disabilities: Regardless of factors such as age and ethnicity, one report suggests that women with disabilities are assaulted, raped and abused at a rate of between 2 and 12 times greater than women without disabilities (Mulder 1995).

Children: In Australia in 1997-98, 34,663 children accompanied victims of domestic violence to SAAP services (Women’s Services Network 2000).

Economic Costs

The total economic cost of domestic violence to the community is difficult to calculate, due to its hidden nature. A 1991 study identified that domestic violence cost \$1.5 billion annually in NSW alone (Women’s Coordination Unit 1991). A Queensland study estimated that the average direct cost of services for a victim of domestic violence was just over \$51,000 per year in 1988 dollars (Roberts 1988). Domestic violence generated enormous costs for the health sector (in the Queensland study above it was ranked as the highest direct cost) and for the legal sector (domestic violence is second only to traffic accidents in taking up police time). It also significantly disrupts employment and business productivity with costs to business associated with domestic violence estimated at \$1.5 billion annually (Henderson 2000). In addition, there are significant welfare costs for women who are unable to obtain or keep a job in the wake of leaving a violent relationship.

Further work is required to achieve an accurate national assessment, particularly in relation to expenditure in a federal system.

Explanations of Domestic Violence

Violence between intimates is not a new or recent phenomenon. Its existence has been sanctioned and explained throughout history. There is now increasing recognition domestic violence as a public problem of concern to sectors including health, welfare, justice and child protection.

As the interest has increased and the body of knowledge has grown, so too have the theoretical explanations for the existence of domestic violence. The various theories underpinning key interventions result in particular forms of domestic violence prevention and intervention.

Through work undertaken by the PADV evaluation, these explanations have been categorised as Biological Determinism, Individual Pathology, Social Stressors and Individual Risks, Early Feminist, and Interactive Systems and Individuals.

Biological Determinism suggests that men's behaviour is 'biologically determined', and can only be ameliorated, with men being 'trained' to learn to control their violence.

Theories of Individual Pathology imply that there is some inherent psychological problem that results in a person being more likely to use violence or more likely to experience violence. The individual pathology theory has its roots in early medical science, particularly in psychoanalysis, which endeavoured to explain individual deviance (Sarason and Sarason 1993).

Sociological Theories of Social Stress and Individual Risks attempt to integrate individual psychological theories with broader social theories and include systems theory, exchange theory, resource theory and subculture of violence theory (Gelles 1993).

Early Feminist theories of domestic violence focused on male structural power, where domestic violence is a structural mechanism that oppresses women and maintains male power over women.

Interactive Systems and Individuals: More recently, those working in the domestic violence sector have identified the need to have an holistic and integrated approach to dealing with domestic violence issues at both policy and program levels. The PADV evaluation indicates that projects not based in this explanation can often be ineffective or even counterproductive.

The PADV1 evaluation recommends the use of an explanation and approach which can be described as "both and". The 'both and' stance resists categorical dichotomies such as good/bad or victim/perpetrator without losing site of power differences or diminishing responsibility for violent acts or accountability (Goldner 1999). Adopting this position uses multiple perspectives in morally responsible ways and brings together the categories of moral, legal and relational.

This approach to domestic violence allows for differing responses, and recognises that while there is no one 'right' intervention or policy response for all groups there are some interventions that are not effective and may be counterproductive.

The PADV evaluation process, which encouraged discussion and debate across a diversity of professional and interest groups, was instrumental in identifying the need for a thorough examination of the explanations of domestic and family violence. A number of funded projects were informed by explanations such as biological determinism and/or individual pathology and were seen to be limited in approach and benefit. There is an emerging agreement between policy advisors and practitioners that an holistic, integrated approach has the greatest potential for success.

Given the ways in which the different explanations of domestic violence influence program design and implementation it is critical that program areas articulate the theoretical explanation that will guide their decisions both for departmental activities and for funding guidelines. Without this it is possible for funded agencies to run programs counter to departmental and/or government policy or to fail to fully meet their own purposes and objectives.

Findings for the Population Groups

Working with Children and Young People

Before PADV, the literature on children and domestic violence was oriented to three main areas:

- Improving the care and protection of children.
- Reducing the negative effects of children's experiences of violence.
- Preventing domestic violence amongst future generations.

A significant gap identified by PADV1 was the lack of services specifically targeted and available to children who have experienced domestic violence. PADV1 research indicated the need for professional intervention services for children who live with domestic violence, particularly as children are uniquely powerless and vulnerable in relation to domestic violence.

Adolescence is also a critical point at which to ensure that prevention and early intervention services and strategies are accessible so that the possibility of intergenerational violence is lessened, resilience is developed, alternative means of dealing with stress and anger are learned and communication skills are enhanced and strengthened. Adolescence is the stage at which most young people form their first intimate relationships.

Most of the projects funded through PADV1 and associated projects, targeted young people from 14 to 21 years of age. The range of approaches to working with young people included conducting school based workshops, information sessions and peer education and support.

Peer education was conducted as a prevention strategy while peer support was shown to be a successful early intervention strategy both with young women and young men.

Priorities for Action:

- Develop a range of collaborative responses to meet the needs of children and young people affected by the interaction or lack of interaction between child protection and domestic violence services and response.
- Invest in training for workers who work directly with children and young people living with domestic violence, and education and health professionals who encounter these children and young people in the course of their usual work.
- Provide peer education and support programs as both a prevention and early intervention approach.
- Document effective models from the range of services across Australia for children who live with domestic violence.
- Broaden the availability of best practice approaches that utilise a child-focused strengths-based approach. Expand the availability of services such as SAAP child support workers in homeless and domestic violence services.
- Provide training and/or resources to those professionals who have contact with children and young people especially the police, courts, family counselling and contact services.
- Consider the role of the school (and even the kindergarten). Increase the confidence of teachers and student support workers to support children when it is clear that the child is living with domestic violence.
- Investigate the barriers to mainstream child and family services offering more effective services to children and young people following domestic violence.

Women's Issues

The range of responses for women who are survivors of domestic violence currently include secure emergency accommodation (women's refuges or shelters); individual counselling; group support programs; police intervention; and legal responses such as restraining orders. More generally in the human service sector, domestic violence has been identified for consideration in policies of agencies such as Centrelink, law enforcement agencies, public housing authorities, public health services, the Child Support Agency and others.

A major finding of PADV1 is that the legal system remains a crucial part of the domestic violence system for a number of women who experience domestic violence. However the legal system is intimidating for most women. This has been addressed, in some ways, through Domestic Violence Courts (for example in Victoria). In addition, women's ignorance of their legal rights in situations of domestic violence continues to be a major concern.

The findings on women's options when leaving a violent situation include the benefits of a range of housing types to meet various needs. A recurring theme is the injustice of the woman being forced to leave the home in order to be safe, when she is not the perpetrator of a crime.

Community awareness campaigns targeted to family, friends and workmates on helpful ways of responding to disclosure and increasing their understanding of why it is not easy to leave violent relationships is seen as an effective response.

Children affected by domestic violence may be involved with child protection services. In this emerging area, there is much to be learnt about effective coordination between both areas of service delivery to stop domestic violence and minimise its impact on children and on mothers' parenting capacities.

Priorities for Action:

- Expand domestic violence education and training for mainstream service providers who are common points of contact such as general practitioners, maternal health workers, and ministers of religion.
- Local, regional, state and national government and service sectors to work towards viable and safe strategies where women and children are able to remain safely in the home whilst the perpetrator is removed.
- Examine the effectiveness and ongoing feasibility of sole occupancy and exclusion orders for women to remain in the home.
- Conduct community awareness campaigns to provide information to family, friends and workmates on helpful ways of responding to disclosure.
- Provide options for medium to long-term affordable, appropriate and secure housing for women and children affected by domestic violence.
- Evaluate Domestic Violence Courts with a view to identifying good practice and demonstrating their replicability.
- Further develop, implement, evaluate and disseminate information on models of service delivery that promote an integrated approach by domestic violence and child protection services.
- Develop, implement, evaluate and disseminate information on appropriate interventions to address the needs of women and children in culturally and linguistically diverse communities; and work with perpetrators in those communities, and identify how mainstream agencies can better meet the needs of those communities.
- Undertake a national study of the costs of domestic violence to the individual, community and government.

Men's Issues

Over the past three decades, there have been changes to family and relationship structures with increasing numbers of marital and relationships separations. This has led to a more open discussion of the problems faced by individuals following separation including economic, social and emotional changes and adjustments.

PADV1 funded a range of initiatives for men that included research projects, programs for perpetrators of domestic violence and relationship services.

Relationship Support Services

Emerging research indicates that men's issues following separation are not well identified or addressed by either the men involved or community services. The research shows that men who have separated — particularly those whose relationships have ended against their wishes — experience poor health up to ten years after their divorce. Separated men have a suicide rate about six times that of married men.

Inability to cope with relationship breakdown can have serious consequences for ex-partners and children, as there is evidence that women are at greater risk of domestic violence in the period just after they announce their intention to leave a relationship. Men and their relationships is therefore a critical aspect of understanding domestic violence and finding ways to combat its impact.

PADV1 projects have demonstrated that:

- Men generally seek relationship counselling rather than domestic violence counselling, often in response to choices or ultimatums delivered by their partners.
- Among men who attend programs, their commitment to change is primarily motivated by their own personal investment in making their lives better, improving personally, and saving or improving their relationship.
- Men feel disadvantaged in relation to women in terms of the provision of domestic violence services.
- Men often perceive services as punitive and adversarial.

Priorities for Action:

- Increasingly refine evaluations of men's relationships programs so that outcome measures can be identified.
- Develop program standards and quality centred measures for men's relationship programs.
- Expand relationship counselling services for men based on the PADV1 key findings of what works.

Perpetrator Programs

Services to male perpetrators of domestic violence are not as widely available as those provided to women and children living with domestic violence. This is due to a range of factors including the focus on the safety of women and children as a primary concern, reluctance by male perpetrators to seek help and limited data on the effectiveness of perpetrator programs.

Priorities for Action:

- Increasingly refine the evaluations of perpetrator programs so that outcome measures can be identified.
- Implement a rigorous evaluation for newly developed perpetrator models to ensure that there is an evidence base for their continuance.
- Develop program standards and quality centred measures for perpetrator programs.
- Undertake an audit of training for workers in perpetrator and associated programs.
- Trial and evaluate models for perpetrator programs in urban and rural Indigenous communities.
- Ensure that perpetrator programs prioritise the safety of women and children as a first consideration.
- Identify men's accommodation needs and provide funding for sobering up shelters and men's emergency accommodation to facilitate perpetrator's removal from the family home.

•

Indigenous Family Violence

While it is difficult to document the extent of violence in Indigenous families and communities, there is high-level consensus that violence is adversely and dramatically affecting the social and emotional wellbeing of Indigenous people, families and communities.

The nature and extent of family violence in Indigenous communities has been increasingly recognised as an issue of serious concern. This includes formal recognition by both the Ministerial Council on Aboriginal and Torres Strait Islander Affairs (MCATSIA) and the Council of Australian Governments (COAG) of the need to develop specific strategies to address this problem.

There is substantial evidence that Indigenous women are much more likely to be victims of violence within the family, and to sustain serious injury, compared to non-Indigenous women. PADV1 findings suggest that Indigenous women are more likely to fight back and so experience more injury, or cause perpetrator harm.

The PADV1 Meta-evaluation recommends that any response to family violence in Indigenous communities needs to acknowledge the social, cultural and historical context of that community. Indigenous family violence is associated with a complex set of factors. Historically, programs have been ineffective because they have: ignored the impacts of colonisation on community, spiritual and cultural identity and wellbeing; compartmentalised the associated problems of family violence; lacked a whole-of-community focus; not adopted a developmental approach to service delivery and community involvement and ownership.

To be successful, programs addressing Indigenous family violence must:

- Involve Indigenous communities in all aspects of policy, planning and service delivery.
- Include training budgets (and travel budgets in rural areas) and be timed in years rather than months, to allow for community development and capacity building, and for difficulties in recruiting skilled workers.
- Expand information, support, advocacy and resources to inform the choices of Indigenous women, particularly in relation to their interaction with the civil and criminal justice system.

- Adopt an holistic and integrated approach across governments, service sectors and communities to addressing family violence and related social problems in Indigenous communities.
- Ensure effective accountability and transparency in decision making.
- Develop a shared vision and agreed priorities for action within the government and community sectors.
- Adopt sustainable approaches to tackling the many issues associated with continuing Indigenous disadvantage.
- Ground any action in evidence and focus on the achievement of outcomes.
- Build in appropriate systems for monitoring outcomes.

Priorities for Action:

- Identify the barriers to Indigenous clients accessing domestic violence and mainstream agencies, identify and implement solutions including providing cultural training to mainstream agencies in working with Indigenous clients.
- Identify strategies to increase the effectiveness of policy responses, including to breaches of Intervention Orders, for Indigenous women.

Rural and Remote

PADV1 projects have identified the following effective implementation strategies for rural and remote locations:

- Enhancing evidence-gathering techniques.
- Revising court-listing procedures e.g. such that there is consistent treatment and better information where multiple issues affect one family across criminal matters, protection order applications and family law matters.
- Increasing the accessibility of mainstream legal services to the rural community, and to particular groups within that rural community.
- Integrating government, community and private legal services with existing community organisations and supports.
- Forging links between regional Family Court services, children’s services and court support and liaison services.
- Developing cross-border protocols and procedures.

Priorities for Action:

Undertake further work on the provision of a domestic violence service response in rural and remote communities including to:

- Increase linkages between existing services to provide coordinated support to individuals and families.
- Make use of information technology.
- Develop training packages for mainstream service providers.
- Provide safe houses and sobering up houses.
- Increase access to legal services and information on legal rights and options, other services including accommodation.

Community Education

PADV1 funded projects at the national and State and Territory levels have included education and prevention projects and research on community attitudes, particularly those of young people, people of non-English speaking backgrounds and Indigenous communities.

Many participants in the field consultations conducted by the Women's Services Network (WESNET) felt that education based in the community is a more effective approach than national media campaigns, although it was recognised that they could be complementary. Most participants stressed the need for community education to be specific to a target community, and developed in conjunction with that community.

PADV has recognised the diversity of the community in researching and developing targeted community education programs. Information in various languages is still a necessity when working with culturally and linguistically diverse communities, as are specific strategies which are respectful of diverse cultures whilst clearly promoting the message that domestic violence is unacceptable.

The PADV1 projects also demonstrated how well-planned community education projects (that work with organisations such as schools) have the capacity to raise awareness of domestic violence in the target population and the organisation, improve the organisation's response to domestic violence, and produce sustainable strategies beyond the campaign period. Community ownership, quality resource materials and training and support for staff are critical factors in successfully implementing such programs. Sustainability, legacy and a focus on changing behaviours - not just attitudes - should be key considerations for future initiatives of this type.

Priorities for implementation:

PADV1 project findings for further implementation include:

- Domestic violence prevention community education messages should build on previous campaign messages.
- Community education messages should aim to include different audiences and more diverse communities.
- Good practice design elements, eg. research and evaluation should be encouraged in all community education activities at all levels.
- Ongoing investment in successful domestic violence prevention community education programs is warranted.
- Domestic violence community education prevention initiatives should be conducted in collaboration with the domestic violence service system to ensure follow-up and support for those who go on to access services. This will require an adequate level of funding to respond to demand for services stimulated by community education initiatives.
- Longer-term evaluation mechanisms should be developed to measure changed behaviours and reduce incidence of domestic violence following domestic violence prevention community education programs.
- Strategies should be developed to influence the media in their role in shaping attitudes and behaviours in relation to domestic violence, which may include media partnerships in community education activities, or facilitating media access to research and information for use in editorials or drama productions.

Priorities for Action:

- Develop an integrated comprehensive national data set.
- Funding for service providers should reflect time required for inter-agency cooperation and collaboration.

Policy Implementation Issues

Education

There are a number of implications in the findings from PADV1 for all aspects of the education system from earliest ages through to the tertiary sector. Major issues for further attention and implementation are:

- Policies and strategies in each educational setting which would integrate strategies about domestic and family violence. Such policies would consider prevention, early intervention and more individual approaches when required.
- Develop and provide training resources and support to increase teachers and support workers' skills, confidence and capacity to identify, respond and support at pre-school, primary and secondary school levels.

- Promote collaboration between Departments of Education, Child and Family Services and Youth Affairs on an integrated policy approach to prevention and intervention on domestic violence.
- Introduce information sessions, training and resources for teachers, welfare workers and school counsellors on the impact of living with domestic violence on children and ways to address this.
- Build relationships between schools, refuges and community based children's services to best meet the needs of children and young people.
- Develop teaching resources aimed at supporting children and young people who are living with domestic violence.
- Broaden the availability of best practice approaches in prevention, early intervention, secondary and tertiary intervention, particularly approaches that utilise a child-focused strengths-based approach.

Child, Family and Community Services

Some of the findings are specifically relevant to Departments of Child, Family and/or Community Development including:

- Document effective models from the range of services across Australia for children who live with domestic violence.
- Identify what prevents mainstream children's services and specialist domestic violence services from offering more effective services to children and young people following domestic violence and what opportunities exist for re-orienting services.
- Develop training packages and fund training for workers who work directly with children living with domestic violence and those workers such as education and health professionals who come into contact with these children in the course of their usual work.
- Use the successful elements of peer education and support programs identified in PADV1 to expand programs to more of relevant target groups as a prevention and early intervention approach.
- The interaction and lack of interaction between Child Protection and domestic violence services and responses needs consideration. Some states/territories have commenced collaborative work around this area however more is needed to develop a common understanding of the different explanations and the consequences of the actions of the two different sectors.
- Given the range of services involved in supporting children, young people and their families, collaborative case planning and a case management approach would have greatest impact. This collaboration could include the development of protocols for joint intake and assessment, information sharing and ongoing evaluation and monitoring.
- There is a need for training for family counsellors and the establishment of counselling programs which focus on and/or include the interests and perspectives of the children living in situations where domestic violence occurs.
- There are currently few models of intervention for children outside women's refuges. Workers who have regular contact with children require basic skills for understanding and addressing the problems that may emerge for children living with domestic violence. In addition, the development of resources and training for workers utilising a strengths based approach is a priority.

- Recent government initiatives are built on evidence that shows the need for an holistic, integrated approach to a range of social problems including child welfare, drug and alcohol abuse, homelessness and domestic violence. Allocation of resources to strengthen the capacity of families and communities to develop solutions and ensure the wellbeing of children is consistent with the findings of PADV1.

Health

Domestic violence is increasingly seen as a public health issue with implications for primary health services such as:

- Community health services.
- Maternal and child health.
- General Practitioners.
- Accident and emergency services.

It is extremely difficult for most women to disclose that violence is occurring, which makes the response of the first point of contact critical. First contacts commonly are informal supporters (family, friends, work-mates) and formal supports such as general practitioners, counsellors, accident and emergency services and maternal and child health workers.

- There are implications for all health services in addressing the health issues created by domestic violence for children, young people, women and men. Each of the health professions require an understanding of the hidden nature of this issue, a heightened awareness of the presenting 'symptoms', and resources to assist them address the underlying issue.
- The structures, workflows and processes of general practices and hospitals are often not conducive to responding to domestic violence. Examining how these points of service could be more appropriately structured would assist in both detection and response to domestic violence.
- Other States and Territories should consider the outcomes of PADV1 projects that have addressed hospital practices for routinely assessing domestic violence, such as the Queensland Screening Project and the South Australian Domestic Violence Identification Tool (DVIT) being trialed in hospital emergency departments.
- Given the complexity of issues presenting to health services some of the interventions for children and women will require a case management response.
- Dual diagnosis in cases where there is mental health and/or drug abuse requires a collaborative approach so that the issues are not dealt with as discrete problems.
- Development of appropriate resources and training for health workers who provide a first point of contact is a priority for future action.
- The framework provided by the PADV 'Explanations of Domestic Violence' provides a sound basis for the development of men's counselling and support services and should be applied in funding considerations.

Accommodation and Housing

The majority of women and their children who leave a violent relationship face considerable struggle and dislocation in establishing affordable and appropriate housing. In extreme cases women return home to the violence rather than remain homeless. In other instances women and children live in transition, moving frequently from various accommodations.

- The safety of women and children should continue to be the overarching principle in all service responses related to domestic and family violence including policy and protocol statements through to the involvement of women and children in their own safety planning.
- High security refuges/shelter should continue to be available to ensure the safety of women and children following domestic and family violence and be staffed 24 hours per day, every day of the year.
- In addition to the prevailing high security option, alternative models of safe emergency accommodation and support for women and children following domestic and family violence should be considered to meet the heterogeneity of needs.
- Transitional and supported accommodation linked to other domestic violence services need to be available for flexible time periods in all regions to enable women and children to re-establish themselves and develop longer term plans.
- Consideration should be given to the development of policies and procedures that enable women and children to safely remain in the home while the perpetrator of violence is removed.
- The effectiveness and ongoing feasibility of sole occupancy and exclusion orders for women to remain in the home should be examined.

The Legal System

Overall, the findings of PADV1 indicate that the legal system, when accessed by women experiencing domestic violence, was viewed as complicated, intimidating, costly, difficult to access, time consuming and variable in its effectiveness. Women's lack of knowledge of their legal rights in situations of domestic violence remains an outstanding concern.

There are many Australian women who have limited access to legal protection. For example Indigenous women have been identified as experiencing extremely high rates of interpersonal violence and yet the lack of culturally appropriate legal and social responses make it difficult for them to access "protection".

The findings of PADV1 reinforce the need for a more responsive legal system which attempts to find the best outcome for women and children and the men who use violence against them. Clearly there have been improvements, particularly with police however there is a long way to go. Some of the identified improvements include:

- A more effective response to breaches of Intervention Orders.
- Provision of legal information for women experiencing domestic violence so that they understand the processes and purposes of the legal system with respect to stopping domestic violence.
- Greater consideration of the impact of domestic violence on those affected in the Family Law Court at Interim and Final Hearings.

- Consideration of how the legal system can support women and children remaining in the home while the user of violence is removed. The viability and greater use of Sole Occupancy and Exclusion Orders should be examined in each State and Territory as a means of enabling some women and children to remain in their home following domestic violence.
- Domestic violence courts were seen as an important contribution to the legal system, and as necessary in order to be able to deal appropriately and effectively with women and men in situations of domestic violence. In rural and remote areas where a specific court is not viable, it is recommended that Magistrates be suitably trained to deal with domestic violence issues.

Areas for further work include:

- Education of Magistrates on the use and breaches of restraining and exclusion orders. This could be done for example through the Australian Institute of Judicial Administration and the Australian Association of Magistrates.
- Improved responses by Magistrates to dealing with domestic violence, in particular appropriately stringent conditions of Intervention Orders and more creative use of existing laws, such as sole occupancy orders and exclusion orders, to stop domestic violence.
- Provision by court support services of information and support to women facing an intimidating and unknown court environment and processes. These services should be continued and expanded into areas where they are not currently available.
- Improvement of police and magistrates' responses, use of information technology (particularly in rural and remote areas), and affordable legal advice, remains an outstanding concern.
- In relation to Family Court matters, the findings of PADV1 funded research supports the recommendations of the Review of the *Family Law Reform Act 1995* (Rhoades 2000). In particular, that the Family Law Act is amended to clarify what is intended by 'shared parental responsibilities' and that, in the interests of the child, the Court is able to investigate allegations of domestic violence at interim hearing.
- Further development and evaluation of perpetrators programs both within the community and within the corrections system.

Conclusion

The Prime Minister's initiative to establish *Partnerships Against Domestic Violence* has been successful in testing new ways of working, in enhancing and sharing knowledge and in developing and documenting good practice to prevent and respond to domestic violence. Knowledge about domestic violence, its impacts and what works has been accumulated, added to and absorbed across all Australian jurisdictions with the result that the profile of domestic violence as an issue of national significance has been raised and new approaches to dealing with it have been introduced.

PADV has been a successful example of partnership of the Australian Government with State and Territory governments and the community sector to address one of Australia's leading social problems. The evaluation has drawn together themes in the work of PADV and promoted the work of PADV through papers on the key findings and outcomes.

In addition to the knowledge highlighted above, PADV1 has also resulted in:

- An increased information base on good practice in the areas of domestic violence, Indigenous family violence and sexual assault.
- The availability of landmark research on the extent of domestic violence in Australia and confirmation of the high level of domestic violence incidents.
- The identification of gaps and the undertaking of original research through the Domestic Violence Clearinghouse.
- The raised profile of domestic violence in the education sector in conjunction with National Crime Prevention projects focusing on young people and children.
- A much-needed national focus on domestic violence that has given jurisdictions support in advocating domestic violence prevention.
- The development of national community awareness campaigns.
- The development of resources specific to the needs of different groups, for example, older people and people with disabilities.
- The provision of funds to States and Territories for the development of new and innovative initiatives, and the expansion of existing programs, thus facilitating involvement and raising awareness at the State and Territory level.



1. INTRODUCTION

1.1 Responding to Domestic Violence

Early Responses

Domestic violence¹ first came to notice as a public concern during the early 1960s, when it started being discussed in medical and psychiatric journals. The medical focus was on individual traits and pathologies, particularly those of the victims of domestic violence. In the late 1960s and early 1970s, a different perspective came to the fore as feminists raised public awareness of violence against women, including domestic violence, as a consequence of women's oppression.

The women's movement was the catalyst that brought both governments and self-help groups to address the problem of domestic violence. Australian responses involved State, Territory and Federal governments, non-government organisations and self-help groups, with the focus initially on providing safe accommodation for women and children escaping domestic violence. Unlike in Britain and the USA, the Australian women's movement engaged with government early in its history, and in the early 1980s women's refuges were government-funded. The Australian Community Health Program and the opening of women's health centres provided another avenue for women experiencing domestic violence to seek help (Auer in Watson 1990). By the late 1980s most State and Territory governments had held inquiries into domestic violence, and most enacted legislative reforms specific to domestic violence.

At the national level, the Office of the Status of Women conducted the 'Break the Silence' campaign in 1989. The National Committee on Violence Against Women was established in 1990 to provide a national forum and focus, and its National Strategy on Violence Against Women, released in 1993, consolidated much of what was known about domestic violence and thus included wide ranging responses to eradicating it. The Strategy suggested action across various sectors, reflecting the complex multi-dimensional nature of domestic violence.

Despite the many responses to domestic violence, there has been little consistency of approach. Many sectors have been involved, including public housing, community organisations, public welfare, the law, law enforcement and health. A wide range of activities have been initiated, a diverse range of information systems and organisational arrangements are in place, and the assumptions and theoretical frameworks (implicit or explicit) that stand behind this range of approaches and interventions are not only varied, but sometimes conflicting.

Furthermore, much of the policy, law enforcement and justice apparatus, and many of the services, are the responsibility of State and Territory governments, and there is wide diversity in the structures and approaches in place across the different jurisdictions. There are disparate criminal laws, organisational structures and government departmental procedures. The approach in the non-government sector is equally diverse.

Prior to 1997, there was little knowledge of what actually works best to prevent or ameliorate domestic violence and achieve optimal outcomes for women, men and children. Many individual programs and approaches had been evaluated, but there had been no nationally coordinated overview.

1.2 Initiation of PADV

In November 1997, Heads of Government endorsed *Partnerships Against Domestic Violence* (PADV), an initiative between the Australian Government, the States and the Territories, to work together towards the common goal of preventing domestic violence across Australia.

PADV is concerned with building a strategic collaboration between the Australian Government, States and Territories to test new ways of addressing domestic violence, enhance and share knowledge, and develop and document good practice in preventing and responding to domestic violence.

Over its first three and a half years, the first stage of PADV — PADV1 — has worked towards these goals by conducting a wide range of model and pilot projects designed to stimulate new developments, enhance existing projects and build a body of shared knowledge and understanding. A total of \$25.3 million was committed for this period, \$13.3 million for Australian Government projects and \$12 million for national initiatives and State and Territory projects.

PADV worked through a Taskforce involving State, Territory and Australian Government representatives, which set program directions and allocated funding available to it. In parallel to this, a number of working groups were responsible for project development and management, while an ongoing meta-evaluation of the whole initiative has provided regular bulletins and progress reports on projects under PADV (including information about key learnings); participated in conference and showcase presentations; and provided advice to the Taskforce.

Priority Areas

The six priority areas under PADV1 were:

1. Working with children and young people to break the cycle of violence between generations.
2. Working with adults to break patterns of violence: working with victims and violent men.
3. Working with the community, educating against violence.
4. Protecting people at risk: reforming legislation and improving responses by police and courts.
5. Information and good practice: finding out what works and researching areas where new information is needed to support violence prevention.
6. Helping people in regional Australia: overcoming barriers to receiving assistance.

The PADV Taskforce also recognised the diversities and special needs within Australian communities. It was agreed that issues such as ethnicity, race and gender would be reflected across all six themes, rather than as stand-alone issues.

Development of the Partnership

PADV1 developed into a cohesive and imaginative program with strong commitment from all involved. Most importantly, it developed considerable expertise in the area of domestic violence. PADV2 will also function as a partnership, with the Australian Government and all States and Territories contributing to decision making.

PADV1 developed a clear theoretical framework for action and moved towards practice that is firmly grounded in evidence. All projects under PADV1 were required to have consistent evaluative components. The purpose of the meta-evaluation was to synthesise what has been learnt about practice and make it available in a form that can be used to enhance practice and inform planning and policy.

Transition to PADV2

PADV1 officially ended on 30 June 2001 with PADV2 continuing until June 2005. PADV2 priority areas are:

- Community education: a broad national community awareness campaign emphasising the harm done to children by domestic violence and the need for men who use violence to take responsibility for their violence.
- National Indigenous Family Violence Grants Programme: supporting community-based projects to reduce the level of family violence in Indigenous communities, with the overall objective of providing practical and flexible support for grassroots projects through new approaches to reduce family violence.
- Children: prevention and early intervention with children at risk, to improve the well being of children affected by domestic violence.
- Women: work which will examine early intervention and outreach options to assist women to remain in their own homes; identify, test and develop best practice models for women and children who seek assistance from women's services; and increase the focus on collaborative initiatives and the development and promotion of new service models.
- Men who use violence: work on training, standards and resources for perpetrator workers, identifying good practice interventions including integrated approaches to service delivery.
- The Australian Domestic and Family Violence Clearinghouse which has been established at the Centre for Gender-related Violence Studies at the University of New South Wales. This will provide a central point for the collection and dissemination of all Australian domestic violence policy, practice and research information, and information on international efforts in these areas.

Achievements under PADV1: An Overview

Over its three and a half years, PADV1 undertook a diverse and often innovative range of projects related to domestic violence, and supported the development of research and the documentation of good practice.

In providing a strong national focus on domestic violence issues, PADV1 fostered interchange of ideas, broadened horizons, and placed on the national agenda issues that require the commitment of various levels and departments of government. It significantly increased collaboration across jurisdictions and between sectors in responding to domestic violence by providing opportunities for dialogue between levels of government and across government departments.

PADV1 significantly raised the profile of domestic violence in the public arena, and in relation to policy and service delivery. In the education sector, this occurred through projects funded by the Department of Education, Training and Youth Affairs (DETYA) (now DEST) and a joint research project by DETYA and National Crime Prevention, which focused on young people and children. The much-needed national attention to domestic violence gave jurisdictions support in their advocacy for domestic violence prevention.

Furthermore, PADV1 highlighted and made visible the needs and concerns of particular groups in the community in relation to domestic violence, including Indigenous communities, culturally and linguistically diverse communities, older women and women with disabilities. This should affect not only domestic violence policy, but also policy in other areas such as disability and aged care.

PADV1 worked towards a broad framework for response, at the same time supporting flexibility of response to suit local needs and innovations. Processes enabled participation and engagement at the local level, rather than a 'top-down' approach. The flexibility of PADV1 enabled new concerns to be dealt with as they emerged, through either projects or research.

Research projects provided evidence for policy development and initiatives in practice, early intervention and education, and facilitated debate about directions and underpinning approaches to domestic violence policies and programs.

Good practice models were documented and disseminated. PADV1 sanctioned practice in working with children and men who use violence and provided a catalyst for 'doing things differently' where appropriate.

Showcasing the findings of PADV1 projects to a range of relevant audiences across the country helped to inform practice, provided access to resources and gave PADV1 a public face and identity at the service-delivery level. Systematic evaluation of the whole program drew together themes in the work of PADV1, identified key findings and learnings, and promoted this work through a series of papers. In addition, the National PADV Forum on Children, Young People and Domestic Violence, held in April 2000, generated enormous interest and energy in the area and placed the spotlight on the consequences of domestic violence for children and young people.

1.3 Context

Community education has always been a strong element of government action and policy in relation to domestic violence. Community education has been implemented by Australian Government, State and Territory governments and at the level of local governments and community organisations. The main reason for the emphasis on community education in the domestic violence field is the critical need to produce real social change to reduce and prevent domestic violence in the longer term.

One of the first major domestic violence public education and awareness initiatives was the "Zero Tolerance" campaign which originated in 1992. The campaign drew on a wide support base including politicians, churches and civic groups to challenge social attitudes and dispel myths about domestic violence. This campaign adopted a crime prevention approach, using strategies previously tested in long-term drink driving campaigns.

With increasing focus on prevention through PADV, community education activities have a clear and explicit role as one of the key components of the range of prevention policies and programs being implemented.

Many participants of the field consultations conducted by WESNET felt that community based education is a more effective approach than national media campaigns, although it was recognised that they could be complementary. Most participants stressed the need for community education to be specific to a target community, and developed in conjunction with that community.

This report examines the theories underpinning community education and community awareness, with a particular focus on health promotion models. An analysis of the key components and steps in community education is also presented together with two Australian case studies of effective health promotion campaigns.

The report then examines the essential components of community education in relation to domestic violence, with an analysis of two good practice campaigns which set the context for the PADV1 community education projects: the Western Australian *Freedom from Fear* Campaign Against Domestic Violence and the New South Wales *Violence Against Women: It's Against All the Rules* Campaign. These campaigns have been developed based on research, continuing evaluation and market testing that has led to increased targeting and refinement of the goals and methods used. The processes used by these campaigns will be analysed to assess what works in community education about domestic violence. The report then provides an overview of the PADV1 community education projects showcasing the best practice projects of the Northern Territory *Be Cool Not Cruel* Campaign and the Indigenous *Walking Into Doors* Campaign.

Finally the report identifies ideas for the further development of community education based on the learnings of both the PADV and non-PADV projects examined.

1 An abuse of power perpetrated mainly (but not only) by men against women in a relationship or after separation. It occurs when one partner attempts by physical or psychological means to dominate and control the other. Domestic violence takes a number of forms. The most commonly acknowledged forms are: physical and sexual violence; threats and intimidation; emotional and social abuse; and economic deprivation. Many forms of domestic violence are against the law ([www.padv.dpmc.gov.au/\(2001\)](http://www.padv.dpmc.gov.au/(2001))).



2. COMMUNITY EDUCATION

Community education and awareness raising has huge potential to allow people to identify violent behaviour and encourage changed behaviour, and to create a community that does not condone violence. The effectiveness of campaigns remains contentious. For example, Rayner (1996) argues that “media campaigns are bloody expensive” and their impact is difficult to determine. Expensive media campaigns may be hard to justify where limited funds and resources are provided to address social and health problems. McDevitt (1996:270) cites O’Keefe and Reed (1990:215) to note that: “at best, the media are effective at building citizen awareness of an issue’ but more complex attitudinal or behavioural change requires ‘more direct forms of citizen contact and intervention’.”

Others argue, however, that mass media campaigns and media coverage of social policy issues such as violence perform an important role in placing violence on the public and political agenda. Lindsey (1994: 163) suggests that “Media has a central role in mediating information and forming public opinion. The media casts an eye on events that few of us directly experience and renders remote happenings observable and meaningful.” It is the argument of this evaluation that while solely mass-media based campaigns are effective at informing the community about the nature and incidence of violence, community based action and interventions need to accompany this if there is to be behaviour change:

“Whatever happens at the mass level must be complemented and supported at a grass-roots level for any long term behaviour change to occur” (Julie Urqhart, then campaign manager of the Drink-Drunk; the *Difference is U* NSW Youth Alcohol Strategy, quoted in Wood 1994: 18)

Health promotion and social marketing communication theories have informed community wide and based activities trialled through PADV and through the Australian, State and Territory governments, aimed at improving family relationships, changing the behaviour of men who use violence, and changing responses to violence. It is important to note that most awareness activities or campaigns do not exclude use of theories, models or activities which are derived from one approach or another. Different aspects of theories or models are frequently used to meet different purposes or target groups. Health promotion and social marketing theories and models can contribute greatly to the effectiveness of campaigns- particularly because they demonstrate the importance of identifying communication objectives and designing a range of activities to meet these objectives.

Health promotion has been at the forefront of community education internationally and in Australia, and this evaluation has considered community education activities primarily from within a health promotion context. Health promotion aims to change health-reducing behaviours to produce a healthier population. The key objective behind the move towards health promotion in many countries is to reduce the prevalence of particular health problems to control the escalating expenditure on medical treatment of those problems (Green et al 2001).

A number of best practice health promotion campaigns have been implemented in Australia, and have successfully changed behaviour resulting in reduced incidence of particular problems. These include the *SunSmart* anti-skin cancer campaign, the *Quit Now* anti-smoking campaign and the National Mental Health Action Plan showcased below.

2.1 Health Promotion Definitions

The US Office of Health Information and Health Promotion defines health promotion as ‘any combination of education and related organisational, political and economic interventions designed to facilitate behavioural and environmental changes conducive to health’ (Green et al 2001). The Ottawa Charter for Health Promotion developed at the First International Conference on Health Promotion in 1986, defined health promotion as ‘enabling people to increase control over, and to improve, their health’ (cited in Green et al 2001). This Ottawa Charter definition emphasises a number of principles, including:

- Creating supportive environments.
- Building healthy public policy in all sectors.
- Strengthening community action.
- Developing personal skills.
- Re-orienting health services (SunSmart Campaign 2000–2003, Anti-Cancer Council of Victoria).

Health promotion in Australia generally has an ecological basis. The ecological approach

‘sees health and health-related behaviours as products of the interdependence between individuals and their environment. It maintains that individual level factors such as knowledge, attitudes, beliefs and abilities can explain only part of health [behaviour]... and that full understanding can only come from considering the context in which people actually live. For any given...behaviour this context...can influence behaviour by promoting or requiring certain actions and by discouraging and disallowing others...To promote health, an environment must supply the requisite information, materials and skills [for change]’ (Green et al 2001).

Health promotion utilises a ‘comprehensive, collaborative approach, applying multi-faceted strategies’ to change behaviour (Mulder 1999). Health promotion models use the conceptual framework of primary, secondary and tertiary prevention, which has been adapted for use in the domestic violence context.

Primary prevention strategies involve the general community and aim to change firmly entrenched values and beliefs, secondary prevention strategies target predefined vulnerable groups with the aim of reducing their vulnerability, and tertiary prevention strategies aim to minimise the harmful effects and prevent recurrence (Quinn 1992 in Mulder 1999).

Contemporary health promotion addresses the identified issue at several levels:

- Individual.
- Community.
- Organisational.
- Public policy and practice.

Programs which operate at all levels and draw upon a range of strategies are more likely to have a greater effect.

One of the strengths of health promotion is its capacity to draw upon a range of theories and models to achieve its goals at each of the four levels. Theories and models which contribute to an understanding of individual behaviour, social learning theory and the health belief models for example will be significantly enhanced when placed within the context of theories which explore how a communities capacity can be strengthened and new ideas introduced. Awareness may be better undertaken if theories and models such as social marketing are utilised (Nutbeam and Harris 1999).

The table below outlines the links between the levels of intervention and the appropriate theories and models.

Area of Change	Theories or Models
Theories that explain health behaviour and health behaviour change by focussing on the individual	Health Belief Model Theory of Reasoned Action Transtheoretical Model Social learning Theory
Theories that explain change in communities and community action for health	Community Mobilisation <ul style="list-style-type: none"> • Social Planning • Social Action • Community Development Diffusion of Innovation
Theories that guide the use of communication strategies for change to promote health	Communication for Behaviour Change Social Marketing
Models that explain changes in organisations and the creation of health-supportive organisational practices	Theories on Organisational Change Models of Intersectoral Action
Models that explain the development and implementation of healthy public policy	Ecological Framework for Policy Development Determinants of Policy Making Indicators of Health Promotion Policy

(Nutbeam and Harris 1999)

Targeting health promotion messages can draw on concepts of niche-marketing to develop specific messages and strategies depending on the audience.

While domestic violence can be considered a public health issue, there are some differences between approaches which address violence and other health issues such as skin cancer and smoking. In health promotion the factors leading to negative behaviours, and triggers and messages for behaviour change are thoroughly researched, generally agreed, and are straightforward- for example, get a pap smear every two years, drink less than four standard drinks a day if you are male. In comparison, the factors leading to violent behaviour and triggers for behaviour change are complex, require further research, and are the subject of some debate (in particular ways to encourage behaviour change in men who use violence).

In addition, health promotion models, in comparison to domestic violence, have to consider to a lesser extent whether the messages prescribed can have serious unintended consequences. One example is where campaigns inform women of their right to prosecute and about available accommodation services- the victim

may experience increased anxiety because she may feel that she will have to press charges and leave the relationship in order to get help and be safe. The user of violence may experience increased anxiety because of the threat of police action and his partner leaving the relationship. This can lead to increased controlling and violent behaviour. Another example is where a campaign encourages the community to support men who use violence to get help. This could encourage women to stay in a relationship at risk to their lives- either because they have renewed hope of change, or because they feel it is their role to help their partner. Campaigns targeting domestic violence may have a range of aims and messages- the aims above are legitimate ones- however the campaign's execution must address the possibility of negative consequences.

Health promotion activities in relation to domestic violence are therefore not particularly suited to a solely mass-media advertising approach- simple messages or slogans requiring simple behavioural change. Mass-media approaches would be more effective if their aim was to simply increase awareness of an issue, and if these were supported by other approaches for information provision and behaviour change, such as media-based editorials or drama works, or community based education activities and support services.

2.2 Community Education Definitions

Community education is used to describe a wide range of activities from broad campaigns to individually targeted projects. Within the scope of PADV funded projects, community education included multilingual tapes for radio through to working with communities to bring about structural change. In order to design an effective community education promotion, it is critical to identify the target community.

A community can be defined as 'a specific group of people usually living in a defined geographic area who share a common culture, are arranged in a social structure and exhibit some awareness of their identity as a group' (Nutbeam 1986 in NHS 1993). Individuals may identify with more than one community, depending upon a range of variables as described below, and specific approaches will be required for communicating messages to different communities, for example, culturally and linguistically diverse communities and Indigenous communities – (Cultural Perspectives 2000). The PADV funded ACT Partners for Prevention Participatory Action Research Study defines a number of communities that people may belong to:

- *Community of interest*, a group of people who share common interest, for example a sporting or book club.
- *Community of shared identity and experience*, a group of people who share a common identity and experience such as a support network for the sight impaired or an ethnic community.
- *Community of place*, a group of people who share an identity through shared location such as a residents' association or neighbours.
- *Community of circumstance*, a group of people who share a situation such as a school community.
- *Community of resistance*, a group of people who collectively resist what they see as oppression such as anti-globalisation campaigners.
- *Community of care*, a term that project participants coined to describe personal support networks (CultureShift 2001).

The *Pathways to Better Health* report (NHS 1993) identifies two types of community interventions, *community-wide* programs and *community-based* programs. Community-wide interventions 'address a common health concern or problem, and target a large group or the whole population'. They may operate at the metropolitan, regional, state or national levels in addressing these groups or society as a whole.

They can frequently be a top down approach, with research undertaken to ascertain the communication needs, testing of messages, and roll-out of campaign materials. The use of mass media – eg television advertising, radio – is often integral to their success.

A report on the recent Western Australian mass-media based campaign, “Freedom from Fear”, which targeted male perpetrators of domestic violence, identified “five potential message strategies” for mass media prevention campaigns (Donovan et al. 2000: 80):

- *Criminal sanctions*: a traditional emphasis on legal threats;
- *Community intervention*: an approach encouraging friends and neighbours to report domestic violence or intervene with the perpetrator or victim;
- *Social disapproval*: a theme emphasising shame and embarrassment (ie: ‘real men don’t hit women’);
- *Consequences*: a theme based on the impact of the violence on their partner or children; and
- *Help is available*: emphasising that help is available if the man desires to change.

These strategies grew out of a review of the literature and interviews with domestic violence workers. Each of these five strategies has strengths and weaknesses that should be considered before forming messages for prevention campaigns.

In the case of domestic violence, it will be more effective to use different messages for different communities, that is, for victims, men who use violence, children and young people, and the general community, as well as for people from diverse backgrounds (NT Office of Women’s Policy 2001). Different theories and models are often utilised to more effectively communicate with different target groups, from the individual through to public policy as a whole.

A concern with community wide interventions for domestic violence, particularly those using mass media advertising, is that the range of messages for different target groups within each community or the whole of society can be contradictory and have unintended consequences.

Community wide interventions must have a range of targeted messages and educational and support activities which are well funded, if they are to result in productive behaviour change, as opposed to simply raising awareness that violence exists.

In contrast, community-based interventions ‘achieve change in a smaller population or group, and are more often initiated by, and involve, local community members in their planning and implementation’. Community participation is an essential component of community-based interventions as it promotes ‘community ownership of programs, and may contribute to the development of relevant and acceptable interventions’ for that community (NHS 1993).

In Australia, the community-based approach is often included as a component of other smaller and more localised programs such as local service delivery and new or pilot community projects, particularly in the field of domestic violence. When community education is introduced as part of shorter term or pilot programs, with little chance of recurrent funding, the outcomes are less likely to be sustained in the longer term.

Both the community-wide and the community-based approaches aim to achieve small changes in large numbers of individuals rather than large changes in a small number of people (this is the role of clinical attention rather than community education).

2.3 Five Critical Stages in a Community-Based Planning and Action Model

Mittlemark (1996) has identified five critical stages in a community based planning and action model:

1. *Community Analysis*: This stage defines the parameters of the project, analyses the behaviour patterns, attitudes and beliefs that the campaign is attempting to change and identifies the skills and community assets available.
2. *Design Initiation*: In this stage, the collaborators work together to establish the project, setting achievable goals and timelines for the project.
3. *Implementation*: This stage covers the program or campaign's operation.
4. *Maintenance and Consolidation*: In this stage, participants gain expertise and experience with the program/campaign, and integrate learnings into existing community structures and networks.
5. *Dissemination and Assessment*: This stage is a continuous process of updating the community analysis, evaluating the effectiveness of the program or campaign, disseminating the results more broadly and developing future directions.

A key feature underlying the success of community-based campaigns, in Mittlemark's analysis, is the building of a broad-based coalition consisting of community leaders, professionals and citizens to support campaign for change (Mittlemark 1996).

2.4 Social Marketing

Social marketing refers to the application of commercial marketing techniques to social and health problems. Commercial marketing practices, involving exchange theory, can be applied to programs designed to "influence the voluntary behaviour of target audiences in order to improve their personal welfare and that of their society." (1995, quoted in Hall and Stannard 1997: 8).

Many social and health problems have behavioural causes, and social marketing is seen as a way of tackling such problems by encouraging people to adopt healthier lifestyles. Social marketing works at a number of levels — individual, organisational, legal and policy. Social marketing draws from psychology, sociology, anthropology, and communications theory to understand how to influence people's behaviour. It is based on the voluntary exchange of costs and benefits between two or more parties. While it parallels generic marketing, it confronts intractable behaviours and quality of life issues.

Social marketing has four elements:

- Consumer orientation, particularly in targeting the message.
- An exchange based on benefits.
- A long term strategic outlook based on research.
- Moving beyond the individual.

Two key points to be made in relation to social marketing (National Child Protection Clearinghouse 2002:14):

- All strategies begin with the client. Rather than attempting to make an audience accept and carry out the marketer's values and beliefs, practitioners of social marketing recognise clients will only change their behaviour when they recognise it is in their interests. It is therefore essential to start with an understanding of the target audience's needs and wants, its values and its perceptions.
- Competition is always recognised: every choice by the client involves giving up some other action. What the client sees as major alternatives must always be kept in mind so the deficiencies of these alternatives can be highlighted and the benefits of the new behaviour promoted.

Applying social marketing to promotion of healthy activities and behaviour allows a multi-dimensional approach to complex issues, which require change at a number of levels: behaviour, lifestyle, organisational, policy and cultural.

2.5 Six Critical Stages in a Community-Wide/Social Marketing Campaign

Cheetham (2001) describes the key stages of developing a community-wide campaign based on social marketing theory. These stages were used to design the NSW *Violence Against Women: It's Against All the Rules* mass media campaign described in the next section of this report.

1. *Planning and Selecting a Strategy:* This stage includes research and assessment of the issue, defining and segmenting the target audience and geographic coverage, assessing the available resources and developing goals, objectives and strategies for implementing them.
2. *Selecting Channels and Materials:* This stage establishes which avenues will be used to deliver the campaign messages and selecting the type of materials to be developed.
3. *Development of Campaign Materials and Pre-Testing:* Develop messages, campaign slogan and draft materials to be tested with sample target groups. Revised materials reflect testing.
4. *Program Implementation:* In this stage, sufficient materials are produced and provided to relevant outlets, a monitoring and evaluation program is implemented and material is updated as required to reflect ongoing feedback where possible.
5. *Assessing Effectiveness:* This stage may include up to four kinds of evaluation, some of which will be implemented at the end of the campaign with others implemented during the campaign. These types of evaluation are: formative evaluation which informs the design; process evaluation which assesses how the campaign is implemented; outcome evaluation which assesses the changes in knowledge and attitude of the target group as a result of the campaign; and impact evaluation which assesses the longer term outcomes of the campaign.
6. *Refining Through Feedback:* This stage reports on the learnings of the campaign and recommends changes for future campaigns:

"Social marketing combines the best elements of the traditional approaches to social change in an integrated planning and action framework and utilizes advances in communication technology and marketing skills" (Social Marketing Network [Online]).

Australian Examples

The SunSmart and Quit Now campaigns are excellent examples of successfully combining both the community-wide and community-based approaches to reduce unhealthy behaviours. Both programs utilise mass media campaigns backed up with research and evaluation, policy change, professional training for those working in the community and improved local and regional service delivery. The campaigns have been successful in changing community attitudes to smoking and sun exposure as well as making inroads into changing people's behaviour.

The SunSmart program, in particular, comprehensively combines a range of strategies designed to produce individual behaviour change with strategies to influence the social, institutional, environmental, and political context. The strategies are designed to enhance a behavioural change process which will be sustainable. Research and evaluation are an integral part of this framework and are closely interrelated with program design and implementation. SunSmart works within the concept of health promotion as defined in the Ottawa Charter (SunSmart Campaign 2000–2003, Anti-Cancer Council of Victoria).

SunSmart

Nearly 20 years have passed since the initiation of the Slip! Slop! Slap! Campaign. A generation of Victorians and, to some extent, all Australians, has grown up learning about the dangers of overexposure to ultraviolet (UV) radiation, and understanding how to protect themselves against skin damage. The SunSmart campaign adopted its name in 1988 and now, 'Sunsmart' is no longer used simply to refer to the Anti-Cancer Council of Victoria's skin cancer prevention program, but is commonly used as a generic term to describe both a person who is acting appropriately to prevent skin damage, and associated actions and objects. This remarkable turnaround in public attitudes and behaviour is an excellent example of the power of a well-grounded and well-conceived public health program. The SunSmart campaign is the most comprehensive population-based primary prevention program for skin cancer anywhere in the world. SunSmart is an internationally recognised comprehensive skin cancer control program that includes:

- Public education and information.
- Training for professionals.
- Support, ideas, resources for organisations.
- Policy and program development.
- Research.

(SunSmart Campaign 2000–2003, Anti-Cancer Council of Victoria)

Quit Now - the National Tobacco Campaign

The National Tobacco Campaign is a collaborative quit-smoking health initiative between the Australian Government, State and Territory governments and non-government organisations. This is the first time all have come together on this scale in a campaign to reduce smoking. The multi-tiered campaign combines hard-hitting advertising with:

- Nationally coordinated Quitline services for smokers.
- Endorsed partnerships with key health and medical bodies.

- The participation of doctors Australia-wide.
- A campaign website.
- National media promotions.

The Australian Government committed \$7.5 million to the campaign over two financial years. State and Territory Quit Campaigns provided the services to help smokers who want to quit.

The National Tobacco Campaign commenced in 1997 and targeted primarily at 18–40 year old smokers. It is probably the most comprehensively evaluated national health promotion campaign mounted in Australia to date and was based on ‘40 years of psychological research and more than a decade of ... market research reports’. (Australia’s National Tobacco Campaign Evaluation Report Vol 1). This allowed for the development of a campaign which was based upon reliable data about a population group with known behaviours.

Phase One of the mass-media led campaign was characterised by three health effect advertisements (Artery, Lung, Tumour), which were aired between June and December 1997. The 1998 activity included two phases of television and radio jointly funded by the Australian Government, and State and Territory Quit campaigns between May and October 1998. Phases 2 and 3 of the campaign continued with strategies that had been shown to be successful from the outset and included additional advertising material that contained themes consistent with those from the first phase.

In Phase 2, a new health effect about a stroke (Brain) and an advertisement modelling the behaviour of calling the Quitline (Call for help), were introduced. Call for help was introduced to build on the success of displaying the Quitline number at the bottom of each advertisement in Phase 1. The significant reduction in overall prevalence reported to the end of phase 1 (November-December 1997) was sustained through the following year, suggesting that the initial response was not a temporary or chance effect. Specifically, an overall reduction of about 1.8 per cent in the estimated adult prevalence of smoking was observed over the 18 months after the campaign was launched indicating the campaign’s impact on changing behaviours (Quit Now [Online]).

The “National Action Plan for Promotion, Prevention and Early Intervention for Mental Health 2000” provides a useful framework for a possible national campaign addressing domestic violence. The strategies proposed in this plan “offer opportunities for a nationally coordinated approach and for state and territory leadership”.

National Mental Health Plan

The Action Plan 2000 outlines a range of activities aimed at “reducing stigmatising attitudes” towards people with a mental illness and to increase mental health literacy among key groups. This includes changes to public policy, attitudes, behaviours and knowledge. It is also dealing with a topic which has for many years been hidden, and under resourced. It is not based on a group of behaviours which are known or predictable but rather need education and encouragement to begin the dialogue which leads to change.

The outcomes identified in the Second National Mental Health Plan include:

- Improved public health strategies to promote mental health.
- Reduced incidence and prevalence of mental health disorders.
- Reduced number of suicides.

- Increased consumer and carer satisfaction.
- Improved mental health literacy at all levels.

Action Plan 2000 outlines initiatives which will be undertaken at a national level, providing a rationale for the selection of priority groups, and enabling states and territories to develop specific activities in their own environments which are integrated into the national framework. It links the need for intervention at all levels by adopting a mental health promotion, prevention and early intervention approach which addresses activities and outcomes for 15 priority groups. Importantly, it also links major national policy and program initiatives which may contribute to achieving the outcomes specified for each group.

The activities to be undertaken in each priority group are planned under the following headings:

- Outcomes.
- Rationale.
- Evidence Base For Action.
- Who will be Involved.
- Where Will it Happen.
- Linked Initiatives.
- Process Indicators.
- Outcome Indicators.
- National Action.

This approach ensures consistency in the work undertaken with each priority area and ensures a national perspective whilst allowing for state and territory differences.

The Action Plan 2000 is based on the First National Mental Health Plan and has been written as a dynamic document which will continue to be changed and developed based on feedback and evaluation

Whilst it is acknowledged that these campaigns have led to important behavioural changes, the behaviours being targeted for change in domestic violence involve a complex set of behaviours, attitudes and values which require major social change at all levels (individual, community, organisational and policy) with the cooperation of all levels of government. As the following explanations of domestic violence indicate, the underpinning theory of domestic violence used will influence what campaigns would target the complexity of such changes.

3. PREVENTION OF DOMESTIC VIOLENCE

3.1 Explanations of Domestic Violence

As the body of knowledge about domestic violence has grown, so too have the theoretical explanations for its existence. The various theoretical explanations of domestic violence and theories underpinning key interventions result in particular forms of domestic violence prevention and intervention approaches.

In considering these explanations it should be kept in mind that, in a diverse community, the needs, attitudes and experiences of people living in situations of domestic violence will not be the same. Explanations of domestic violence can be variously categorised as follows:

Biological Determinism: This theory suggests that men's behaviour is 'biologically determined', and can only be ameliorated, with men being 'trained' to learn to control their violence. Legal remedies would prevent or deal with men's violence. The theory assumes that all perpetrators of violence will be men and all victims will be women. It explains domestic violence as a natural instinct of men who are responding to threats in their natural environment. The theory has tended to be discredited, owing to its tendency to provide an excuse for men's behaviour and to assume violence against an intimate partner has its basis in biology and not in a social and personal context.

Implications for Community Education

There is no role for community education within this explanation of domestic violence due to the general discrediting of the theory as an excuse for male violence is considered a 'natural drive' of men. Community education would focus on increasing women's awareness of men's use of violence and identify strategies that women could use to avoid provoking men's violence.

Individual Pathology: Individual pathology implies that there is some inherent psychological problem that results in a person (male or female) being more likely to use violence or more likely to experience violence. The individual pathology theory has its roots in early medical science, particularly in psychoanalysis, which endeavoured to explain individual deviance. More recently, pathology theories have focused on identifying predictors of intimate violence and characteristics of men who might be predisposed to violent behaviour and of women who might be prone to be the targets of violence. Such approaches can focus on pathologising the individuals involved and make men who use violence feel less responsible for their decisions.

Implications for Community Education

Similarly there is a limited role for community education due to the individual focus of this explanation. Community education would be targeted to those members of the community who are thought to be predisposed to domestic violence.

Social Stressors and Individual Risks: This explanation concerns the broader social context in which domestic violence takes place. Domestic violence is portrayed as a response to 'structural stress' exerted upon the family. This includes external pressure such as that created by unemployment. Social stress (producing frustration) and socialisation (which condones the use of violence) are singled out as the two main factors in producing an environment conducive to the use of violence. The more social stress the more likely violence will occur. Such an approach, however, cannot explain why some men only choose to behave violently and abusively with their partner and not in other contexts such as the workplace or in social situations.

Implications for Community Education

This explanation would also lead to community education that is targeted to specific groups in the community, for example, those considered most marginalised and most likely to come to the attention of authorities and/or using human services as a result of violence. This would be likely to give limited attention to other groups who may use less detectable forms of domestic violence.

Early Feminist: Early feminist theories of domestic violence focused on male structural power, which enables individual men have power over individual women in the private domain. Domestic violence is a mechanism that oppresses women and maintains male power over women. Therefore domestic violence is gendered violence. Its focus is on the structural power differentials between males and females and how these are played out at the level of intimate relationships where men abuse power to maintain control over women. Male structural power in the public domain is reproduced in the private domain.

Implications for Community Education

Community education is a strong focus within this explanation as it presumes social change is needed to prevent domestic violence. Such strategies include: awareness raising generally in the community about domestic violence; awareness raising that domestic violence is a crime and unacceptable; provision of information about rights, laws, and formal help, such as legal services, police, counselling services etc. Political activity is important to identify and dismantle social structures and practices that condone domestic violence.

Interactive Systems and Individuals: This approach has adopted the 'both and' position, bringing together understandings from the early feminist approach, with systemic approaches which include psychological explanations. It recognises power differences and the importance of taking responsibility for violent acts and demands accountability. However, it looks at the various facets in the environment of those involved which are required to change to bring about violence-free relationships. Adopting this position has not entailed developing 'new' or 'integrated' theories on intimate violence but rather using multiple perspectives in morally responsible ways that do not ignore the abuse of power in such relationships.

Implications for Community Education

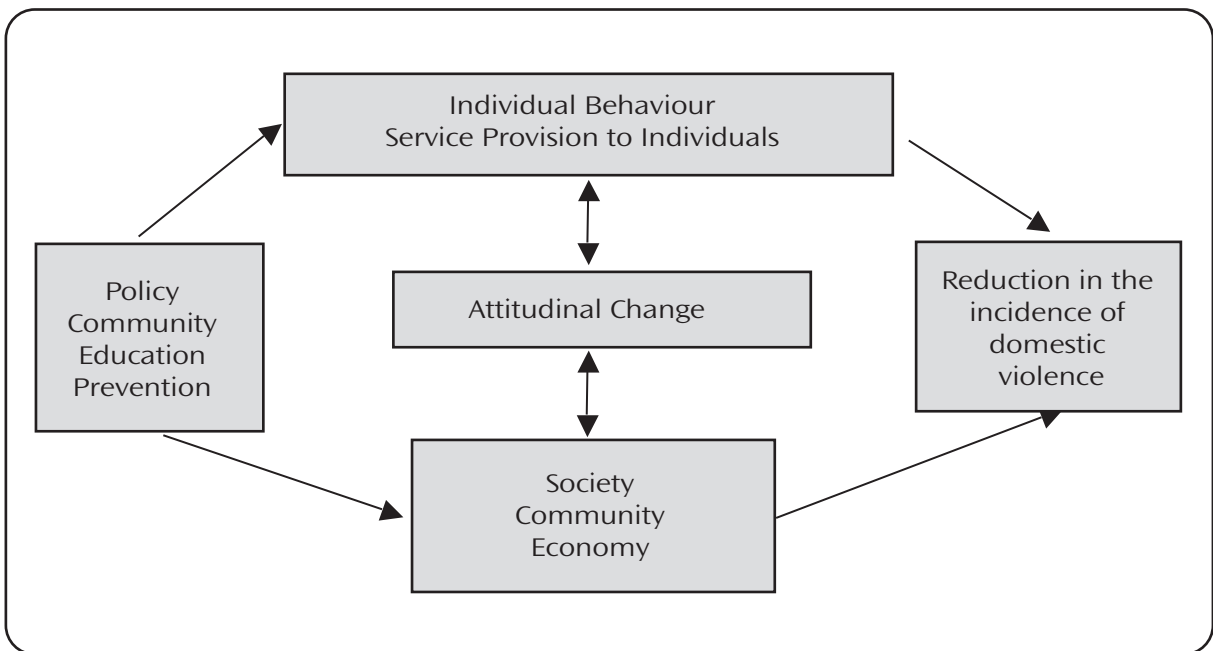
This explanation would support the early feminist approaches to community education. In addition it would give greater attention to the need to consider local context and culture when determining campaigns and other awareness-raising activities to ensure that they are inclusive of the diversity of the population.

3.2 Community Education as Domestic Violence Prevention

This section reviews the adaptation of health promotion theories to community education to reduce and prevent domestic violence in Australia. A range of community education campaigns and models have been implemented over recent years in Australia, some funded through PADV1 and others funded solely through State and Territory Governments. Some States have preferred to use the community-wide approach backed up by community-based messages and services as in the WA Freedom From Fear Campaign and the NSW Violence Against Women: It's Against All the Rules Campaign, whilst others have focused on community-based models such as Week Without Violence in Victoria and Domestic Violence Prevention Week in Queensland. It should be acknowledged that many community-based services play an important role in the provision of community education activities. Their work is invaluable and contributes to the ongoing need for awareness raising in relation to violence against women in the community.

Figure 1 illustrates the adaptation of the ecological approach of health promotion to the issue of domestic violence.

Figure 1. Domestic Violence Prevention Community Education Model



3.3 Aims of Domestic Violence Prevention

A set of community education aims which are common to domestic violence prevention programs is defined below. Although these aims may be expressed differently for different projects and may be adapted differently depending on the specific target groups, they generally provide the foundation for domestic violence prevention community education in Australia. They may also reflect the stages in a longer-term community education program.

1. *Community Awareness*, to raise awareness in the community about the existence, causes, prevalence and effects of domestic violence and its unacceptability.
2. *Community Action*, to encourage the community to exert pressure on men who use violence to reduce violent behaviour and to support victims of domestic violence and their children.
3. *Individual Action*, to encourage victims and their children to seek help and men who use violence to stop being violent.
4. *Prevention*, to reduce the prevalence of domestic violence.

Community Awareness

Due to the hidden nature of domestic violence in our society, community education has a key role to play in bringing the issue out into the open by dispelling myths about domestic violence, educating the community about the causes and types of domestic violence and stimulating a change in community attitudes to the unacceptability of domestic violence. Raising community awareness sets the context for, and provides the community with background information for, achieving the other program aims.

It is critical for domestic violence prevention community education programs to achieve the above community awareness aim; however, for real change to occur, the action and prevention aims must also be achieved. In some cases, raising community awareness may even be detrimental to the community as a whole, and to affected individuals in particular, when awareness is raised with no additional investment in service provision and skills development. Given the prevalence of domestic violence and the relatively low level of service usage in Australia (ABS 1996), raising community awareness has the potential to awaken latent demand for domestic violence services. This is particularly the case if awareness raising is combined with a call for community or individual action. This factor should be taken into account when establishing a comprehensive multi-faceted package to respond to, address and prevent domestic violence.

Calls to Action: Community and Individuals

A preliminary call to action of some kind is generally included in the awareness-raising stage of domestic violence prevention community education programs. This is usually a crisis telephone number as the first point of contact with the service system for women experiencing domestic violence. More extensive calls to action may be summarised as follows:

- The provision of information to enable community members to support friends and family experiencing domestic violence.
- Calling on the community not to tolerate domestic violence and to exert pressure on men who use violence to change their behaviour.
- Calling on men who use violence to take responsibility for their behaviour and to change.
- Providing information to women and children experiencing domestic violence on services available, suggesting that they can get help, highlighting that they are not alone and not to blame.

The call to action in a community education campaign is the key factor in promoting behavioural change. One hundred per cent of the community may be aware of domestic violence and understand its causes; however, without a call to action and the provision of direction and information for acting, behavioural

change is unlikely to follow. It is helpful to draw upon exchange theory to aid in the understanding of why this is the case. When applied to domestic violence, exchange theory says that 'people will use violence toward family members when the costs of being violent do not outweigh the rewards' (Gelles 1997).

The costs of being violent can be viewed as follows:

- There is the potential that the victim will hit back.
- Imprisonment may follow for the man who uses violence.
- Too much violence may lead to a break up of the family (Ibid).
- Violence hurts children and has an impact on their future development (McIntosh 2000).

A call to action in a community education campaign can raise the costs of domestic violence to an unacceptable level.

Prevention

The critical long-term aim of domestic violence prevention community education is a reduction in the prevalence of domestic violence both currently and in future generations. This fundamental outcome is sometimes neglected in the development of campaigns that may focus on the more achievable and measurable objectives such as changing attitudes and brand recognition. However, reducing the incidence of domestic violence in the long term will reduce the economic and social costs of domestic violence to the community affected individuals and enable them to live safely and achieve their full potential.

The prevention aim is often difficult to evaluate, requiring planning and longer-term monitoring to measure its achievement. These issues are developed more fully in the evaluation discussion below.

3.4 Design and Implementation

A key feature in the design of domestic violence prevention community education programs is the development of underlying principles to guide program development. These principles may come from overarching statewide or national strategies and policies or may be developed specifically for the community education program. These principles usually reflect the accepted definitions of domestic violence both as a crime with significant impacts on health and wellbeing and as a product of gendered power relations in Australian society. Such principles emphasise the need for safety of women and children as the usual victims of domestic violence and attribute responsibility for violence to men who use violence, not the victims.

Often community education forms part of broader program requirements and service delivery roles such as those of domestic violence outreach workers, networkers or regional domestic violence co-coordinators. Community-based education in the local and regional community is seen as a core part of service delivery in most States and Territories. Activities may range from talking to students at local schools, setting up displays in local shopping centres, anti-domestic violence week activities to the production of resource and education brochures. Community-based education in this field may also include awareness raising and training for people working with individuals affected by domestic violence, for example community health nurses, doctors or school counsellors.

As in the community-wide and community-based health promotion models, the implementation of domestic violence prevention community education programs requires the full support and participation of a range of stakeholders to be fully effective.

The design phase of community education programs analyses the different approaches available, identifies the target audience/s and develops and tests campaign messages or other means to capture the attention of and educate target audience/s.

Key questions before starting a community awareness campaign

The Department of Prime Minister and Cabinet, Government Communications Unit, has designed a guide for developing government community awareness campaigns, which may be adapted for other service providers. It, and other guides, are available for downloading at <http://www.gcu.gov.au/code/infodept> . The following is an amended list of questions from that guide which may assist service providers to design better community awareness activities:

1. Are your objectives clear, realistic and measurable? Do they reflect the principles of your organisation/ government/ community (as relevant) in relation to violence?
2. Is there research, particularly communications research to inform your strategy?²
3. Do you understand the research results and their implications? Have these been incorporated into your campaign strategy and materials?
4. Do you know exactly with whom you want to communicate (can you clearly describe your target audience/s)? What are the attitudes, beliefs and behaviours that you want to inform or change in this target group? How could the campaign messages affect groups other than your target audience?
5. Do you *really* know what you want the target audience to “do” as a result of the receiving the communication? Do you want them to have increased knowledge or understanding, to access an information resource, to go to a meeting or do a course, or to change their behaviour?
6. Do you know how the target audience will react as a result of receiving the communication? Could there be unintended consequences from your communication? What can you do to lessen negative consequences, or use opportunities arising from the communication such as increased community willingness to develop action plans?
7. What support activities are required as a result of this reaction? Can your organisation supply them or will you need other organisations? You will need to ensure that the action you want will be supported by available resources such as brochures (information), programs or support groups.
8. Are the campaign materials (eg radio ads, brochures, posters etc) appropriately designed for your audience?
9. Do you know how to frame your campaign messages so that you are confident they will be interesting and persuasive to the target audience? Have you tested your messages with people from your target audience to measure whether they are persuasive?
10. Have you considered the needs of special audiences such as people with hearing and sight disabilities, people from non-English speaking backgrounds, people in rural and remote areas and Indigenous Australians?

11. Are you aware of, and understand, the factors/events which might affect your campaign? Are there events with religious, political or cultural significance which may disrupt the activities or raise the profile of the campaign? Are there groups which may be resistant or supportive of the campaign who you may need to address?
12. Have you consulted with all relevant stakeholders in developing the community activities? Are there opportunities to link your activities to those of other stakeholders (eg health, legal services, police)?
13. (As appropriate) Do you have a clear idea of the internal and external approval processes relating to approval of the communication strategy, the selection of consultants if necessary and the approval of campaign creative materials? Do you know how long these will take?
14. Do you have a budget/know what your budget is?
15. Do you know the timeframe in which the campaign must be delivered?
16. Are your expectations of your campaign realistic given your timeframe and budget?
17. How will you evaluate your campaign? Would external consultants testing changes in knowledge or attitudes be appropriate, or have you arranged access to or for someone to identify changes in demand for services?

3.5 Evaluation Issues

The Northern Territory's Evaluation Plan for their community education activities closely examines the issues relating to the evaluation of domestic violence prevention community education. The report states that, 'Researchers and evaluators have widely reported that it is notoriously difficult to measure for changes in behaviour' in domestic violence. The report presents Kirkpatrick's model of community education evaluation that has four incrementally complex stages (Hunter 2001).

Stage 1 — Reaction — measures satisfaction with the program.

Stage 2 — Learning — measures changes in attitude, skills and knowledge.

Stage 3 — Behaviour — measures the degree of change in behaviour as a result of the program.

Stage 4 — Results — measures indicators of success.

After analysing the issues of evaluation and the desired outcomes of the campaign, the Northern Territory Government changed the direction of the next stage of the campaign to focus on a call to action to change behaviour, which builds on the awareness raising of the previous campaigns. There has also been recognition of the need to use different evaluation methods to measure the changed behaviour from those previously used to measure awareness of campaign messages and changed community attitudes. It will consider the increased capacity of the community to 'take action when domestic violence and sexual violence incidents are observed, heard, described or experienced' (Hunter 2001).

Evaluating the degree of behavioural change must include target populations other than the victim/survivor population...In order to assess for behaviour change, the evaluation must shift from measuring expressed willingness to intervene, to the measurement of actual intervention levels (NT Office of Women's Policy 2001).

Measuring the results (stage 4) of domestic violence prevention community education programs requires long-term comprehensive data collection which builds on the qualitative and quantitative analysis of the previous stages of evaluation. A national example would be the replication of the ABS Women's Safety Survey, which measured the incidence of violence against women in 1996. This data collection could be used together with State and Territory data collections to gain a full understanding of changes in behaviour and domestic violence incidence since the first survey was implemented. This would need to be done with a full understanding of changes and campaigns which may have occurred in other areas of government which may impact on the results of any evaluation.

Evaluation of community education programs has occurred mainly at the conclusion of programs and has not extended to include the study of longer-term benefits of programs. This is the case both in Australia and overseas and is the consequence of funding constraints. However this longer-term investment in evaluation is the most effective way to measure whether domestic violence has actually been prevented and reduced.

3.6 State Based Campaigns

Two State-funded domestic violence prevention campaigns are highlighted below. The two campaigns, the WA *Freedom from Fear* Campaign and the NSW *It's Against the Rules* Campaign, have been chosen because they had different primary target audiences and utilised quite different messages in targeting their domestic violence prevention efforts. The WA campaign's primary target group was male perpetrators of domestic violence whilst the NSW campaign targeted the general male population in a call to action to prevent domestic violence in the community. Both campaigns were based on extensive research and testing of messages with sample target groups. They were backed up with increased resourcing of services and strengthening of regional networks to provide an improved service response and local community education activities.

Freedom From Fear Campaign

The overall goal of the 'Freedom from Fear' Campaign was to contribute to the reduction and prevention of domestic violence in Western Australia. Freedom from Fear's long term objectives are:

- To promote and reinforce understanding and acceptance in the community that many forms of domestic violence are a crime.
- To increase awareness in the general community that violence is not an acceptable method of resolving problems and difficulties.
- To promote understanding and acceptance in the community that men who use violence are responsible for the violence.
- To prevent the first act of violence committed by 'at risk' men.
- To end the acts of violence committed by men who use violence .
- To encourage and assist in appropriate responses from service providers to men at risk of, or currently, using violence, and to victims.

The campaign was supported by a combination of strategies including:

- Statewide mass media advertising, led by television advertising and supported by radio, press, and poster advertising.
- Media and public relations activities.
- Men's domestic violence help line: a 24-hour telephone information, counselling and active referral service for men.
- Funding of existing and new programs for men at risk of, or currently, using violence and for victims and children.

The primary target group of the Freedom From Fear campaign was reachable men who use violence who were not in treatment and men who are at risk of using violence.

The Secondary Target Group was all other men who were at risk of becoming, or were currently reachable men who use violence. The Tertiary Target Group was men who are not, and not at risk of becoming, men who use violence - i.e. the general population of males (WA Women's Policy Development Office 1998).

Violence Against Women: It's Against All the Rules

Sledging, striking, marking and tackling are common terms on the sporting field. The NSW 'Violence Against Women: It's Against All the Rules' campaign to discourage violence against women picked up these terms and turned them around to show that when used against women, they were abuse, harassment and assault.

The campaign contained four broad components:

- The development of advertising resources (including a logo, slogan, key messages and visuals) and the placement of these materials for high profile promotion.
- A public relations strategy, including the targeting of key statewide and regional media.
- Regional and local implementation, including media advocacy and community-based projects and development of other materials. This regionally based strategy was one of the key elements of the campaign and the implementation has been diverse.
- An evaluation strategy.

The overall goal of the campaign was the prevention or reduction of violence against women rather than the promotion of services.

Campaign Objectives:

- Increase the unacceptability of violence against women.
- Stimulate discussion amongst men who would not normally discuss this issue.
- Encourage men to have a broader understanding of the sorts of behaviours that constitute violence against women.
- Encourage men to have a broader understanding of the ramifications of violence and abuse such as: effects on children, enhanced community fear of men, social restriction of women etc.

Strategies:

- Create a public message and campaign materials that encourage men to be a part of violence prevention by inviting them ‘to engage in the issue and discuss their role in preventing violence against women’.
- Implement a communication strategy to generate publicity and promote the campaign.
- Provide information to men on how to prevent violence against women.
- Provide information to other organisations and community groups on men’s role in preventing violence against women.

(Cheetham 2001)

Results

Preliminary results indicate that the campaign achieved some positive results. For example, it was considered that the campaign had successfully encouraged men to become involved in the implementation of the campaign. Men reported that they are more knowledgeable about domestic violence and more confident in speaking about violence against women.

- 2 The PADV publications *Attitudes to Domestic and Family Violence in the Diverse Australian Community* (Cultural Perspectives, 2000), *Young People and Domestic Violence: National research on young people’s attitudes and experiences of domestic violence* (NCP, 2001) and other PADV research and community awareness publications may usefully inform your community awareness activities.

4. PADV COMMUNITY EDUCATION PROJECTS

‘Educating against violence’ was one of the priority areas identified for PADV1. Many of the PADV projects included community awareness or education elements as part of broader projects. This report examines the PADV projects which primarily focused on community education activities, ranging from broad statewide campaigns to more targeted projects such as the development of training and a resource kit for educating general practitioners about domestic violence. In some respects the majority of activities funded by PADV had an educational and awareness-raising aspect and these are detailed in other reports.

4.1 Broad Based Awareness Approaches

The Office of the Status of Women (OSW) commissioned Quay Connection to develop and implement a wide-ranging publicity strategy to promote the ongoing work and achievements of PADV. An essential component of the publicity campaign was the production of clear and consistent messages about domestic violence backed up by evidence for use in the broad range of publicity activities. Highlights included:

- The development of a national ‘talent bank’ of spokes-people on PADV and general domestic violence issues.
- A successful media launch of the PADV initiative.
- Developing the PADV ‘quilt’ branding and logo and writing, designing and producing a comprehensive ‘style guide’ to help projects to use the PADV branding.
- Writing and producing a comprehensive media kit including fact sheets on domestic violence, the PADV initiative, Australian Government projects, national projects, State and Territory projects, Indigenous projects and projects working with children and young people.
- Publicity around the PADV showcasing seminars in each State and Territory.
- Publicity for the four PADV national forums: *The Way Forward: Children, Young People and Domestic Violence*; *Men and Relationships: Partnerships in Progress*; *Rekindling Family Relationships: A national forum on Indigenous family violence*; and *Across the Lifespan: Violence throughout the lives of women and girls*.

The effectiveness of the publicity strategy was shown through the series of seminars held by PADV around the country to showcase successful PADV projects. These seminars not only provided an opportunity for skill sharing and networking amongst service providers but also provided great opportunities for publicity on PADV. Service providers welcomed the opportunity to receive information about research and were appreciative of the opportunity to access a range of resources not previously available.

Raising the Profile of PADV Initiatives

An approach to educating the sectors with a key interest in domestic violence was through a series of showcasing workshops in each State/Territory over the life of PADV1. The format was a day seminar and poster display with the morning providing an overview of PADV, and key findings to date. In the afternoon the findings from specific projects and the outlines of planned projects were presented.

Seventeen national showcases were conducted during 1999–2001 in the following locations:

Table 3: Seminars

Victoria	New South Wales	South Australia	Western Australia
Melbourne	Sydney	Adelaide	Perth
Albury-Wodonga	Broken Hill	Port Augusta	Albany
	Lismore		Broome
Northern Territory	Queensland	Tasmania	ACT
Alice Springs	Brisbane	Launceston	Canberra
Tenant Creek	Townsville	Hobart	

The showcasing seminars were initially designed to present information on the range of findings emerging from PADV projects and to elicit responses from people working in the field both at a policy and practice level. The concept evolved so that the showcases became a major setting for presenting findings and highlighting completed projects, as well as raising awareness about the broad range of issues which had been considered across a range of topic areas.

The range of material and resources provided was impressive and demonstrated the level of effectiveness that PADV projects had. The resource tables were extremely popular and the feedback was very positive regarding the availability of new and well-researched resources in the community.

The first round of showcasing was identified by a number of participants as an important means of taking PADV projects' findings out to a range of relevant audiences which crossed State/Territory boundaries. People were able to gain access to such projects and this may not have otherwise been possible. It highlighted projects and research in various locations throughout Australia as a way of sharing knowledge and information. It also gave a public face and identity to PADV at the service-delivery level.

4.2 Research on Community Attitudes

PADV commissioned research on community attitudes to domestic violence. The purpose of the research was to inform the development of a range of community awareness strategies on domestic violence. The specific community education objectives of the research were to:

- Explore community attitudes towards, and perceptions of, domestic or family violence.
- Assess the level of understanding of domestic or family violence amongst Indigenous communities, people of culturally and linguistically diverse backgrounds, and the broader community.

- Assess motivations for changing behaviour.
- Provide suggestions on how a community awareness strategy might be conducted. (Cultural Perspectives 2000).

The research findings are useful for planning domestic violence prevention community education programs - particularly programs aimed at Indigenous and culturally and linguistically diverse groups. A section on running cross-cultural campaigns is included in the report.

The research highlights that:

- Programs should educate about the unacceptability of domestic violence and that it is an issue for communities as well as individuals and families.
- There is a need to provide information about services available.
- Community education on domestic violence should target diverse communities; however, care must be taken to avoid stigmatisation and reinforcing cultural stereotypes.
- Community education targeted at diverse communities should be run concurrently with broad community-wide community education.
- Messages targeting Indigenous communities should be framed in terms of prevention and building strong healthy communities.
- Messages focusing on community and family values, the effects on children, respect and community responsibility are likely to be most effective with Indigenous and culturally and linguistically diverse communities.

Additionally, specific community language campaigns and community education material may be required to reach some communities.

4.3 Community Education and Information Programs

Leading on from the diverse community attitudes research, PADV commissioned the development and implementation of an Indigenous-specific community education campaign in recognition of the different cultural context of issues of family violence and the special communication needs of Indigenous communities.

The Indigenous community awareness program was entitled *Walking Into Doors* and provided a good practice approach to family violence prevention community education in Indigenous communities. *Walking Into Doors* is an excellent example of a community-based education program, managed by and for Indigenous people. It was developed and implemented with strong community input and educated Indigenous communities in a way they could relate to and accept. The *Walking Into Doors* Campaign is showcased below as PADV best practice.

It is a powerful example of the way in which a generic message can be translated into a 'niche' which requires particular language, symbols and style. In addition, the campaign responds to and informs policy relating to Indigenous family violence.

Walking Into Doors: National Indigenous Campaign

The Walking Into Doors campaign had a national target audience with a focus on Indigenous communities in urban, rural and remote areas, targeting the general Indigenous community of men, women and young people, rather than men who use violence or victims specifically.

The communication objectives of the campaign were to:

- Promote community discussion and understanding of the impact of family and domestic violence on the well being of communities and families, and in particular, on children.
- Identify and promote community approaches to non-violence.
- Promote community discussion on measures to prevent domestic violence.
- Increase knowledge about sources of assistance for individuals and families experiencing domestic violence.

The campaign strategy was designed to reach Indigenous people in a persuasive manner and stimulate a response through:

- Raising awareness.
- Promoting understanding of the issues.
- Challenging attitudes and misconceptions such as violence being a part of Indigenous culture.

The Campaign utilised a range of strategies including the use of two well known and highly respected anti-domestic violence advocates (singers Archie Roach and Ruby Hunter) and local community advocates. Strategies also included running an over-arching advertising campaign, public relations, brochure and emergency cards development, information dissemination and regional community forums on domestic violence designed to generate discussion and local and media interest.

A key element of the campaign was the series of community forums held in 10 locations across Australia. The forum panels consisted of service providers/and or respected members of the local community, Archie Roach, Ruby Hunter and a forum facilitator. The panel stimulated discussion of domestic violence issues and ample opportunity was available for community input.

Key learnings from the project include:

- Community consultation and input from stakeholders was crucial in giving communities ownership of the process and the materials and to ensure the materials were acceptable and achieving their purpose.
- The use of Indigenous media was crucial in giving the campaign an identity and to communicate the campaign messages to a broad Indigenous audience.
- There is scope for a wider application of the community forum 'tour' model using high profile community advocates to support state, regional and local activities in educating about and preventing domestic violence.
- There is a strong need for a longer-term national campaign focusing on Indigenous communities to achieve a reduction in the prevalence of domestic and family violence.

(Gavin Jones Communications and Cultural Partners Australia 2001)

For further information about the *Walking into Doors* campaign see the PADV website www.padv.dpmc.gov.au.

Another best practice PADV-funded community education initiative is the Northern Territory Government's *Be cool...not cruel*. Captain Harley Campaign. The success of the campaign is due to its context as part of the ongoing long-term NT Government's Domestic Violence Strategy and its emphasis on rigorous research and testing of campaign messages and materials. The NT Domestic Violence strategy is working towards the long-term outcome of promoting a culture that does not tolerate violence and it 'integrates a number of actions strategies to reduce the incidence of violence, prevent its recurrence, and work towards the elimination of violence against women' (Office of Women's Policy, Northern Territory Government 2000). *Captain Harley's Be cool...not cruel* Campaign is showcased below as a PADV best practice campaign.

Captain Harley's Be cool...not cruel Community Education Campaign

The objectives of the 'Be cool...not cruel' campaign were to raise awareness:

- In young Territorians about domestic violence.
- That domestic violence is not acceptable and that there is help available.
- With adults about the effects of domestic violence on children and young people.

The key message of the 'Be cool... not cruel' Campaign was that violence is wrong, that it is better to be cool... not cruel and that help is available. The campaign centre on a character called Captain Harley, who is created by a five-year-old boy. The boy transforms into Captain Harley when he experiences domestic violence. Becoming Captain Harley strengthens the boy and empowers him to seek help.

The campaign outputs included printed material ranging from discussion papers to brochures to posters; products with key messages such as mouse pads, caps, bandannas; an animated television advertisement; and a telephone counselling service (Crisis Chat Line). The campaign built on and complemented other initiatives of the NT domestic violence strategy. It was launched in the same month as the second phase of the 'It's Got to Stop...' domestic violence community education campaign.

A targeted mass mail-out of Captain Harley Information Packages had been planned beforehand and commenced immediately after the launch. The office distributed over 3,000 Information for Children Packages and over 1,200 Information for Adults Packages. In assessing market penetration these numbers must be related to the total population of the Northern Territory of 191,375 which corresponds to nearly 2% receiving an Information for Children Package.

The main strategies of the campaign were:

- The creation of well-researched and well-targeted concepts.
- The development of a range of innovative products including brochures, kites, bandannas, drink bottles and mouse pads.
- The establishment of a 24-hour free-call telephone counselling services, Crisis Chat Line, and related training.
- A strategic launch.
- Media advertisements.

Throughout the campaign, research and testing of concepts was seen as critical with the views of children taking precedence over those of adults to produce a campaign which successfully reached the target audience.

The 'Be cool...not cruel' campaign was developed in tandem with the second adult-targeted 'It's Got to Stop' Campaign which highlighted the risks to children of exposure to domestic violence and the potential for inter-generational transfer of violent and abusive behaviours.

The enthusiasm of students, school principals and teachers for the campaign, the combining of school and curriculum activities with the campaign and its launch, and the ongoing popularity of the products are key indicators of the campaign's success.

In 1999, the NT Office of Women's Policy won the inaugural and prestigious Australian Marketing Institute Public Sector Award for Marketing Excellence for the Campaign as a program of exceptional marketing practice.

For information about the following PADV publications produced by the NT Office of Women's Policy see the PADV website www.padv.dpmc.gov.au.

Children and Domestic Violence: Information for Adults. Occasional Paper No. 22.

Research for a Domestic Violence Community Education Program for Young Territorians. Occasional Paper No. 23.

Youth and Domestic Violence. Occasional Paper No. 24.

Survey Report of Attitudes of Young Territorians towards Domestic Violence and Sexual Assault. Occasional Paper No. 27.

Captain Harley's Be Cool.....Not Cruel Community Education Campaign. Occasional Paper No. 36.

4.4 Raising Service Providers' Awareness and Skills

A number of PADV-funded projects were targeted at professionals working in fields which bring them into contact with people affected by domestic violence. In particular, awareness-raising initiatives were targeted at health professionals and general practitioners.

Identifying Family Violence Resource Kit, Domestic Violence and Incest Resource Centre and Women's Health West, Vic

The 'Identifying Family Violence Resource Kit' project designed an information resource kit on family violence for general practitioners (GPs) and developed and delivered a professional training program for GPs. The project aimed to improve the responsiveness of GPs to women affected by domestic violence by:

- Enhancing GPs' understanding of family violence issues.
- Increasing GPs' early identification of family violence.
- Enhancing GPs' knowledge of the family violence service system.
- Increasing referral to GPs especially skilled in responding to family violence.

The project evaluation found that the kit was useful and relevant for GPs reinforcing the fact that family violence is part of their business and acting as a tool for establishing relationships between GPs and local family violence services. The training was also seen as useful; however, GPs' time constraints and the need to convince GPs that family violence is a critical issue for their practice were seen as issues for resolution in the development of longer term training opportunities for GPs. The evaluation report recommended that the kit be adapted for national distribution. The kit has been adapted and distributed to many GPs in New South Wales.

For information about the *Identifying Family Violence Resource Kit* see the PADV website www.padv.dpmc.gov.au.

Training Delivery Model for Rural Health Professionals, University of Tasmania Department of Rural Health, Tas

The overall objective of the 'Training Delivery Model for Rural Health Professionals' project was the development of a nationally applicable best practice model which encompasses a range of resources and approaches for providing support, conducting training and continuing education and education dissemination to rural health professionals on domestic violence. This statewide project developed a model to provide education, information and support to rural health professionals in responding appropriately to victims of domestic violence. It used a variety of resources and approaches to achieve this, including hard copy resources, face-to-face resources and electronic information and education. The project targeted primary health providers, including general practitioners, working in rural communities throughout Tasmania.

The key project outputs were:

- The provision of targeted support, information and education to rural health professionals with minimal disruption to service delivery.
- A greater awareness of domestic violence amongst health service providers within rural communities, with potentially increased detection and more appropriate responses to victims as a result.
- A model for information exchange and training delivery that may be applicable to other health-related issues within rural communities.
- A model for domestic violence information exchange and training delivery that may be applicable to health professionals in urban areas.

The project sought to address a range of critical issues including the fact that women experiencing domestic violence in rural areas face additional barriers to gaining support. Domestic violence support services are predominantly based in urban areas and do not have adequate resources to provide the same levels of support in rural areas. Therefore generalist health service providers need to be equipped to provide appropriate support, including referral, to people in domestic violence situations.

For information about the *Indigenous Family Violence Resource Kit* see the PADV website www.padv.dpmc.gov.au.

In some cases, programs were targeted at service providers who have contact with children who live with domestic violence and/or men who use violence. These programs were usually in the form of skills-based training. In the case of the Queensland Department of Education, a resource for teachers was developed.

Domestic Violence Service Provider Training Course, Relationships Australia, WA

Relationships Australia (WA) developed and conducted a competency-based domestic violence prevention training course for service providers. The training included a two-day workshop on 'Working with Children as Secondary Victims of Domestic Violence and Working with Domestic Violence Perpetrators' training. The training was developed to improve the skills of workers in the field in recognition of the potential increased demand resulting from the Freedom From Fear campaign (explained in the previous section).

Two types of evaluation were conducted. The first gauged the immediate reactions of the 33 training participants and the second examined how the skills learnt were utilised in the workplace. Participants found the training worthwhile and their knowledge and skill levels on the subjects increased as a result of the training. Participants were drawn from domestic violence victim services, perpetrator and men's crisis services, Indigenous services and children's services. Knowledge and skills in a range of areas improved as an outcome of the training, including legal, program management and inter-service liaison. Other positive outcomes were recorded for specific target groups.

The SAVVY Schools Kit, Support For Students Affected By Domestic Violence/Family Violence – Yes!!! Education Queensland, Qld

The SAVVY Schools Kit was produced by Education Queensland to ensure all school staff have the knowledge, skills and confidence to address the issues and to support students affected by domestic and family violence. It includes an informative and practical book for every Queensland State primary, secondary and special school, a brochure for all teaching and support staff and a bookmark to promote the kit.

Issues covered in the kit and brochure include:

- The extent and effects of domestic and family violence.
- Creating a safe, tolerant, disciplined environment.
- Breaking the silence.
- Teaching and learning.
- Being prepared, including being ready for disclosures.
- Sources of information and support.

The resources have been supported by Ministerial and Director-General input; awareness raising activities across Queensland; and professional development for guidance officers and school staff. The comprehensive, user-friendly kit has increased confidence in addressing issues of violence in schools, provided readily accessible information for staff and informed school leaders in developing proactive strategies for prevention and support for students affected by family violence.

Despite the sensitivity of domestic and family violence the SAVVY Schools Kit received predominantly positive feedback from school communities across Queensland, including teachers and parents. While there were some initial concerns raised in relation to extra work being expected of teachers and of schools being over-involved in private affairs of families, the overwhelming response has been extremely positive. SAVVY Schools appears to have been successful in engaging school staff and increasing understanding of their role in relation to domestic and family violence.

For information about the *SAVVY Schools Kit: Support for Students Affected by Domestic Violence/Family Violence* see the PADV website www.padv.dpmc.gov.au.

4.5 Working with Indigenous Communities

There were also a number of projects which explored approaches to awareness raising and education with Indigenous communities and people from culturally and linguistically diverse backgrounds.

A number of PADVI projects focused on building community awareness and developing community solutions in a way that was consistent with emerging recognition of the need for Indigenous communities to develop and implement their own interventions.

No one medium was identified as *the* most appropriate way to deliver messages, which suggests the adoption of a multi-faceted approach. Indigenous communities are discrete and diverse and appropriate mediums had to be considered within a framework of adequate and appropriate community consultation.

Across the various consultations and projects there was a consistent theme that community education around family violence should be framed in terms of a problem that needs to be solved as a community. While it was acknowledged that men who use violence are responsible for their actions, the violence needs to be seen as a result of factors that have been ‘imposed’ onto Indigenous Australians as a whole.

Furthermore, community education needs to acknowledge the history of oppression of Indigenous Australians.

Torres Strait Islander Family/Domestic Violence Community Education/Training Strategy, Office of Domestic Violence Prevention, Qld

The ‘Torres Strait Islander Family/Domestic Violence Community Education/Training Strategy’ developed an educative/training strategy aimed specifically at Torres Strait Islanders using culturally appropriate processes and resources. The project documented an effective model for working collaboratively with isolated Indigenous communities in developing family/domestic violence prevention strategies.

This project focused on communicating family/domestic violence prevention messages through non-written mediums, such as drama, and through using a common language, as English is either a second or third language for many Torres Strait Islanders. The strategy was inclusive of female and male elders, adults, young people and children, community police, health workers. It supported the development of family/domestic violence prevention support networks on each of the islands in the Torres Strait.

The project worker, with the assistance of the reference group, facilitated the implementation of the strategies developed through the project within the Torres Strait Island communities. The final report of the project includes documentation of the process used in working with isolated Indigenous communities in developing family/domestic violence prevention strategies. This component of the initiative provides an effective and transferable model for promoting collaborative and respectful relationships between Government and remote Indigenous stakeholders in the prevention of family/domestic violence.

Bedtime Stories by Aunty Dee, Just Us Theatre Ensemble, Qld

'Bedtime Stories by Aunty Dee' was an issue-based theatre production tour of remote Queensland communities focusing on the issue of family violence. The theatre production was followed by a workshop, which aimed to produce a short theatre piece based on local issues to be presented to the community by local young people. The main objectives of the project were to increase community awareness of issues of family violence, stimulate discussion about the issues and to offer communities alternative ideas and suggestions to assist in addressing the issues locally. Project monitoring showed that the remote communities are discussing these issues openly and looking for local solutions. Remote communities are now aware that they are not alone in confronting the problem of family violence and that the issues can be addressed at the local community level.

'Non-Violence: What's it all about?' Video Resource

North Queensland Domestic Violence Resource Service

The North Queensland Domestic Violence Resource Service produced a video entitled 'Non-violence: What's it all about?' in conjunction with young people. It was designed to assist agencies to support young people in developing healthy relationships. Project staff worked with four groups of young people at the Northern Beaches State High School, Townsville State High School, Bwgcolman Community School and Open Youth Project. Each group chose different methods of approach. They explored the concept of non-violence and then filmed what they thought would help other young people's understanding of non-violence. The young people decided how their video footage would be edited.

The video focused on issues such as healthy relationships, definitions of non-violence, domestic violence, culture, choices, lifestyle and the effects of violence. It would ideally be used with young people aged 12 years or over. It will also be useful in working with adults in exploring concepts of violence, non-violence, healthy relationships, domestic violence and building positive communities.

The video is suitable for prevention, community education and professional development work in a range of settings. It focuses on defining non-violence as a way to present positive and viable alternatives to violence in relationships.

The initiative strove to be as inclusive as possible, working with young people from diverse cultural backgrounds. A large component of the contributions came from young Indigenous people and one segment of the video was filmed with the Palm Island community. An Indigenous filmmaker was also employed by the project, thereby enhancing the process of working cross-culturally. Young people were involved in many facets of producing the video including creating and performing the music soundtrack. An important outcome of the project was that young people were not only exposed to ideas concerning the development of positive relationships, but were also empowered by participating actively in the creation of this valuable and unique resource.

Key Learnings:

- Because the video focused on positive issues concerning non-violence, young people felt more comfortable in discussing family violence, a topic that they had generally perceived as adults' business.
- Some project workers had difficulty in naming the components of non-violence and needed to explore the concept of violence prior to working with the young people.

Community education has been demonstrated to have a positive impact in Indigenous communities when the following factors are present:

- Indigenous involvement and leadership in planning, administration and training; ownership by members of the Indigenous community; the formation of an Indigenous reference group and the recruitment of respected Indigenous trainers and administrators.
- Appropriate people to deliver Indigenous material (Aboriginal presenters for Aboriginal participants and Torres Strait presenters for Torres Strait participants). Wherever possible, two Indigenous facilitators, a woman and a man, to co-facilitate training, taking turns to observe and take notes.
- Use of traditional stories which teach traditional law dealing with behaviour and personal responsibilities. When dealing with historical and cultural issues it is important to include material relevant to the local area.
- Familiarity with and working within the parameters of local community protocols.

4.6 People from Culturally and Linguistically Diverse Backgrounds

In the first year, a small project in South Australia developed a series of announcements for ethnic radio. The tapes were provided in a range of community languages. Unfortunately there was no capacity built into the project to undertake an evaluation. The following projects did however evaluate outcomes.

The Law in Australia: A Community Education Project for Women of Non-English Speaking Backgrounds, Women's Legal Centre Inc., ACT

This community legal education project aimed to increase the knowledge of ACT CALD communities about the Australian legal system, laws and services with a strong emphasis on domestic violence and family law. The key strategy of the project was to train Bilingual Community Educators (BCEs) to run education sessions for women in their communities. The project was designed to address the concern that migrants, particularly women, are often unaware that Australia may have different laws to their country of origin. Outcomes of the project included:

- A positively received education session covering the Australian legal system, family law, domestic violence law and the use of legal services.
- Training of 35 BCEs covering 21 community languages.
- 13 education sessions and a radio program.
- Over 3 per cent increase in the proportion of legal centre telephone legal advice clients from CALD backgrounds.

The key learning of the project was that women in CALD communities are not necessarily the main targets for such training. Training in the future should target workers within those communities and other active members in the community rather than the general community. This also influences the type of information provided at the education session. People from the general community who were interested in the issue often had specific problems requiring specialist legal advice, whereas the education material used a more generalist format. The information developed for the project has been used in a wider range of settings and circumstances reflecting the need for such material and the quality of the material developed.

For information about the report *The Law in Australia: A Community Education Project for Women of Non-English Speaking Background* see the PADV website www.padv.dpmc.gov.au.

Regional Multicultural Access Projects

Using a 'Train the Trainer' model, a Western Australian project, the Culturally and Linguistically Diverse (CALD) Domestic Violence Access Project, was designed to raise awareness of domestic violence issues and services within various ethnic communities. Utilising a bi-cultural community education model, it recruited and trained five bi-cultural community educators. Over a three-month period they conducted information presentations and radio information sessions, prepared written information and briefed community leaders on domestic violence issues. Evaluation found a strong belief in the value of this program; however, it was also believed that the short period of time limited the success of the project. There were some barriers experienced in the communities due to the sensitivity of the issue and other circumstances.

Some of the strategies used across the projects were:

- Identification of religious focus for groups separate from ethnic links.
- Cultural diversity training using one-day workshops to cover: information provision; availability of resources; the legal system; the cycle of violence.
- Production of pamphlets in various ethnic languages.
- Employment of three ethno-specific workers to make contact with particular communities (Maori; Polish; German; Serbian) and provide advice on services and information on legal options/services.
- Training workshops for mainstream services on cultural awareness and sensitivity, and ways of improving services to CALD communities.
- Bi-cultural Community Education Project involving training (including agency visits) of bi-cultural educators, to enable them to provide information to their own communities, directly and through media outlets.

Learnings from this education project were that:

- Future strategies need to be guided by the bi-cultural community educators' knowledge of their cultural communities.
- Providing bi-cultural community educators with additional areas of expertise e.g. mental illness would attract more women to the information sessions and would recognise the common interrelated health issues.
- Ongoing training and education, including refuge placements is necessary for workers.
- Training needs to be gender specific.

4.7 Engaging Family and Friends

Finally, an ACT based project developed innovative approaches to engaging family and friends in both support of the victim and ways of confronting men who use violence. The use of internal networks as a point of first contact was explored, along with the points of connection between informal networks and formal service systems.

Claiming Back Community: Partners for Prevention Participatory Action Research Study, ACT Dept of Justice and Community Safety and the ACT Domestic Violence Prevention Council, ACT

The *Claiming Back Community* qualitative study responded to the premise that the majority of women affected by domestic violence seek assistance from family and friends, defined by the study as personal support networks. The study examined how family and friends recognise and respond to family violence, how they respond to the help-seeking behaviours and the value of such personal support in our community. The study utilised a participatory consensus-based community development approach and included both people seeking assistance and those in friendship and family networks providing assistance. The study investigated the roles played by personal support networks and how these informal networks interact with the formal service system. Although some friends and family can actually contribute to supporting family violence by colluding with the man who uses violence and encouraging the victim to remain in violent situations, the research found that:

Effective and informed support can be critically important for enabling those experiencing family violence to survive. Fundamentally, effective personal supporters take the load from the shoulders of those suffering the impacts of violence and abuse, build bridges with agencies where agencies are prepared to work with them and operationalise risk-minimising activities outside of agency influence (Culture Shift 2001, p. 3).

Effective personal support networks were found to be complementary to the formal agency support system and the research encouraged agencies to tap into the potential of personal support networks and learn how to work with them to maximise effective outcomes for people suffering family violence.

The study identified seven problems about informal responses to family violence and developed a range of community development responses to these problems, which form the basis of the study's recommendations. Key outcomes from the study include:

- The establishment of a model for increasing help seekers' access to personal supporters and personal supporters' access to formal support services.
- The formation of an informed community of concern and care for those engaged in formal and personal support and for those being supported.
- The establishment of a model partnership between family violence specialist and generalist services focusing on practice issues, agency efficiency, peer agency support, and advocacy for personal supporters.

The study's strong community development action research methodology provides a unique approach to domestic violence prevention, which may be adapted for different communities and different aspects of domestic violence prevention.

For information about the report *Claiming Back Community* see the PADV website www.padv.dpmc.gov.au.

4.8 A Community Development Approach

A number of projects used a community development approach to raise awareness, provide information and educate the community. The example provided below worked with groups of young people and key community stakeholders to build the skills of the young people so that they could present a prevention message. In addition, the project received national TV coverage on a number of current affairs programs.

BIG hART

Over the past ten years, BIG hART has developed a 'non-welfare based method of working with disadvantaged young people in their community'. BIG hART is a non-profit organisation which uses arts based projects to re-engage young people with their community. BIG hART undertook two projects in Illawarra and Western Tasmania with a focus on domestic and relationship violence.

The model developed by BIG hART was strongly based in community development principles and practices. By using the arts, young people were offered different pathways to rediscover and/or develop skills, and the community was encouraged to develop a positive attitude towards previously marginalised young people. As in other community development approaches the overarching goal was to leave a legacy with the local community so that the work commenced through any project continued to grow and evolve.

The final outcome of the projects was a public performance by the young people involved; however, there was a wide range of work that was undertaken prior to that occurring.

The model required two key people, an arts mentor and an organiser or producer.

Twelve months was taken to build up community ownership and establish relationships with both the young people and key personnel in the community. An 'arts mentor' worked with the young people to build an environment of trust and support where the young people shared their experiences of domestic violence. Approximately twenty young people worked in the group for around 20 to 25 weeks.

The group was encouraged to explore its experiences and stories, and to develop these into a whole performance. The arts mentor guided the participants through personal learning and skills development.

The workshops involved particularly disadvantaged young people in the creation of productions that were then presented to mainstream young people and the broader public. A peer education model was used to create a community cultural shift and generate positive media stories concerning the issue.

The factors, which contributed to the success of this project, included:

- Well articulated organisational and practice philosophy.
- Experience, skill and understanding of work with disadvantaged young people.
- Long-term commitment to their philosophical approach.
- Well developed media strategy.
- Community development approach.
- Appreciation of the requirements of rural and remote communities.
- A constant search for creative and innovative ways of working with a community and its young people.

5. GOOD PRACTICE AND FUTURE CHALLENGES

PADV community education projects have been effective in developing a range of strategies for educating the general community and specific communities about domestic violence and its effects. The PADV projects have utilised both community-wide and community-based approaches and developed responses for diverse community and organisational settings.

5.1 Key Findings

The PADV projects have demonstrated that domestic violence prevention community education should continue using both community-wide and community-based programs to achieve desired outcomes. These different approaches require coordination in order to ensure that there is consistency and complementarity in the messages being transmitted and to maximise the effectiveness of both approaches in the community. Effective community-wide strategies may be adapted for other communities or used as a basis for new community education programs instead of 'reinventing the wheel'; however, starting from scratch in developing community-based education programs is more likely to engender community ownership and more effective outcomes for specific communities.

In reviewing the PADV community education projects, it is evident that comprehensive evaluation of such initiatives is essential in order to determine the effectiveness of the strategies, whether they achieved their outcomes and to identify the key factors contributing to the achievement of those outcomes. Identifying the factors that change behaviour and stimulate people to take action against domestic violence is critical for taking community education that further step into becoming a genuine method of domestic violence prevention. Building on a social marketing approach, PADV1 has demonstrated the importance of:

- Research to ensure the appropriate messages are developed.
- Targeting to the most appropriate groups.
- Focusing on the benefits of change.
- Evaluation to estimate change.
- A long-term planned approach.
- Working at a number of levels.
- Creating partnerships which strengthen the base and spread of the message.

PADV has recognised the diversity of the community in researching and developing targeted community education programs. The Indigenous community education campaign Walking Into Doors, has combined a national approach with local responses to reach a wide audience in ways that are culturally respectful and effective. Information in various languages is a necessity when working with culturally and linguistically diverse communities as are specific strategies which are respectful of diverse cultures whilst clearly

promoting the message that domestic violence is unacceptable. Translating community-wide programs for culturally and linguistically diverse communities is unlikely to be as effective as developing specific community-based programs which target specific communities and place community education messages within an acceptable cultural context.

The PADV projects also demonstrated how well-planned community education projects that work with organisations such as schools, have the capacity to raise awareness of domestic violence in the organisation; improve the organisation's response to domestic violence; and produce sustainable strategies beyond the campaign period. Community ownership, quality resource materials and training and support for staff are critical factors in successfully implementing such programs. Sustainability, legacy and a focus on changing behaviours not just attitudes, should be key considerations for future initiatives of this type.

In summary, PADV has found:

- Education based in the community is a more effective approach for domestic violence than large scale media advertising campaigns, although it was recognised that they could be complementary.
- Comprehensive evaluation of community awareness activities is essential in order to: assess their effectiveness; determine whether they achieved their outcomes; and identify the key factors contributing to the achievement of outcomes.
- Grounding prevention activities in theory and research such as health promotion or social marketing, and identifying the factors that change behaviour and stimulate people to take action against domestic violence is essential if community education is to become a reliable and effective method of domestic violence prevention.
- The level of awareness and understanding of the nature of domestic violence, its impacts and effects, is less for many culturally and linguistically diverse communities than for the general community.
- Community ownership, quality resource materials, and training and support for staff are critical factors in successfully implementing community awareness activities.
- Sustainability, legacy and a focus on changing behaviours - not just providing information or informing attitudes - should be key considerations for future initiatives of this type.
- Planning for community awareness raising or changing behaviours must reflect the degree to which awareness raising activities will heighten anxiety (in perpetrators, victims, children, families and friends) and create demand for information, resources and support services. If these services are not available for the location or target group and cannot be provided in the campaign budget, it may be more appropriate to limit awareness activities to providing information or informing attitudes.

5.2 Future Directions/Challenges

Community education is an effective tool in changing attitudes and teaching the community about domestic violence and its effects; however the challenge now is to build on the hard work of the PADV and non-PADV community education projects to work at changing people's behaviour and reducing the incidence of domestic violence in the Australian community.

The PADV community education projects, together with some non PADV-funded State/Territory projects, provide a range of valuable learnings for the implementation of future domestic violence prevention community education programs at local, regional, State/Territory and national levels. There is great potential for building on the achievements of PADV projects in PADV2 through a range of strategies, some of which are summarised below.

Applying and Adapting Local and State Programs on a National Basis

Where useful and appropriate, successful local and State campaigns and community education programs may be extended to cover a wider area, or adapted for use in other States and Territories or for a national audience. Examples may include extending the Indigenous *Walking Into Doors* program to other Indigenous communities, adapting the Northern Territory's *Captain Harley* campaign for a national audience and adapting the Queensland *Savvy Schools Kit* for use across Australia or in other States.

Broadening Community Education Messages

Broadening domestic violence prevention community education messages to build on previous campaign messages can strengthen the community's understanding about domestic violence and encourage people to utilise their new knowledge to act in preventing domestic violence and effectively supporting friends and family who experience domestic violence. For example, educating that domestic violence is not just physical but emotional, sexual and financial, extends the audience's understanding about domestic violence and its impacts. Educating the community about the effects of domestic violence on children may encourage them to actively prevent domestic violence.

Reaching New Communities and Audiences

Extending the reach of the community education messages to include different audiences and more diverse communities can improve the effectiveness of domestic violence prevention community education initiatives. New audiences may include people from culturally and linguistically diverse backgrounds, men who use violence, children and young people, men and women in the wider community, friends and family of those affected by domestic violence, and professionals who may deal with victims of domestic violence in the course of their usual work (such as doctors, nurses, teachers, school counsellors, and child protection agencies).

Sustaining Successful Programs on an Ongoing Basis

Part of the challenge for initiatives such as PADV, is how to sustain and build on the learnings of successful programs such as those documented above. This issue has been documented elsewhere and is referred to by Urbis Keys Young (2001) as the 'pilot project effect' which questions the implications of using a piloting approach without any support for sustaining effective programs in the longer term. For real change to occur, ongoing investment in successful domestic violence prevention community education programs is required. For example, the Northern Territory Government's ongoing commitment to domestic violence prevention is evident by a long-term plan which builds on the success of the Captain Harley campaign and other prevention campaigns to move forward to work to reduce the incidence of domestic violence in the Territory.

Community Sector Collaboration

Successful domestic violence community education prevention initiatives are conducted in collaboration with the domestic violence service system to ensure follow-up and support for those who go on to access services. This requires an adequate level of funding to respond to demand for services by both men and women stimulated by community education initiatives.

Improving Long-Term Community Education Evaluation

Improving the longer-term evaluation mechanisms to measure changed behaviours and reduction in the incidence of domestic violence as a result of domestic violence prevention community education is critical. Most community education evaluation in this field currently focuses on the targeting of messages and measuring changed attitudes. A higher level of evaluation is required to assess the impact of such programs in effecting real change by reducing the level of domestic violence in our community. A national example of this is the proposed replication of the ABS Women's Safety Survey to measure changes in the incidence of violence against women since the 1996 benchmark. This data collection could be used together with State and Territory data collections to gain a deeper understanding of changes in behaviour and domestic violence incidence and to identify where further action is required, in the same way that the 1996 survey was used to support and inform the establishment of PADV and its projects.

New Research

Another critical area for further research and activity in educating the community about domestic violence, which has not been addressed by PADV as yet, is that of challenging the media's role in shaping attitudes and behaviours in relation to domestic violence. The role of the media in shaping society's attitudes to violence and in de-sensitising people to violence requires in-depth investigation within the context of domestic violence.

Priorities for future action:

- Evaluate successful local and state campaigns and community education programmes to determine whether they might be extended to cover a wider area, or adapted for use in other States and Territories or for a national audience.
- Investigate the effectiveness of previous violence prevention/ education messages to determine whether future campaigns and activities should build on these messages.
- Undertake research with diverse communities to determine whether previously used prevention/ education messages are appropriate for these communities, and if useful and appropriate, extend the reach of messages to these communities.
- Encourage the use of good practice design elements- eg theory, research and evaluation - in all prevention/ education activities, whether this be community wide or based approaches, or mass media advertising approaches.
- Identify the costs and benefits (to young people in particular) of choosing healthy and unhealthy behaviour and relationships, and identify messages and interventions to encourage healthy behaviour and choices.
- Provide ongoing investment over a number of years into successful domestic violence prevention/education activities.
- Conduct domestic violence community education/ prevention initiatives based on successful models and messages in collaboration with the domestic violence service system to ensure follow-up and support for those who go on to access services. This will require an adequate level of funding to respond to demand for services stimulated by community education initiatives.
- Improve the longer-term evaluation mechanisms (national data sets, national surveys, or extending the time period of benchmark surveys) to measure changed behaviours and reduction in the incidence of domestic violence as a result of community education focussed on domestic violence.
- Research and identify strategies to influence the media in their role in shaping attitudes and behaviours in relation to domestic violence, which may include media partnerships in community education activities, or facilitating media access to research and information for use in editorials or drama productions.

BIBLIOGRAPHY

- Andreason, A., (1995), *Marketing social change*, Jossey-Bass, San Francisco.
- Anti-Cancer Council of Victoria (2000) *SunSmart Campaign 2000-2003*, Australia.
- Australian Bureau of Statistics (ABS) (1996) *Women's Safety Australia*, Survey conducted for the Commonwealth Office of the Status of Women. ABS Catalogue No. 4128.0 Canberra.
- Cheetham J (2001) 'NSW Statewide Campaign to Reduce Violence Against Women – Violence Against Women: It's Against All the Rules', Workshop Paper, Sydney.
- CultureShift (2001) *Giving Back Community – the Final Report for the Partners for Prevention Participatory Action Research Study*, Australia.
- Donovan, RJ, Francas, M., Peterson, D & Zappelli, R., (2000), "Formative research for mass media based campaigns: Western Australia's Freedom From Fear campaign targetting male perpetrators of intimate partner violence", *Health Promotion Journal of Australia*, 10 (2): 78:83
- Gavin Jones Communications and Cultural Partners Australia (2001) *Walking into Doors – Report of Anti-Domestic and Family Violence Campaign*, Report prepared for *Partnerships Against Domestic Violence*, Australia.
- Gelles R. J. (1997) *Intimate Violence in Families*, 3rd Edition Sage Publications Inc.
- Green L, Nathan R & Mercer S (2001) 'The Health of Health Promotion in Public Policy: Drawing Inspiration from the Tobacco Control Movement', *Health Promotion Journal of Australia*, August 2001, Vol. 12, No. 2, Australia.
- Hall, S., & Stannard, S., (1997), "Social marketing as a tool to stop child abuse", *Social Work Now*, 8: 5-12
- Hunter S (2001) *Evaluation Plan Northern Territory Domestic Violence Strategy Community Education Campaign 2001 to 2003*, Office of Women's Policy, NT Government, Australia.
- Lindsey, D. (1994), *The welfare of children*, Oxford University Press, New York.
- McDevitt, S., (1996) "The impact of news media on child abuse reporting" *Child Abuse and Neglect*, 20 (4):261-274
- McIntosh, J. (2000). 'Thought in the Face of Violence: A Child's Need'. Paper presented at *The Way Forward, Children, Young People and Domestic Violence National Forum Proceedings*, Carlton Crest Hotel, Melbourne, 26-28 April, 2000. Produced by OSW, Commonwealth of Australia, Australia.

- Mittlemark M. B. (1996) 'Centrally Initiated Health Promotion: Getting on the Agenda of a Community and Transforming a Project to Local Ownership', *Internet Journal of Health Promotion*, Available <http://www.monash.edu.au/health/IJHP/1996/6>. [Online]. Accessed: 3 November 2001.
- Mulder L (1999) 'Preventing Violence Against Women', Conference Paper presented at the *Interdisciplinary Congress on Women*, Tromso, Norway.
- National Health Strategy (NHS) (1993), *Pathways to Better Health*, Issues Papers 7, Commonwealth of Australia, Canberra.
- Nutbeam D & Harris E (1999) *Theory in a Nutshell. A Guide to Health Promotion Theory*, NSW McGraw-Hill Companies, Inc.
- Northern Territory (NT) Office of Women's Policy (2000) *Captain Harley's Be cool...not cruel Community Education Campaign*, Occasional Paper No. 36, Northern Territory Government, Domestic Violence Strategy, Australia.
- O'Keefe, G. and Reed, K. (1990), "Media public information campaigns and criminal justice policy" in R. Surette (ed.) *Media and Criminal Justice Policy*, Charles C Thomas, Springfield, IL.
- Rayner, M. (1996), "Opinion piece", *The Age*, 12 March: 11, as cited in Saunders, B. & Goddard, C (2000) "The role of mass media in facilitating community education and child abuse prevention strategies" in National Child Protection Clearinghouse, *Issues*, 16, Australian Institute of Family Studies, Canberra.
- Saunders, B. & Goddard, C (2000) "The role of mass media in facilitating community education and child abuse prevention strategies" in National Child Protection Clearinghouse, *Issues*, 16, Australian Institute of Family Studies, Canberra.
- Social Marketing Network, Health Canada Social Marketing. . Available: <http://www.hc-sc.gc.ca/hppb/socialmarketing/sm.html> [Online] [November 2001].
- Quay Connection, *Report for Partnerships Against Domestic Violence Communications Strategy*, Australia.
- Quit Now [Home Page of the National Tobacco Campaign. Available: : <http://www.health.gov.au/quitnow/> [Online] [Accessed: 6 November 2001].
- Urbis Keys Young (2001) *Evaluation of Four Domestic Violence Early Intervention Projects – Executive Summary*,. Report prepared for *Partnerships Against Domestic Violence*. Commonwealth of Australia.
- WA Women's Policy Development Office (1998) *Freedom From Fear Campaign Against Domestic Violence: Background Information Document*, WA Government, Australia.
- Watson S. (ed) (1990) *Playing the State: Australian Feminist Interventions*, Sydney, Allen & Unwin.
- Windahl, S., Signitzer, B., & Olsen (1992), *Using communication theory: An introduction to planned communication*. Sage, London.
- Wood, C. (1994), "Drink-Drunk: The difference is who?", *Connections*, 14 (6): 16-19

