



CASA House
**Sexual Assault
Prevention Program for
Secondary Schools
(SAPPPSS)**
REPORT

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The Royal Women's Hospital

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CASA House Sexual Assault Prevention Program for Secondary Schools (SAPPSS)

REPORT

Written by Renee Imbesi

- Section 1 From Workshops to Working Together: The Story of the CASA House Sexual Assault Prevention Program for Secondary Schools
- Section 2 Evaluation of the CASA House Sexual Assault Prevention Program for Secondary Schools
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Executive Summary

This report describes the development and evaluation of the CASA House Sexual Assault Prevention Program for Secondary Schools (SAPPSS). It is intended to be used as a summary and a guide for organisations wishing to initiate, develop, monitor and evaluate school-based violence prevention programs and other initiatives focused on young people and their communities. It may also be of use to policy and decision-makers in the sectors of health, education and violence against women.

SAPPSS is, in the first instance, a program to reduce the incidence and impacts of sexual assault by addressing its underlying causes and by promoting respectful behaviours. 'Sexual assault' is defined as any sexual behaviour that makes a person feel uncomfortable, frightened or threatened and includes sexual coercion, pressured sex, sexual harassment, rape and indecent assault. Sexual assault occurs within a broader context of structural gender inequality and is seen as part of a continuum of gender-based violence resulting from this. As 'prevention' targets the underlying causes of this violence, the principles and methods used in SAPPSS may be applicable to programs targeted at other types of gender-based violence, such as homophobia, emotional abuse and intimate partner violence.

The key recommendation of this report is that all Victorian CASAs be provided with ongoing government funding to implement a long-term, sustainable, whole-of-school sexual assault prevention program with schools in their service regions. Ongoing funding for school-based work enables CASAs to maintain ongoing partnerships with schools and also to ensure that prevention programs are implemented in a way that is appropriate and applicable to the needs and interests of each school community and each region of Victoria. In terms of addressing the whole school community, the SAPPSS should continue to focus on enabling the school community to sustain the Program and its effects over time. This whole-school approach includes ongoing staff training; development of policies and procedures; resources and support to sustain the incorporation of the student program into curriculum. Recommendations are also made about future additions to SAPPSS and areas for further evaluation.

Section 1 - From workshops to working together outlines the campaign that led to CASA House's increasing engagement with secondary schools and the development of SAPPSS from 1999-2007. The 'Introduction' describes the rationale for a school-based sexual assault prevention program and the current policy context around the primary prevention of violence. This section also includes an account of the 'spin-offs' from SAPPSS including the No Means No Show and the Peer Educator Program.

Section 2 - Evaluation of the CASA House SAPPSS describes the evaluation of the student component of the Program. This section includes a Literature Review and highlights some of the gaps in current analysis of school-based prevention. The method and results of all stages of evaluation - immediately after the program, 6 months after program and 12 months-2 years after program - are described and the results compared with the few similar studies. This section identifies the key principles and enabling factors for the effectiveness of SAPPSS and recommends areas for future evaluation.

Based on the findings in Section 2, **Section 3 - Good practice guidelines for school-based violence prevention** lists the suggested principles and parameters for school-based initiatives that seek to address gender-based violence. SAPPSS entails a partnership approach to school-based programs, hence the principles in Section 3 describe how schools and specialist agencies can engage in an ongoing process of shared responsibilities and benefits. Section 3 also addresses some of the key questions to consider in the design of evaluation for school-based violence prevention programs.

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Finally, we wish to thank the young women and young men in our partner schools who have participated in the Program, contributed to evaluation and volunteered to engage with the issues of sexual assault above and beyond the level of many adults and most leaders of their time.



SECTION 1

From Workshops to Working Together: The Story of the CASA House Sexual Assault Prevention Program for Secondary Schools

1999-2004 CASA House delivered one-off single session 'workshops' to students in secondary schools on request.

2004 (July-Dec) CASA House employed a Schools Project Worker to conduct a 6 month pilot program incorporating staff professional development and 3 session student program.

2005 CASA House delivered the staff and student programs again in two secondary schools, including one project involving Australian Football League players. In second semester, CASA House extended the student program to five sessions and delivered this and whole-staff professional development in two additional secondary schools.

2006 CASA House developed Train the Trainer model and piloted it in partnership with three secondary schools. CASA House also drafted 'best practice guidelines' for school-based violence prevention programs and conducted longitudinal evaluation.

2007 CASA House continued Train the Trainer model and the process of incorporating student program into curriculum. CASA House also piloted the Peer Educator Program in two of its partner schools. Victorian Department of Human Services funded a permanent part-time position of 'Schools Program Coordinator' to implement the program in north-western metropolitan Melbourne in partnership with Northern CASA and West CASA.

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Introduction

About CASA House

CASA House is a department of the Royal Women's Hospital. It is a government funded organisation that provides services on a 24 hour basis. Working within a feminist and rights/advocacy framework, CASA House is committed to ensuring that the silence which surrounds sexual assault continues to be broken and that victim/survivors are provided with the counselling and advocacy they require.

CASA House services are free and confidential and available to:

- all victim/survivors of recent and past sexual assault regardless of gender
- non-offending family members, partners and friends
- community members
- professionals, individuals and groups
- health, community support, education and legal agencies.

CASA House engages in campaigns, projects and community education to prevent sexual assault. These services include:

- community education and professional training
- research and public advocacy
- school-based prevention programs.

A note on language

Throughout this document, language is used that is consistent with the approach and philosophy of CASA House and the SAPPSS program. 'Sexual assault' refers to a range of unwanted, sexualized behaviours that can make a person feel uncomfortable, frightened or threatened and includes sexual coercion, pressure for sex, sexual acts without consent, rape, sexual harassment and indecent assault. 'Victim/Survivor' is used to emphasise the capacity of people who have been sexually assaulted to survive the experience as well as acknowledging that a crime has been committed against them. This report refers to 'young women' and 'young men' - rather than 'girls' and 'boys' - to highlight that during their secondary school years young people can be distinguished from children and have distinct developmental needs, interests and experiences.

Context: sexual assault in our community

Sexual assault is one of many forms of gender-based violence. It is any sexual behaviour that makes a person feel uncomfortable, frightened or threatened. It is sexual activity to which the victim/survivor has not given free agreement and can include physical and non-physical behaviours. The spectrum of behaviours constituting sexual assault are not seen as hierarchical, with one being more violent or having worse outcomes than another; rather, all violent behaviour has the potential to be damaging to the victim and the impact is determined by the experience of victim/survivors.

Within a feminist framework, sexual assault is understood to have social and structural gender inequality as its causes; it is both a consequence of and a reinforcer of the power disparity between genders. It is a violent act of power which, in the main, is carried out by men against women and children.

Prevalence rates for adult survivors of childhood sexual abuse vary due to the complex and diverse definitions used. A study by Fergusson and Mullen (1999) reviewed recent population studies of the prevalence of child sexual abuse published in the English language since 1990. Based on a range of behaviours where children and young people are used for someone's sexual gratification, the prevalence rates of sexual assault are 1 in 3 women and 1 in 6 men.

What the available statistics tell us is that sexual assault is a gendered crime and most often happens within the context of trusting relationships. Recent research found that 45% of Australian women are victim/survivors of childhood sexual assault (Watson, 2007 in-press). The Australian Institute of Criminology (2006) reported that 78% of sexual assaults are committed by a person known to the victim/survivor and 66% of sexual assaults occur in homes and private dwellings. Amongst adults it is primarily women who are the victim/survivors and primarily men who are the perpetrators and thus CASA House recognises that sexual assault is part of a continuum of behaviours and patterns understood as 'gender-based violence'.

The crime of sexual assault is one of the most violating experiences anyone can endure. It can have immediate, short and long term effects on a person's physical, emotional, mental, social and spiritual wellbeing. CASA House recognises that sexual assault is a social rather than individual problem which is caused by and reinforces gender and power inequalities in society; therefore the responsibility to prevent sexual assault must be shared by the community at large.

Why focus on 'prevention'?

Prevention efforts generally aim to reduce the prevalence and impacts of gender-based violence. Responses and interventions can be categorised according to when they take place in relation to the violence as well as their distinct objectives:

- **primary** prevention - before violence has occurred;
- **secondary** prevention - or 'early intervention' when there are early warning signs of violence or high-risk factors for its occurrence; and
- **tertiary** prevention - interventions taking place after violence has occurred, such as counselling and criminal justice responses, which may also include actions to prevent further violence from occurring (VicHealth, 2007).

While this tiered model has had substantial influence on current prevention and intervention strategies, some researchers question whether it provides a sufficient basis to address the social and structural factors that perpetuate violence. Pease (2008) for example discusses the capacity of this model to significantly impact on the prevailing social structures that reinforce gender inequality. Others question whether these public health models, which originate in the epidemiological and bio-medical model of health, can be applied to prevent men's violence against women (Pease, 2008).

Until recently, the majority of resources and investment for gender-based violence has been weighted toward secondary and tertiary interventions, ie *after* the violence has occurred or is likely to occur. However, these interventions have clearly not reduced the actual incidence of gender-based violence - as evidenced by the alarming prevalence rates mentioned earlier - and the health and economic costs of this type of violence remain high (Access Economics, 2004; VicHealth, 2004). This suggests that other types of intervention are required, in addition to (but not instead of) secondary and tertiary interventions, which aim to reduce the incidence rates over time.

The primary prevention of violence is seen as a viable strategy not only for the reduction of violence against women but as a strategy to promote general population health and wellbeing (VicHealth, 2007). Primary prevention is often considered to be the most challenging kind of intervention to design and deliver because it may involve large-scale, whole-community initiatives that aim, for example, to shift social norms and community attitudes and may be difficult to implement, let alone measure.

The commitment to invest in primary prevention and the development of frameworks is growing locally and worldwide. In 2004 the World Health Organisation set out a comprehensive framework for the prevention of interpersonal violence, based on the significant social and economic value of investing in prevention (WHO, 2004). Moreover, WHO argues that the local or community-level site is the most effective setting for violence prevention interventions because of their capacity to target the local social context as well as specific groups or individuals where appropriate. Following her review of violence prevention models Hayes (2006:8) concluded that, 'good violence prevention strategies engage the whole community and do not focus on individual interventions at the expense of analysing the structural context of violence and of individual's lives'.

In the state of Victoria, VicHealth has developed a framework to guide the planning and development of primary prevention initiatives. The framework provides an explicit focus on the underlying causes of violence against women and, in particular, the community attitudes and social norms that perpetuate violence (VicHealth, 2007). There is broad consensus that the goals of primary violence prevention are consistent with public health and health promotion goals and that, to be effective, interventions should ideally combine elements of primary, secondary and tertiary prevention.

The CASA House SAPPSS model aims to incorporate all three elements of prevention while maintaining an explicit focus on the social structures that perpetuate sexual assault at the level of school, community and society as a whole.

Why focus on secondary schools?

Young people are exposed to high levels of unwanted sexual contact. In 2005 a report on *The Sexual and Reproductive Health of Young Victorians* stated that '1 in 5 women and 1 in 20 men report experiencing coercion into unwanted sexual activity. In those reporting coercion, half stated this first occurred before the age of 17, with over 80% reporting the first episode of coercion was before the age of 21' (Family Planning Victoria et al, 2005:15).

Concurrently, school-aged young people and young men in particular are involved in the perpetration of sexual assault. The Australian Bureau of Statistics recently reported that 20-30% of rapes and 30-50% of child sexual assaults are perpetrated by adolescents (Chung et al, 2006:14). This study also cited research into the links between sexual offending in adolescence with an increased likelihood of more serious forms of sexual violence in adulthood (cited in Chung et al, 2006:14).

In relation to the development of attitudes and beliefs that support gender stereotypes and, as an extension, gender-based violence, there is some evidence to suggest that these attitudes develop early among adolescents and are reinforced by prevailing social norms (see for example Barker 2000 cited in Blanc, 2001). In their recent report on the Australian community's attitudes, understandings and responses to abuse in relationships The Body Shop (2006) found that young people aged 13-16 were more likely to hold attitudes which reflected beliefs or norms that condone gender-based violence. The recognition of 'pressure for sex' as a form of relationship abuse was low in that age group. In the under-18 age group, young men were three times more likely than young women to state that 'pressure for sex' is not abusive. Younger people were in general more likely to attribute responsibility for relationship abuse to both men *and* women, suggesting a limited understanding of unequal power relationships between genders (The Body Shop, 2006). However, the nature of the link between violence-supportive *attitudes* and direct or indirect involvement in violent *behaviour* is still being debated and researched (Flood, 2006). Finally, it is crucial to note that young people's attitudes or beliefs are no more supportive of violence than those of older people and adults and indeed are best viewed as a reflection of broader community attitudes and norms (VicHealth, 2006).

The CASA House SAPPSS is in the first instance a program for the primary prevention of sexual assault. Primary prevention programs 'seek to prevent violence before it occurs' and are distinct from secondary and tertiary interventions (VicHealth, 2007: 9). In this model the social and structural contexts in which violence occurs must be addressed and schools are viewed as one of many settings for action towards prevention. This is not to suggest that sexual assault occurs more inside school communities than in any other community (such as sporting clubs, neighbourhoods or workplaces), nor that school-based programs are the only effective route to sexual assault prevention across broader society.

Rather, secondary schools are viewed as communities having the potential to encourage and reward positive and respectful behaviours and to enable their members to gain skills and information that will benefit them across the lifespan. This applies to both adults and young people within the school community. Indeed some researchers argue that schools are uniquely positioned to develop structures and processes that are supportive of respect-based social norms and can be monitored and enforced (Berkowitz, 2006; Crooks et al, 2007). In addition, equipping school communities to respond appropriately to incidences of sexual assault is consistent with research regarding the impact of first responses to disclosures. (See *Why a whole-school approach?*, Page 13).

Finally, Carmody and Willis (2006) found that for young people aged over 12, peers and friendship groups – as opposed to parents, teachers or family – play a central role in shaping beliefs and values around sex and relationships and that these peer groups are ‘powerful sites in reinforcing or challenging gender expectations about relationships and sexual intimacy’ (Carmody & Willis, 2006:35). Secondary schools are one of the many places where young people initiate, interact with and develop peer groups and are therefore important sites for violence prevention work.

CASA House has benefited from the schools program in a number of ways. It has strengthened our relationship with a number of schools in the north-west, which has in turn made our services more accessible for students who are victim/survivors as well as teachers and support staff who are seeking secondary consultation.

The program has also increased our awareness of the types of issues young people may be dealing with and this helps to inform the work we do with young people at CASA House.

Bernadette Glennon, Counsellor/Advocate CASA House

The Prevention Program at a glance

The CASA House Sexual Assault Prevention Program for Secondary Schools utilises a whole-of-school approach to the prevention of sexual assault. It is a Principal-driven program strengthened by an ongoing partnership between the school and CASA House. The whole-school approach was adopted by CASA House in 2004 in response to research demonstrating that prevention programs must address the social context in which violence against women occurs.

The overall objective of the Program is for secondary schools to sustain positive changes and incorporate sexual assault prevention into the curriculum in ways that suit their school community.

The aims of the Prevention Program are to:

- reduce the incidence of sexual assault in school communities
- establish safe environments for young people to discuss relationships, consent and communication
- enhance young people’s knowledge of and access to support
- enhance the capacity of secondary schools to respond to sexual assault.

The Prevention Program includes several key components:

- whole-staff professional development on the issue of sexual assault
- six-session student curriculum for year 9 or 10
- train-the-trainer workshops for teaching and support staff to deliver student curriculum
- the Peer Educator Program.

Although the focus is prevention of sexual assault, the Program addresses a range of harmful behaviours and social norms that relate to other forms of violence against women and, overall, aims to promote cultural shifts towards respect and equality.

1999-2004

CASA House delivered one-off single session 'workshops' in schools

Single sessions and 'The Right to Party Safely' Project

Commencing in 1999 in response to contact from schools, CASA House staff delivered one-off workshops to students in secondary schools at a range of age levels. The sessions were delivered by two counsellor/advocates (C/As) and session content varied according to the school's request.

In the year 2000 CASA House commenced *The Right to Party Safely Project - Category 1* research project focussing on women's experiences of sexual assault in and around licensed premises and involving drug and alcohol-facilitated sexual assault. In September, *The right to party safely: A report on young women, sexual assault & licensed premises* was launched with strong media interest. Following significant community response to the report and its findings, there was a marked increase in the number and frequency of requests from secondary schools for CASA House to deliver student workshops.

In 2001 the CASA House Schools Working Group decided it would be more efficient and more effective to have a pre-set program for the schools sessions. Counsellor/advocates developed this program and it was utilised in young men's, young women's and mixed gender sessions. The sessions usually ran for 1-2 periods (45-90 minutes) and the content was based on:

- presenting information about the prevalence and statistics related to sexual assault;
- defining what counts as sexual assault via a 'scenarios' activity;
- discussing the impacts of sexual assault on victim/survivors;
- providing information about CASA House services.

These sessions were beset by a number of limitations: C/As had no opportunity to build a rapport with students; young men were often resistant or disengaged because they felt 'blamed' or that only women's experiences were being represented; C/As often felt frustrated and unsure of what had been achieved; and there was no ongoing evaluation conducted to determine what had been learned or retained over time.

The provision of these workshops may have also inadvertently conveyed the message to schools that single-session or short-term interventions are effective in preventing gender-based violence. However, there is some evidence to the contrary; Hilton et al, (1998) for example, found no evidence of change in attitude or behaviour immediately or six weeks after a one-day intervention with secondary students. Importantly, in a recent overview of best practice in working with men,

Evaluations commonly find that men's attitudes towards violence have undergone a significant improvement immediately after the program, but then return to pre-intervention levels one or two months afterwards. There is a 'rebound' effect in which initial positive changes are not sustained over time.

Some studies reveal worse attitudes after the intervention. Authors such as Winkel and de Kleuver (1997, cited in Hilton, 1998) have found that single-sessions can create an attitude backlash or reinforcement of harmful stereotypes, especially amongst young men. Meyer and Stein (2004) found that a minority of male participants reported worse attitudes following a short-term intervention.

Evaluation of the CASA House single-session model

In 2002 an evaluation of the single-session model was conducted by Trish Hayes, a Masters student in Community Development on placement at CASA House. The objectives of this evaluation were to gain feedback about previous workshops and to seek further funding to develop the schools program.

The key recommendations from this evaluation were that:

- the student program be extended beyond single sessions
- the student program be delivered in single gender groups

- young people prefer same-gender facilitators when discussing sexual assault
- further funding be sought to enable the development of the CASA House schools program.

The main findings of this evaluation (Hayes, 2002) were:

- Single sessions assist young women's knowledge and awareness of some issues related to sexual assault and may disrupt young men's previously-held beliefs to the extent that they create confusion important to learning. However without follow-up and reinforcement, the learning and questioning is not sustained.
- Student evaluation groups indicated that students want more information and opportunity to discuss the issues; that male students felt confronted and challenged by the workshops and by the issues relating to sexual assault; and that single workshops provide a good introduction to the issues but not an effective learning opportunity.
- Staff survey findings suggested that more time is needed for student education; that sexual assault is prevalent in school communities but little support is available to address the issue; that staff are concerned about students' poor awareness of rights and responsibilities; and that there are many appropriate places for this topic in school curriculum.

July 2004

CASA House employed a Schools Project Worker to conduct a 6 month pilot program incorporating staff professional development and 3-session student program.

A new approach

Based on the 2002 evaluation findings, CASA House sought a grant to support the development of the program. In response, the Felton Bequest provided 6 months funding to enable the pilot program to commence.

The funding was utilised to employ a Project Worker (Renee Imbesi) whose original goal was to co-ordinate the pilot program:

The purpose of this role is to re-develop the Secondary School program into a package that schools can adapt to their own needs. This will be done through consultation and in conjunction with designated school communities and a reference group of key stakeholders. The project will enable CASA House to develop a sustainable and ongoing program that would have the potential to be utilised across the state.

CASA House Schools Project Brief, 2004

A pilot program was to be conducted in two schools using a new package and in consultation with a Schools Project Reference Group. Schools that had previously hosted CASA House workshops were contacted and consulted regarding their current capacity to host the pilot program.

Why a whole-school approach?

The initial review of existing school-based violence prevention programs and related research found that some key principles and recommendations were emerging in the field of sexual violence prevention. Perhaps most outstanding was the importance of a 'whole-school approach', signalling a shift away from prevention efforts solely targeting students or targeting a select group of students. Partnership against Domestic Violence (PADV, an Australian government initiative in 2000), identified the 'whole-school approach' as one of the key strategies to successful violence prevention with young people. PADV (2000) argued that schools are an important site for cultural changes because by their very nature schools are engaging in the promotion of certain attitudes and beliefs about relationships everyday, although these beliefs vary between and within schools. Furthermore, prevention programs must address the underlying causes of gender-based violence and maintain an explicit focus on relationship building (PADV, 2000).

This principle was again highlighted in an important national document released by Urbis Keys Young, outlining a comprehensive framework and key principles for the prevention of sexual assault (Urbis Keys Young, 2004) and helping to shape the new CASA House model. In particular, this framework identifies that primary prevention programs 'require longevity to achieve saturation of the community with the key message, but messages must also be refreshed over time to achieve ongoing impact' (Urbis Keys Young, 2004:11).

The use of a whole-school approach was consistent with CASA House's feminist philosophy in that it addressed the whole community rather than individuals. In addition it incorporated the responsibility of adults and school leaders to promote young people's safety and wellbeing. Beyond their peer and sibling relationships, young people have relatively little power to influence their social environment - within families, schools and wider community - and cannot be expected to carry all the responsibility for preventing sexual violence. A whole-school approach sends a clear message to students that the issue is serious and that young people are not solely responsible for addressing the issue of sexual assault.

Finally, equipping the school community to respond appropriately and supportively to incidences and students' experiences of sexual assault is consistent with research regarding the impact of first response to disclosures. For example Astbury (2006) found that victim/survivors' physical and emotional health problems following sexual assault are reduced when they are able to disclose to someone who shows belief, allows them to talk about their experience and whose response they consider to be 'healing'. Therefore it was imperative to ensure school teaching and support staff

felt adequately trained and supported to respond appropriately to young people who disclose sexual assault experiences. In addition, this training may create a pathway for schools to ensure their staff feel equipped to model respectful behaviours and relationships in their day-to-day interactions with students.

As a school, the chance to challenge our students' views on the way they view the world, each other and themselves has been rewarding and insightful. The CASA House program has triggered a need within the school that will see it expand into the senior years and investments in the in-house training of staff.

Silvio Federico, Maths/Science teacher

A new program for staff and students

Two secondary schools were selected that were different in size, age of school and cultural and social diversity. Each would host a pilot program including:

1. staff professional development session; and
2. extended (ie 3-week) student program for all year 10 students.

Staff professional development sessions were delivered in one of the pilot schools and also in one other school, as way of trialing materials and content for staff. The main content of these sessions was an introduction to sexual assault, introduction to the pilot student program, and some basic principles for responding to sexual assault disclosures.

Based on the 2002 evaluation and a review of research and recommendations in the field of violence prevention, the *student program* was designed to offer more than single sessions. The pilot student program offered:

- one period per week for three weeks for Year 10 (half of year 10 at one of the schools)
- separate gender groups
- content focussing on definitions and behaviours, consent/free agreement and the role of pressure/coercion, impacts of sexual assault and how to help a friend
- information about CASA services embedded in the content.

The key task of the pilot student program was to *engage* students on the issue of sexual assault, to challenge but not confront them. The program aimed to:

- engage young men while being mindful the program needs to suit the needs of young women too (resource constraints meant same or similar program would be offered to both);
- focus on discussion and dialogue, hearing young people's opinions and views and 'starting where they are';
- be wary of the strong role of misconceptions around what constitutes sexual assault; therefore give information based on what we know about sexual assault from our direct service work with victim/survivors.

In terms of *content*, this translated into:

- a focus on subtle sexual assault behaviours, where physical force may not be involved
- expanding students' understanding of the definition of sexual assault
- awareness of sexual violence in the context of trusted relationships and known people
- discussion about sexual assault in the context of sex and sexual activity, as this is relevant and interesting to young people and provides a way to mark out what is acceptable and unacceptable in their view and experience.

In terms of *process*, this also meant the program had to create a learning environment in which young people could openly discuss their opinions, views and values relating to sex, relationships and sexual assault and, importantly, in which they could listen to and constructively debate with each other. This workshop atmosphere in which young people learn from each other and teachers facilitate rather than 'teach' was recommended in research (Denborough, 1996; Lasser, 1996; Urbis Keys Young, 2004).

Importantly, this marked a shift in the goal of the student program towards *prevention*. Within the single-session model, workshops had aimed to provide greater access to services for young people who had experienced sexual assault or may in the future. The new program would include this goal but would focus on the primary prevention of violence – ie educating and intervening to prevent sexual assault before it occurs.

As recommended by the 2002 evaluation, the new student program would need to involve both male and female co-facilitators. This would suit young people's reported preference for a same-sex facilitator in same-sex group and would allow role modeling of men and women 'working together'. The inclusion of mixed gender facilitators would also be consistent with feminist principles in that it would mean activities to prevent violence against women are both inclusive of and accountable to women; this can be particularly important in programs for young men or all-male groups (Orme et al, 2000).



STUDENTS CO-PRESENTING AT SFYS CONFERENCE
WITH RENEE IMBESI, 2007

All CASA House staff members were female, so male members of the Victoria Police – and particularly the Sexual Offence and Child Abuse Unit (SOCAU) – were invited to co-deliver the new student program. Members of Fawkner SOCAU and the Sexual Crimes Squad offered to be involved in the pilot program and continued to be involved in following years. This led to an ongoing partnership with Victoria Police in the delivery of the prevention program.

Evaluation of the pilot project

Approximately 150 students and 120 school staff members from two schools participated in the pilot program, which was delivered by three CASA House staff and two Victoria Police staff. All participants completed feedback questionnaires at the end of their sessions and focus groups were conducted with a small number of students after the 3-week pilot program.

There was positive feedback from staff about the issue of sexual assault being 'opened up' for discussion, learning the prevalence of sexual assault and the importance of staff being trained to respond appropriately to disclosures. Here are some of their remarks:

This opens up important issues

Sexual assault is real for our community - all should be aware of sexual assault and how to deal with it appropriately

It took some of the apprehension out of being put in the situation of a disclosure

There was positive feedback from students highlighting that the program had been informative and useful and that they had gained new information about consent, the law and sexual assault. In written surveys, 93% of participants said they would recommend this program to other students their age. In focus group discussions, they also recommended there be more sessions in the program and that learning about consent would be important to help prevent sexual assault. Here are some of their remarks:

I believe that everything we learned in these sessions we will be able to use to help ourselves or someone else some day.

I learnt that being pressured and touching is sexual assault.

I learnt that men force their power over women and little kids to get what they want.

A lot of people get sexually assaulted, more than I thought.

Focus group discussion focused on the format, length and features of the program, such as mixed gender facilitators and workshop-type atmosphere. Overall the students' feedback indicated that the open, discussion-based format of the program and other features were important and should be continued.

The staff professional development and student program materials were documented into a 'package' and CASA House staff were trained to implement this package in their future work with secondary schools. (See *Appendix 1* for summary of pilot project evaluation)

At this time a review of CASAs' school-based programs was published by a PhD student at the University of Melbourne Key Centre for Women's Health and Society (Citraningtyas, 2004). *Educating young people against sexual assault: A study of the underlying ideas in CASA's educational session in secondary schools* reviewed the way Melbourne metropolitan CASAs currently worked with schools and summarised the key similarities and differences in their models. It also offered a critique of the format and content of the classroom sessions and some of the assumptions underlying their design, in particular the role of a universalised understanding of sexual assault and the application of a feminist framework (Citraningtyas, 2004). According to this review, the session designs were greatly influenced by the limitations on time and resources within CASAs and the actual time allowed for sessions to run, as this shaped the aims of CASAs' visits to schools. Citraningtyas (2004) suggested that CASAs could develop a model of working with secondary schools that would enable discussion and dialogue with young people, rather than 'selling the CASA message' or conveying 'facts'. This model, it was recommended, could also enable the development of a school environment that supports positive cultural change and maintains partnerships between and within CASAs and schools, rather than focusing solely on young people or student programs.

I have personally been involved with the program since its inception in 2004 to discuss the issues facing students as they mature into young adults within our community. I strongly believe that this program has been beneficial in providing the participants with information and tools to assist in the prevention of sexual assault, which has resulted in an upward curve in reporting by this age group during the period of this program. I am of the opinion that the program has directly influenced this trend.

The SAPPSS has strengthened both the SOCAU partnership with CASA and our partnerships with local school teachers and students. SAPPSS provides a rare opportunity for SOCAU staff to work proactively and forge relationships outside our usual crisis care or reactive context.

Delivering the presentations has enabled us to up-skill our staff and has allowed our staff to reflect on their work practices, especially around sexual assault, young people and the law.

Members of Fawcner Sexual Offences and Child Abuse Unit, 2008

2005

CASA House delivered the staff and students programs again in two secondary schools, including one project involving Australian Football League players. In second semester, CASA House extended the student program to five sessions and delivered this and whole-staff professional development in two additional secondary schools.

Ongoing demand for the Prevention Program

At the beginning of 2005 CASA House was approached by a secondary school with a strong commitment to preventing sexual assault. CASA had previously delivered single sessions in this school, which was now interested in hosting the new staff and student program.

Renee Imbesi was re-employed as part-time Project Worker and co-ordinated the delivery of the new program in this school. This included a staff PD session (one hour session with 60 staff) and the new student program, co-facilitated by CASA House staff and members of Fawkner SOCAU and Uniformed Police. Around 250 Year 9 students participated in this three-week program.

Evaluation of this student program was conducted using written surveys at the end of the final session, followed by focus groups two weeks later to discuss how the program could be improved. A range of responses and recommendations from students emerged from this evaluation, in particular reflecting a deepening understanding of consent and free agreement:

I learned what age you have to be to have or be involved in sexual activity.

Anything that is sexually related without our consent is assault.

I learned that you can be assaulted by anyone even if you trust them.

You have to get a person's consent to have sex with them.

The focus groups suggested the program be longer to allow for more in-depth discussion and learning, especially because there are no other places young people can go to learn about these issues in an open, informative way.

I have gained knowledge of the law and confidence in managing sexual assault and really enjoyed meeting and working with new people to deliver an important program to young people. I have also learnt the importance of the relationships between CASAs, Royal Women's Hospital, schools and the community. I feel more comfortable with the topic of sexual assault and I have witnessed change in the students as they understand the program.

Maureen Weir, Secondary School Nurse

The Western Bulldogs Project - 'Respect, Rights & Responsibility'

At the same time as this evaluation was being completed, CASA House was approached by Department of Human Services and Western Bulldogs Football Club to work on a school-based sexual assault prevention program in the western metropolitan region of Melbourne. The project, entitled 'Respect, Rights & Responsibilities', would include a whole-team information/introduction session on sexual assault and delivery of the current CASA House student program in schools assisted by trained Western Bulldogs players.

At this time a 'social action' component was included in the final session of the student program, enabling participants to create slogans aimed at preventing sexual assault. The following slogans were developed by football players and students to help prevent sexual assault in the community and reflect an emphasis on rights and responsibilities.



IN SESSION DURING THE WESTERN BULLDOGS PROJECT, 2005

When it comes to sex, it's your decision!!

If you're not sure or aren't straight, make sure you don't penetrate!

Ask for permission. The benefits outweigh the risks.

Be 100% certain that all parties involved agree!

Everyone has a right to decide for themselves

Don't feel ashamed. You're not to blame.

Following this project, the social action component of the student program was incorporated into the CASA House model as a means to encourage young people to feel empowered in the society-wide prevention of sexual assault.

Young people's sexual assault webpage

During the feedback and consultation around student programs in 2004 and 2005, young people had clearly expressed concerns about contacting a 'helpline' such as CASA and had also articulated that they were perhaps more likely to search the internet for information about sexual assault before contacting a service or even telling a trusted friend.

In response to this feedback, CASA House developed a young people's sexual assault information webpage within the CASA House website. The webpage utilises a question-and-answer format according to the issues young people had raised during program sessions and evaluation groups; for example 'What will happen if I call CASA?' and 'Where can I go to get help?'. The webpage also addresses young people's concerns around consent and free agreement and readiness for sex, taking a rights-based approach and highlighting the importance of communication and emotional safety.

This content and the webpage format were formulated from student program content and were developed in consultation with young people from two schools, who had participated in the student program in early 2005.



The young people's webpage can be viewed at:
<http://www.thewomens.org.au/SexualAssaultInformation>

In June 2005 Monique Keel published an article in the ACSSA newsletter 'Aware' outlining best practice models for violence prevention with adolescents. The new CASA House Schools Program was described as an example of this best practice model in action

(Keel, 2005)

Expansion of the program: July to December 2005

Amongst secondary schools and within the community sector, awareness of the new CASA House Schools Program was increasing and more schools were requesting the program. In response, CASA House obtained a 6 month grant from School-Focussed Youth Service (Moreland region) to deliver the program in two additional schools in the north-western metropolitan area.

At this time, in response to previous feedback, the student program was extended again from three weeks to five weeks. New content was added to ensure the program uniformly included an additional focus on survivors of male-to-male sexual assault; exploration of the barriers to speaking up about sexual assault; and a shift toward identifying inappropriate behaviours as well as encouraging positive behaviours (for example, establishing that silence does not necessarily signal consent from a partner, as well as identifying ways of checking a sexual partner is actually comfortable and consenting).

In addition at this time, three DVDs were produced to replace the role-plays performed by facilitators (See *Taking a safe leap in imagination*, Page 22).

At one of these new partner schools, the commitment at senior level to addressing sexual assault was very strong. CASA House was invited to conduct two 2-hour staff professional development sessions – one before the student program and one after the student program. The result was very strong interest and engagement from the staff team as a whole with the agency, issues and student program. This engagement helped to develop a whole-school response to sexual assault with strong and visible support from senior administration.

The five-week student program was again co-delivered by CASA House and Victoria Police staff to almost 300 Year 10 students in two schools. The fifth session brought young men and young women together in mixed groups to examine the barriers and social pressures that affect the way friends and strangers intervene in situations where there is a risk of sexual violence. This was included in response to student feedback about the role of peers and friends in decision-making and also in response to research indicating that bystander intervention models were an effective prevention education strategy (Lynch, 2005).

There was very strong student engagement and responsiveness throughout this program, with young men and women demonstrating a willingness to contribute to discussion and to critically reflect on the issues presented in the sessions.

The social action component of the program gained positive feedback from students. Teachers/facilitators revise all the key messages in the program and then discuss how to get these messages out to the general public in order to help prevent sexual assault. Teachers/facilitators encourage students to develop messages that are focused on potential perpetrators (rather than victim/survivors) to be consistent with the message that victim/survivors of sexual assault are not responsible for stopping the crime. They also encourage students to develop slogans that are catchy and specific and expressed in language appropriate to a wide audience but especially to young people.

The slogans developed by the students in 2005 reflected a growing importance attached to free agreement in sexual encounters:

Sex without consent is a crime

No consent. No way.

Save the pain, always ask again

The only stupid questions are the ones that aren't asked

Just becuz I'm wearing a short skirt doesn't mean I want sex!

During CASA's work with schools in 2005, two important principles emerged about violence prevention programs:

- Principal-driven commitment and school-wide support is essential for sustaining whole-school change; and
- Student program should be incorporated into the permanent curriculum to help sustain ongoing cultural change.

Taking a (safe) leap in imagination - the use of stories in prevention education

Role Plays.....

The student component of the Prevention Program aims to actively engage young people in learning about and discussing the issues by providing a diversity of activities and formats.

One way to provide insight into issues around sex, relationships and sexual assault is in the form of 'role plays'. Much in the violence prevention literature - and in student feedback - has suggested that role plays are an effective and popular way for young people to participate in, reflect on and analyse situations and to consider the range of possible responses. Some researchers have emphasised that prevention education programs, as well as addressing knowledge and attitudes, should include skill-building components through role-playing and rehearsal (Cornelius & Resseguie, 2006).

It can indeed be very useful for young people to have an opportunity to examine what's going on in a situation and the range of responses or reactions they and others could have; it can also be useful to have a safe space in which to try things before they actually happen - such as negotiating consensual sex - as long as the boundaries are clear and the skills are transferable (Boal, 1995).

....and their limits

However, as adults and professionals working in violence prevention, we need to be mindful of setting up unrealistic expectations for young people's responses to unsafe situations. In many situations where there is a threat or use of force present - or simply unequal physical or psychological power - it will not be safe or possible for a young person to evoke those things learnt in classroom role plays. Hence, for example, a role play for young women to practice words or phrases they could use to avoid danger or coercion in situations where they are feeling uncomfortable, forced or intimidated, can set up unrealistic expectations of young women being assertive in unsafe situations. Additionally, the message young women may infer from this is that young women themselves are solely responsible for preventing interpersonal violence against them, a notion which may reinforce victim-blaming in sexual assault. This is consistent with the finding that historical prevention programs focusing on young women's 'self-defense' strategies and 'refusal skills' have not been effective in reducing young women's exposure to sexual or other kinds of violence (Carmody & Willis, 2006).

As workers, we also need to be sure that we are sending a clear message that victim/survivors are not responsible for stopping the sexual assault, while also addressing young people's desire for safety strategies and their right to feel empowered. In addition, there is an ethical dimension to consider when putting young people in situations where they feel uncomfortable or intimidated in the classroom - particularly as they may have experienced violence in their personal life directly or indirectly and may experience a role play as distressing.

'Real' Stories?

Students and school staff often suggest that a victim/survivor of sexual assault should visit the program to speak about their experience and answer questions about the impact of sexual assault on their lives. This is probably motivated by a belief that when people are exposed to a 'real' victim/survivor, they will finally take the issue seriously and confront some of their own behaviours and beliefs related to sexual assault. The CASA House SAPPSS does not involve direct contact with victim/survivors for several reasons: firstly, as this may present a danger for victim/survivors, secondly that it may be distressing for the students, and finally that there is no evidence to suggest that it is an effective strategy to educate about and prevent sexual violence.

As an agency providing victim/survivor support services, CASA House is well aware of the dangers of placing a survivor of violence in front of an audience for whom they have to repeat their story and answer questions they may not feel comfortable with. We believe it is unnecessary to present a 'real' victim/survivor when most people know someone who is a victim/survivor and many, according to the statistics (see *Introduction*) have experienced sexual violence themselves. For these and other reasons, many young people could find direct contact with a victim/survivor distressing.

In addition, we do not have evidence to suggest that direct contact with a victim/survivor is an effective means to engage young people in learning about sexual assault. This may actually have backlash effects as young people may maintain the widely-held belief that sexual assault is the result of individual behaviours and choices without recognising the social context in which sexual assault occurs. It may also have the effect of perpetuating the belief that only rape or extremely violent behaviours can be identified as sexual assault, however this has not been specifically investigated in the research. The belief in 'shock' value may have arisen from previous approaches to prevention, which emphasised the one-off or single session model and the leadership of external 'experts', such as community agency staff.

It is now becoming clear that, to improve their understanding of sexual assault issues and to meaningfully reflect on and even re-work their attitudes and behaviours, young people need access to a continuous education program or intervention, rather than a one-off session. VicHealth, for example, found that victim-blaming, sexist and violence-supportive beliefs are a contributing factor in violence against women, are often very deeply held, and to challenge them requires an extensive process of engagement (VicHealth, 2006). The presence of a victim/survivor in a one-off workshop may temporarily heighten young people's interest in the issue of sexual assault, but having access to a safe, non-threatening space in which they can receive accurate information and debate their views and opinions is perhaps more effective for young people's learning in the long-term.

Safe space, safe methods...

Stories & scenarios

The CASA House student program sets out to provide a safe, non-threatening, open space for discussion about the issues related to sex, relationships, consent and sexual assault. Students consistently report that this is the most important aspect of the program for them and school staff tell us the program is the only space where students feel they can openly discuss issues that are of central concern in their everyday lives.

The CASA House program uses a number of stories and scenarios to engage young people in safe, open discussion. Through the formulation of group rules, young people are discouraged from speaking about their personal experiences in the group setting and are instead encouraged to contribute their views, opinions and ideas in response to the stories and scenarios presented. They are also encouraged to hear and respect the views of other people as this peer-to-peer discussion can be very powerful in creating critical thoughts and conversations. Here are three examples of how stories and scenarios are used in the student program:

1. *Peter and Jess story*

This written story represents two young people's experiences: one is Jess who was raped by her boyfriend Peter, and the other is Peter, who believed Jess was giving signals to indicate readiness for sex and did not check she was consenting before having sex with her. It is read and discussed at the very beginning of the program and then re-visited and re-analysed at different points in the program to draw out issues around consent and the law and the impacts of sexual assault on a victim/survivor's life. (See *Appendix 2*)

2. *Scenarios activity - Is this sexual assault?*

A range of situations are presented to students on small cards. The scenarios have been written to reflect statistics and subtleties around sexual assault and to avoid sensational, shocking or upsetting situations. Students are given these cards and asked to decide whether they think it fits under 'sexual assault', 'not sexual assault' or 'not sure'. They are then asked to share their decisions and opinions with the rest of the group, who can also offer their views.

3. *'Finish the story' activity*

In the final session of the program, in mixed groups, students are presented with three stories in which there is potential for sexual violence to take place. However, they are only given the beginning of the story - as a group, they are asked to discuss the possible endings to the story and to choose which would be the best outcome and write a detailed story to match it. This activity is used to explore the potential role of friends and bystanders in preventing sexual assault and also to highlight that prevention is not the sole responsibility of victim/survivors.

Short clips on DVD

In its first two years, the CASA House program included a different kind of 'role play', performed by facilitators rather than students. Three scripts were written to illustrate three different scenarios:

1. *The Party*: a young man at a party pressuring his girlfriend to have sex with him (to highlight issues around free agreement)
2. *Jess visits CASA House*: a young woman who was raped - from a story used earlier in the program - attending her first counselling session at CASA House (to illustrate the impacts of sexual assault)
3. *It happens to boys too*: a young man disclosing childhood sexual assault to a CASA House counsellor/advocate on the phone (to illustrate the impacts of sexual assault on male victim/survivors and the barriers they face in talking about their experience).

In the first years of the student program, facilitators would read out the role plays and then utilise a number of prompt questions to facilitate a group discussion about what students observed and thought about during the role play.

However, in 2005 a number of students recommended that these 'role plays' be converted to short films to make them more believable. CASA House worked with the Education Resource Centre at the Royal Children's Hospital, with assistance from Dr Helen Cahill at Youth Research Centre (University of Melbourne), to develop three DVDs that are now used in the student program and followed by group discussions and analysis.

CASA House and Hume City Council Youth Services funded the development of these DVDs.

2006

CASA House developed Train the Trainer model and piloted it in partnership with three secondary schools. CASA House also drafted 'best practice guidelines' for school-based violence prevention programs and conducted longitudinal evaluation.

The search for a sustainable model

To ensure the sustainability of the prevention program, of student learning outcomes and of the whole-school approach, CASA House was considering a 'train-the-trainer' (TTT) model and in 2006 was consulting with schools about what model would suit them. This model of incorporating violence prevention into permanent school curriculum is recommended in the literature as a means to sustain ongoing cultural change. Meyer and Stein (2001) summarised this approach in their

The more deeply embedded the program is within the classroom teacher's curriculum over time, the more likely it is to produce significant changes in behaviour.

(Meyer & Stein, 2001:9)

In early 2006 CASA House ran a three-day TTT workshop for teaching and support staff from three schools which had already hosted some components of the program. Participants first attended a one-day CASA House introductory workshop on sexual assault and then the two-day TTT workshop focused on the materials and content of the student program and building confidence and skills in facilitating open group discussions.

As it became clear that incorporating program into curriculum was a slow and complex process, CASA House drafted a model for introducing the program into a school. This phased model, summarised in Figure 1 below (see in full *Appendix 3*) aimed for the school to eventually take full ownership of the program with CASA House support. The 'phase 2 co-facilitation model' was followed throughout 2006 as each school delivered the student program; that is, trained school staff and CASA House staff co-delivered the program to all or half of year 9/10 classes.

The development and delivery of the TTT model was enabled by a Ross Trust grant, to fund a project worker from April 2006-June 2007. This worker's role was mainly to co-ordinate and support schools to implement the TTT model according to the program phases.

Figure 1: Implementation Phases

PHASE 1: Whole-staff Professional Development Sessions
Agency-based delivery of student program
(CASA & Police)

PHASE 2: 'Train the Trainer' Workshop - self-nominated
teaching and support staff

PHASE 3: School-based delivery of student program

PHASE 4: Incorporate student program into curriculum

The program has given us a very concrete basis for participating in broader prevention work, which is consistent with our core business. It's so exciting to have realised our original goal, which was to make the program sustainable within schools and something that they could own. Keeping everyone informed and involved - at CASA House and in the schools - has enabled everyone to feel ownership and identification with the program.

Jill Duncan, Training Coordinator CASA House

Developing empathy: student behavioural responses to the program

In the second half of 2006 Mariana Sudbury, while on placement at CASA House, conducted an evaluation project focusing on students' behaviours during program sessions and how these reflected levels of engagement with program content. Based on observations of student engagement, the report recommended no changes to the current structure or content of the program. It highlighted that program participants demonstrated a heightened sense of empathy and responsibility for issues relating to sexual assault.

The report's key findings are summarised here:

The research project established that the CASA schools program engaged students, even if they felt uncomfortable with some of the material. The majority of students also demonstrated an improvement in their understanding of sexual assault. The discussion following presentation of scenarios seemed to be very important for applying information and concepts learned during the sessions and for challenging myths. One of the most positive outcomes of the program was the sense of responsibility many of the students said they felt for someone they knew, who was in a situation where sexual assault was a possibility.

Student behavioural responses to the
CASA House Schools Program 2006
Mariana Sudbury

Examining the program's long-term outcomes

In July 2006 CASA House received additional funding from School Focused Youth Service (SFYS) to support the TTT model and also to conduct longitudinal evaluation - that is, to re-visit the schools, staff and students who had participated in the program in previous years and try to ascertain the lasting impact of the CASA House program on the school community.

The program was now in its third year so CASA House was able to re-convene with students who had participated in the program one and two years ago. The research design for this evaluation was co-ordinated by CASA House in consultation with Dr Jill Astbury on behalf of the Sexual Violence Research Initiative. The evaluation methods arising from this design needed to suit busy school schedules and student timetables, especially as all the participants were engaged in their final years of study.

At one school, where half of the year 10 students had participated in the three-week pilot program in 2004, CASA House convened groups of students - now completing year 12 - who had participated in the program and also groups of students who had not participated in the program and held discussions with them over two weeks. At the other school, where all year 10 students had participated in the five-week program in 2005, CASA House convened groups of students - now completing year 11 - who had participated in the program and held discussions with them over two weeks.

These discussions were run as focus groups and in a similar format to the student program (ie open and interactive). In addition, a number of these students participated in individual interviews with CASA House staff to discuss the underlying issues of gender, culture and peer relationships in more depth.

CASA House also convened a staff focus group to evaluate the long-term impact of the staff professional development delivered the previous year. However, only some of these staff members had participated in the training, therefore the discussion group was less focused on evaluating previous training and more on formulating future strategies and responses to sexual assault within the school community.

A noticeable difference has been observed in the attitudes and conversations of students who have taken part in the Year 10 program. It has been reported that some students have been more proactive about communicating with partners, whilst others have been challenging their peers about poor choices, using information they have learnt through the CASA program.

The most significant changes I have observed in our school as a result of the CASA program are an increased awareness of sexual assault as an issue, a greater willingness amongst students to broach the issue and seek advice or support and more opportunities for students to develop and implement leadership and communication skills as Peer Educators.

Chris Helm, College Chaplain

Findings: Young people, gender and sexual assault

In summary, the longitudinal evaluation of the student program found that, following their participation in the program, young people maintained an understanding of sexual assault issues, an awareness of respectful sexual communication and an awareness of gender-role stereotyping and how it impacts on their choices and behaviour. While they are clearly able to critically reflect on these themes, the interviews conducted revealed that they may be limited from acting or changing because they lack the necessary support, incentives and role models to overcome the social and gender-based pressures that affect sexual communication and behaviours. Family, 'upbringing' and culture were acknowledged by young people as an influence but were often sidelined in their sexual decision-making. Home and immediate family were not described as an important source of information or advice. Rather, young people consistently reported a very important role played by peers and social groups via their influence on personal values, normalising of choices and working out what's right and wrong. These are the key factors affecting the long-term effectiveness of the student component of the Prevention Program and they are experienced quite differently by young men compared with young women.

To engage more effectively with school communities to address and prevent sexual assault, the CASA House SAPPSS must address these issues. The student component would perhaps be more effective with an explicit focus on building young people's communication and decision-making skills, rather than simply providing information about consent, the law and the consequences of sex without consent. The student component can also be expanded to address gender-related issues and pressures, for example by including curriculum for younger year levels and a program for older students who wish to take leadership roles in prevention. There was some indication that young men perceive fewer consequences for them to use sexual coercion in a casual sexual encounter than in a relationship, suggesting that prevention education needs to equip young men to make responsible decisions in all sexual situations.

In terms of addressing the whole school community, the longitudinal evaluation suggested that SAPPSS should continue to focus on enabling the school to sustain the Program and its effects over time. This includes ongoing staff training, development of policy and procedures, and resources and support to sustain the incorporation of the student program into curriculum. The addition of a parent/family component or package may also assist the school to effectively address sexual assault.

In addition, a clear, consistent and important message from participants was that it would be valuable to have senior students - conversant and trained in the issues of sex, relationships and sexual assault and connected to the school community - to be involved in delivering the student curriculum. This led to the development of the Peer Educator Program in 2007 (see Page 29).

For further discussion about the longitudinal evaluation findings please see Section 2 of this report, Page 127.

Promoting Young Women's Rights: The 'No Means No!' Show 2006-7

Absolutely Women's Health (AWH), the health promotion unit within the Royal Women's Hospital, had been running *The Condom Dialogues Show* for young women since 2002. It is a comedy/entertainment show containing health promotion messages for young women about condom-use, sexually transmitted infections and safe sex. The final part of the Show featured a panel of professionals from sexual health organisations to answer young women's questions. The primary goal of the *Condom Dialogues* is to present sexual health information to young women in an entertaining and engaging format.

During the 2005 show, CASA House workers participated in this panel discussion. It was clear that young women had a limited awareness of their sexual rights as they raised a range of questions relating to appropriate sexual behaviours, pressure/coercion, consent and relationship violence. The issues of respectful and consensual sex - or the lack of it - were repeatedly raised by the young women in the audience.

During 2006 AWH and CASA House discussed the possibility of running a similar show but with an emphasis on issues surrounding sexual assault (instead of sexual health) - particularly the meaning of consent/free agreement, the right to choose sexual contact and the many acceptable non-verbal ways of saying 'no' to sex and the impact of community misconceptions about sexual assault on victim/survivors.

In mid-2006 AWH and CASA House commenced working with a selected group of actors, writers and comedians to write a new show, to be called the 'No Means No! Show'. The show was written by Nelly Thomas and performed to an audience of young women aged 14 and over. It included a comedy/entertainment show and concluded with a 'panel of experts' to answer young women's questions about sex, relationships, sexual assault and sexual health. Combining *comedy* with *consent* was a bold idea but building on the success of the *Condom Dialogues*, The Women's team worked with Nelly Thomas to put together a sensitive, informative and entertaining show about respectful and consensual sexual relationships.

Due to the Show being a one-off (rather than ongoing) program, its aims were limited to developing young women's knowledge and understanding of issues of sexual consent. The objectives of the Show were to:

- Increase young women's awareness of concepts and issues related to sexual coercion and pressure to have sex
- Enable young women to identify subtle behaviours
- Create clarity for young women about rights, respect and responsibility in the expression of and participation in personal and intimate relationships
- Demonstrate and validate multiple verbal and non-verbal ways that 'No' is communicated, expressed and respected
- Clarify the age of consent for participation in sexual behaviours and explain other limits to sexual activity
- Increase young women's confidence and skills in saying either NO or YES to intimacy, sex and relationships.

The panel included professional workers from CASA House, Family Planning Victoria, Victoria Police and the Royal Women's Hospital. The objectives of the panel were to:

- Define free agreement
- Define sexual assault according to subjective and experiential perspectives
- Offer avenues and options to support and information for young women who have experienced sexual assault
- Identify things to say and do to support a friend who talks about the experience of sexual assault.

The show ran twice in late November 2006 with overwhelmingly positive feedback from the 440 young women who participated and the teachers and workers who accompanied them.

Thorough evaluation of the show, including pre and post-show tests, was conducted with audience members. Findings of the evaluation are summarised here:

The No Means No Show Objectives were clearly met. Young Women demonstrated an increased knowledge in the following areas: free agreement and sexual assault; age of consent; rights, respect and responsibility; support services and what they offer; and the multiple verbal and non-verbal ways that 'no' is communicated and respected.

The show also appeared to increase how comfortable the young women would feel about accessing advice and information about sex; talking about sexual assault with someone they trust and exercising their rights if someone was behaving in a way that made them uncomfortable.

Overall the use of an interactive theatre production to achieve the objectives set was successful. It is clear from the young women's comments on the post-test that this mode of education was an engaging and powerful way to convey key messages about relationships, sex and sexual assault.

The young women also stated that this format was their preferred way of beginning to learn about sex, relationships and sexual assault.

The final report went on to recommend:

The No Means No Show is an interactive theatre production that aims to be a 'starter' to the CASA House Schools Program, engaging young women in a process that begins discussion regarding issues of free agreement and sexual assault. It is an opportunity to set the scene for the CASA House Schools Sexual Assault Prevention Program to be implemented in the young women's schools.

Due to popular demand the show was run again three times in November 2007 with over 660 young women participating. Evaluation was repeated and the final report found similar results to those of the 2006 Show.

In 2008 CASA House and RWH plan to undertake an evaluation of the *No Means No Show's* long-term outcomes for young women and also school staff and workers. In addition it is anticipated that a young men's version of the *No Means No Show* will be developed and delivered alongside the young women's show.



NELLY THOMAS, MC AND DIRECTOR OF THE NMNS

2007

CASA House continued the Train the Trainer model and the process of incorporating student program into curriculum. CASA House also piloted the Peer Educator Program in two of its partner schools. Victorian Department of Human Services (DHS) funded a permanent part-time position of 'Schools Program Coordinator' to implement the program in north-western metropolitan Melbourne in partnership with Northern CASA and West CASA.

Training school leaders

Another 'Train the Trainer' workshop was delivered in February 2007, this time three days in total were devoted to preparation for the student program. This extension and the workshop content were shaped by feedback and evaluation from the previous year's trainees. Twelve participants from three schools participated, each school at a different point in the 'program phases' model.

Since the workshop in February, schools had been running student programs throughout the year, as suited their timetable and staff, with support and liaison from CASA House. In September 2007 the TTT participants re-convened to discuss how their programs had been delivered and what needed to be improved. From their discussion, it was clear that the workshop gave trainees very good preparation and confidence to deliver the student program, but that more support and resources were needed from the school to manage staff workloads and ensure adequate preparation and debriefing time.

It was clear from this and other discussions that staff who undertake the TTT program become recognised as a resource for other staff on the issue of sexual assault, which greatly enhances the school's ownership of the prevention of sexual assault and builds its capacity to respond to issues and incidents as they arise. (See *Interview with Chris Helm, College Chaplain at Box Forest College*, Page 31.)

Permanent funding for prevention

From 2004-2006 the Prevention Program had been enabled by short-term grants and one-off funding opportunities.

At the end of 2006 DHS north-western region directed the community development component of new sexual assault funding for this region toward the implementation of CASA House's school program in secondary schools in the north and west metropolitan regions. In practice, this represented permanent funding for the CASA House Schools Program and has been directed to fund an ongoing Schools Program Co-ordinator position at CASA House. The position's main aim is to provide support and resources to Northern CASA and West CASA to implement the program in secondary schools in their regions. This implementation commenced in late 2007 with one secondary school in Northern CASA's service region, involving all staff and year 9 students in that school. In 2008 CASA House and West CASA plan to pilot SAPPSS with one secondary school in the western metropolitan region.

Our involvement with CASAs has been a very positive and inspiring journey. Prior to our involvement with CASA we covered the topic of sexual assault in our Health Curriculum and we were not able to deliver all the necessary messages and information. The topic was often rushed and staff did not have the expertise, training or resources required to go into depth. CASA staff challenged us and made us question social norms and common misconceptions held by society in relation to sexual assault. We have improved our knowledge and understanding and are feeling very comfortable and confident in delivering the program in the future.

Students need to explore, question, discuss in single gender classes over a longer period of time to feel safe and comfortable to learn about the issues, and also to question social norms in relation to sexual assault. The CASA program gives students a much better opportunity to develop their knowledge and understanding of healthy relationships and sexual assault.

Leanne Halsall, Teacher and Student Welfare Coordinator

The Peer Educator Program

In response to the suggestions made and input from senior students during the longitudinal evaluation in 2006, CASA House developed and piloted the Peer Educator Program throughout 2007. An article discussing the rationale and framework of the Peer Educator project, including the strengths and weaknesses of peer educator models, was written and published in the Australian Centre for the Study of Sexual Assault (ACSSA) newsletter (article available at http://www.aifs.gov.au/acssa/pubs/newsletter/n16pdf/n16_1.pdf). Funding from VicHealth, School Focused Youth Service and Moreland Council enabled this project to commence.

The 'Peer Educators' were year 10, 11 or 12 students who had participated in the original student program and also some evaluation processes following the program. They then self-nominated to commit to the Peer Educator project, which involved several components:

- Initial engagement
- Training sessions
- Observation of student program
- Rehearsal
- Participation in and assistance to teachers within student program
- Co-presentation at conferences
- Evaluation.



PEER EDUCATOR TRAINING SESSION, 2007

In 2007-8 this project was piloted in two secondary schools that already had a long-standing commitment to the CASA House Prevention Program. Peer Educators' involvement in the SAPPSS program and its evaluation are ongoing however some findings and recommendations will be published at the completion of the pilot project in 2008-9.

Additional evaluation: medium-term effects

Whereas previous evaluations had sought to measure immediate and long-term outcomes of the student program, CASA House sought to conduct medium-term evaluation in two schools (ie 6 months after student program).

The goals of this evaluation were to:

- examine how well young people retain program content and key messages over a 6-month period, based on an analysis of their knowledge and understanding of the issues and their skills in communicating about these issues; and
- establish what structures or reinforcements may need to be placed at school to sustain the program's learning outcomes.

In addition, it would allow the agency and school to further develop and improve their partnerships, with a view to continuing the program in the future.

At one school where all of the year 9s had participated in the program, evaluation methods used at the end of the program (ie written surveys followed by focus group discussions) were repeated on the same population 6 months later. At the other school where half of the year 10s had participated in the program, focus groups were conducted with students who had participated and also separate groups with those who had not participated in the program.

This evaluation found that students in large part maintained accurate factual knowledge relating to sexual assault however their comfort with communicative behaviours decreased from post-program level over time and their shifts in attitude were inconsistent over time and according to gender. In general, more young men than young women maintain attitudes that are supportive of violence and coercion, and young men are less likely to show a shift in attitude than young women over time.

This evaluation also indicated clear and observable differences between groups of young people who had participated in program and young people who had not. In particular, young people who had participated in the program were more conversant, familiar and accurate on the topics of behaviours and definitions; consent and free agreement; rights and responsibilities and also how to support a friend and where to go for help.

Following this evaluation, CASA House was able to work with schools towards ensuring that sexual assault curriculum is offered to whole year levels in consecutive years and that follow-up and reinforcement structures are developed within the school to ensure the impact of the program on participants and school community is sustained over time. School communities can enable this social change by providing structures to reinforce positive behaviours and promote respectful relationships in the long-term.

The CASA House commitment to evaluation is more than the rhetoric of 'evaluation' apparent in many social programs. The evaluation with young people forms part of the intervention itself; students became progressively more engaged in the ideas, aims and methods for enhancing their learning in this area and in their ability to critically reflect on themselves and their peers.

The evaluation of the program reflects the principles of participatory action research - where those most impacted on by the program (students, teachers, agency staff) share ownership in its evolving aims, direction and design. Witnessing the excitement of teenagers who were willing to take a leading role in the sensitive area of respectful sex and relationships - and who were also willing to take a stand against sexual assault - was indeed a privilege for me as part of the evaluation team.

Trish Hayes, Project Worker CASA House

Reflections on the CASA House Prevention Program

Chris Helm—School Chaplain, Box Forest College, Glenroy

Why are you involved in this program?

Because it fits perfectly with my role as school chaplain. A large part of my work is affirming the individual worth and value of every person. If people are being abused and disrespected through sexual abuse and other violence, then this is a gross affront and degradation to that person's worth. My hope by taking part in the program is that I can be involved in helping to educate young people about respectful and life-affirming ways of treating each other.

I'm also involved because, despite the confronting content matter, it is actually challenging, engaging and even sometimes fun for me. It is also very satisfying when a young person clicks (to a smaller or greater degree) on a concept. I guess that's what all education is about.

What you have gained from being involved in this work?

A greater awareness of the reality of the issue of sexual abuse, sexual harassment and the broader 'culture' of how young people view themselves and each other relationally and sexually. This 'culture' is far too diverse and complex to be defined, but I am becoming more and more aware that there are ever increasing gaps in what young people are learning from their parents and the community - about respect, relationships, their own responsibilities ...

I have also gained a broader access to conversations and insights with young people around these issues. I have also had my skills as a facilitator/teacher sharpened.

Why do you think it's important for male and female staff to be involved in this work?

Two of the important factors to consider in the class dynamic for the CASA program are, firstly, that students feel comfortable to express their views and comfortable to learn; and secondly, that students are gently challenged and stretched in their thinking. A big contributor to this is having a trusted adult of the *same gender* who can create the safe space - both affirming and challenging them - for students to feel comfortable. Also, it's important to have a sensitive but assertive adult of the *opposite gender* who can offer an alternative perspective - one that can only authentically come from 'the other side'.

What is your experience of working with young people on this issue? How do they respond?

It's hugely diverse. Having facilitated four different groups (1 female, 1 mixed and 2 male), no two were alike. Some common denominators - all young people are confronted by the content. Some because they have been personally touched by sexual assault or closely known someone who has, others because they have their own long-held beliefs about appropriate behaviour towards others and they are challenged.

There are young men who seem to have no problem with cajoling or forcing a female into sexual acts that she is not comfortable with. There are many young women who believe that women are entirely responsible for looking after themselves, to the extent that they blame a victim/survivor for sexual assault because of her clothing, behaviour or attitude. There are young people who have their attitudes about relationships and sex strongly affirmed through the program, because they already assumed that clear communication and respect are staples of a healthy relationship.

There are other young people - both boys and girls - who retain warped or prejudiced views against young women even after participating in the program, but have at least heard alternative views and perspectives and have hopefully moved some small distance in their thinking about the issues.

What impact are you seeing on the school community?

Through facilitating the program, it has become clear that the statistics about sexual assault ring true in our school community, with a large number of young women and some young men having been the victims of sexual assault or sexual harassment at some level. The program seems to have allowed a slight freeing amongst the students to speak of their experiences and seek support.

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Appendices

- Appendix 1: Summary evaluation of pilot program
- Appendix 2: Peter and Jess story/activity
- Appendix 3: Implementation Phases

CASA House

Evaluation of Pilot student program 2004

Summary

In October 2004 CASA House piloted a 3-session sexual assault education program with Year 10s in two secondary schools. The sessions were conducted in separate gender groups and were delivered by staff from CASA House & Victoria Police (Sexual Offences & Child Abuse Unit and Sexual Crimes Squad). A total of 103 students participated in this pilot and provided feedback through written questionnaires and focus group discussions.

Participants' feedback indicated that the content and format of the program are appropriate for the age group and for the topic of sexual assault. The use of separate gender groups, as well as the mixed gender of facilitators, helped to create a safe, non-threatening environment where young people could openly discuss sensitive issues. This program was seen as a source of useful information especially in regard to the definitions of consent and sexual assault, however young people suggested that there be a more explicit focus on building their skills, knowledge and language around consensual sex and respectful relationships.

Sample participant feedback:

'I believe that everything we learned in these sessions we will be able to use to help ourselves or someone else some day.'

'I learnt that being pressured and touching is sexual assault.'

'I learnt that men force their power over women and little kids to get what they want.'

'A lot of people get sexually assaulted, more than I thought.'

'Your program helped me soooo much and it was very exciting and interesting to learn about this stuff. If anything happened, I'd come to CASA House.'

'Three sessions is not enough.'

'You should make more programs in schools.'

'I learnt that not only females are victims of sexual assault.'

'I discovered that whatever situation the victim may be in, where they have been sexually assaulted they are never to blame for the assault.'

The results of written questionnaires:

- 93% of participants said they would **recommend** this program to other Year 10 students
- About half of the participants wrote **positive comments** in the 'Other comments' section of the evaluation form. These comments varied from 'Thanks for coming to our school' to 'The program by your organisation is informative and it should be designed for more young people'.
- When asked to say what **words** describe the program:
 - 68% said 'interesting'
 - 58% said 'helpful'
 - 53% said 'informative'(Note: there were no significant gender differences except for consistently higher percentages of girls giving positive answers)
 - Only 16% said it was boring
 - Only 6% said it was upsetting (all of them Fawkner students)
- When asked what **parts of the program** were useful:
 - 64% said 'information about the law'
 - 61% said 'definitions'
 - 60% said 'the age of consent'

- When asked what **parts of the program** were useful:
 - 64% said 'information about the law'
 - 61% said 'definitions'
 - 60% said 'the age of consent'
 - 53% said 'stories'
 - 53% said 'discussions'
 - 39% said 'thinking about prevention'
- When asked what was **least useful** about the program, 58% of students in one school gave no response and 77% of students in the other school gave no response. However, 11% of students at each school (most of them male) said stories were the least useful thing about the program.
- When asked to name **one thing they learned**, the top responses were:
 - Age of consent
 - Definitions, stories and examples of sexual assault
 - The meaning of consent
 - Legal information (could also include the age and meaning of consent)

What the Focus Groups revealed:

- It's important to make it clear at the outset that we are present **for educational (not punitive) purposes** and that we want to discuss issues and give out information to help people make important decisions.
- **Students are keen to talk** about these issues openly and valued the open-discussion format of the program. Presenting info has to be matched with discussion and answering questions.
- They enjoyed having the **police** presence for legal, information and question-answering purposes. The absence of police uniform was critical in allowing students to talk openly.
- They enjoyed having the **counsellor** presence for anecdotal and support purposes. There was a universal respect for the authority of counsellors' experience.
- Across the board, students liked having both **male and female facilitators**. They felt it helped them to see 'both sides' and also helped to re-position boys in response to the material. They also appreciated the modeling of men supporting feminist work. Facilitators should be experts in the area of sexual assault and *unknown* to participants.
- Across the board, students wanted **more sessions**; some said they wanted a whole term, others said a whole semester.
- Information about **consent** needs to be contextualised and the social morays around it acknowledged.
- They discussed the **influence of group dynamics** and social pressures on how people respond to the information and the program generally. There was a consensus that it has a huge impact, and that combining small and large group work might help to address this.
- Students said they **prefer people in the community** to work with them on these issues instead of school staff or teachers, for two reasons: first, because there is concern about how teachers handle personal information; and second, because outsiders have authority on the issue and influence in conveying its seriousness.
- Girls felt we had reinforced **messages of distrust and caution**, which parents and society have conveyed to them, probably due to information about known offenders and limited time allocated to addressing the misconceptions in the 'Peter and Jess story'. There was, however, debate within the groups, indicating that our program has allowed people to challenge commonly held attitudes.
- Girls were concerned about what it would be like for a **victim/survivor** to sit through the program, especially with male facilitators. They also said they would like information about how to help a friend.
- All students enjoyed having **separate gender groups** because they felt this allowed them to talk more openly. Some students said they would like the opportunity to come together at the end and discuss what they had learned with the opposite sex.

→ One story

→ Two experiences

Jess, Age 15

'I'll never forget that night as long as I live. Peter and I had been going out for a while and he had always acted like a really sweet guy — well, we had done some kissing and fooling around but he never gave me any reason not to trust him. The night of the party I wore this gorgeous dress that I borrowed from my sister. It was a bit showier than the clothes I normally wear but I thought it was very flattering. At the party I had some beer and it made me really tired so I wanted to lie down. Maybe I shouldn't have suggested we both lie down together but it felt weird to just go upstairs by myself and leave Peter all alone. The next thing I know he's all over me, forcing me to have sex with him. It was horrible. I didn't want to scream and make a fool of myself with all those other people in the next room. I tried to fight him off but he was too strong. Needless to say, I never want to see Peter again. He seemed like such a nice guy. What happened?'

Peter, Age 16

'I still don't understand what happened. Jess and I had been seeing each other for about two months and although we hadn't slept together yet, I had made it pretty clear that I was very attracted to her and eventually expected to have sex with her. We were supposed to go to a party and when she showed up in this sexy low-cut dress I thought maybe it was her way of saying she was ready. At the party we drank some beer, which made her sort of sleepy and sensual. When she said she wanted to go lie down and wanted me to come and snuggle with her, what was I supposed to think? Of course I thought she wanted to have sex. She did grumble a bit when I started to undress her but I just thought she wanted to be persuaded. Lots of women feel a bit funny about being forward and they want men to take responsibility for sex. I don't know. We had sex and it was fine. I took her home from the party and I thought everything was okay. But ever since then she refuses to talk to me or go out with me. I thought she really liked me. What happened?'



Appendix 3 Implementation Phases



CASA House Sexual Assault Prevention Program **Implementation Phases**

Principal-driven
commitment to
whole-school
approach

PHASE 1: **AGENCY-BASED DELIVERY**

- ❑ CASA conducts **professional development sessions for all school staff**: 'Introduction to sexual assault'
- ❑ **CASA & Police deliver student program** to whole Year 9/10 level with teacher supervision
- ❑ CASA & school conduct **evaluation of pilot** program

PHASE 2: **TRAIN THE TRAINERS**

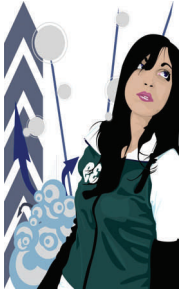
- ❑ CASA conducts '**Train the Trainer**' workshops for self-nominated school staff to deliver student program internally

PHASE 3: **SCHOOL-BASED DELIVERY**

- ❑ **School staff deliver student program** to whole Year 9/10 level
- ❑ SOCAU & CASA as **guest speakers** at sessions 2 & 4
- ❑ CASA provides coaching and support to school staff
- ❑ CASA conducts **evaluation** of current program and long-term evaluation of previous program
- ❑ School & CASA investigate possibility of Peer Educator component

PHASE 4: **INCOPRORATE INTO CURRICULUM**

- ❑ **School incorporates program into curriculum** for whole Year 9/10 level
- ❑ SOCAU & CASA as **guest speakers** at sessions 2 & 4
- ❑ CASA provides ongoing support to school around curriculum, **policy & procedures**
- ❑ CASA conducts **evaluation** of program
- ❑ **OPTIONAL** Previous students trained to be involved in program as **Peer Educators**



SECTION 2

Evaluation of the CASA House Sexual Assault Prevention Program for Secondary Schools (SAPPSS)

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Summary of this section

This section describes the evaluation of the student component of the Prevention Program. It provides a detailed overview of the rationale, methods and results of the evaluation, which provide the basis for 'Good Practice Guidelines' in the following section (Section 3).

The 'Introduction' begins with an illustration of the student program's aims, content and format and a description of how it is delivered within the larger SAPPSS Program. The 'Literature Review' highlights some of the relevant studies undertaken in this field of research and also highlights some of the gaps in current analysis of school-based prevention programs. For example, few studies have entailed whole-school or whole-of-community interventions and most have not included longitudinal evaluation. These are some of the gaps which the SAPPSS evaluation seeks to address.

The method and results of all stages of evaluation are described and the results compared with the few other similar studies. There are three categories identified in SAPPSS evaluation and most include assessment against pre-program testing:

- immediately after the program (Category 1)
- 6 months after program (Category 2), and
- 12 months-2 years after program (Category 3).

The evaluation was conducted using mixed methods, including written surveys and questionnaires, focus groups and individual semi-structured interviews. Some informal observations were also recorded as part of the evaluation.

In summary, the evaluations indicated that young people's understanding of sexual assault issues is enhanced by the SAPPSS student curriculum, as is their skill and ability to discuss those issues in an open, respectful and appropriate way. The evaluations also indicated that these changes are best sustained in the context of multiple and ongoing initiatives to address sexual assault within the school community.

Based on these findings, this section identifies the factors that enhance the effectiveness of SAPPSS. In the context of a whole-of-school community strategy, the Prevention Program is most effective when:

- Teaching and support staff are provided with specialised training and resources relating to sexual assault prevention;
- Structures are in place in school to support reinforcement of the student program learnings and to encourage peer-based discussion and learning; and
- Respectful relationships and open communication are visibly modelled and rewarded throughout the school community.

The key aspects of the SAPPSS Program that strengthen its effectiveness are:

- The use of a whole-school approach, with a focus on resources, training and support for teaching and support staff;
- 'Universal' and ongoing student curriculum (offered to whole year levels rather than selected groups);
- Focus on sustainability, school ownership and internal delivery of student curriculum;
- Ongoing evaluation.

Finally, based on evaluation findings, it is recommended that all Victorian Centres Against Sexual Assault (CASAs) be provided with ongoing funding to work in partnership with school communities with the aim of implementing a whole-school, sustainable, curriculum-focused prevention program. Several areas for future evaluation of the Program are also included.

Introduction

The CASA House Sexual Assault Prevention Program for Secondary Schools (SAPPSS) utilises a whole-of-school community approach to the prevention of sexual assault. The Program requires the school Principal to drive and sustain the Program by engaging a cross-section of the school community and providing curriculum inclusion.

There are several key components to the overall Program (see *Figure 1*) and an explicit focus on enhancing the capacity of school staff to engage with the issue of sexual assault:

Figure 1: Key Components of the Prevention Program

Staff professional development (all staff)
Train the Trainer workshops (self-nominated staff)
Policy and procedures to support the Program
Student curriculum program (Year 9/10)
Peer Educator program (senior school)

The Program aims to develop a school environment in which positive social norms and respectful behaviours and relationships are encouraged and reinforced, rather than focusing on young people changing their attitudes and behaviour in isolation. Hence the 'student curriculum program' is only one component of this framework, however it is the component that has been most thoroughly evaluated.

The key objectives of the student curriculum program are to:

- Establish safe environments for young people to discuss relationships, consent and communication
- Enhance young people's understanding of issues relating to sexual assault
- Enhance young people's knowledge of and access to support.

The curriculum is designed to engage young people in an open dialogue about the issues related to sexual assault and to empower them in their decision-making by providing a safe, non-judgmental space in which young people can debate the issues and obtain accurate information.

The **content of the program** includes definitions and behaviours relating to sex and sexual assault; information and discussion about consent/free agreement and communication; activities to identify respectful and non-respectful relationships; use of DVDs to discuss the impacts of sexual assault on victim/survivors and the barriers to reporting; activities on the primary prevention of sexual assault through slogans and bystander intervention; as well as information about how to help a friend and where to access external support.

The **format of the sessions** is equally as important as the content in achieving the program aims. Features of this format include:

- multiple sessions (5-6 in total);
- whole year level participation rather than selected or targeted groups;
- combination of separate gender and mixed groups;
- classroom setting with workshop/interactive atmosphere;
- sessions delivered by agency staff and/or specially trained school staff;
- mixed gender co-facilitators working continuously with same group throughout;
- external guest speakers; and
- student program conducted within the context of broader school-wide commitment and programs to prevent sexual assault.

The student curriculum program incorporates a wide range of evaluation methods to assess its effectiveness. Evaluation is conducted at all stages of the student program, including:

- before, during and immediately after program [Category 1]
- medium-term (6 months after program) [Category 2]
- long-term (1-2 years after program) [Category 3].

Owen (2006) describes several forms of evaluation taking place at different points in time of a program's development, delivery, monitoring and establishment. According to his model, the evaluation of SAPPSS corresponds to the 'interactive' and 'monitoring' forms of evaluation for the reasons outlined below:

- Interactive evaluation holds that those with a direct vested interest in the program should direct the evaluation and also lead the incorporation of findings into program development; and
- Monitoring evaluation is utilised when programs are relatively well 'settled' or established.

These forms of evaluation allow for a particular focus on program goals and outcomes, as well as the contextual factors that contribute to program outcomes (Owen, 2006).

This evaluation did not focus on the following measures or outcomes:

- rate of disclosures of sexual assault
- victimisation or perpetration of violence
- changes in the school-wide community.

Rather, this evaluation sought results relating to a broader range of changes including: knowledge and understanding of sexual assault; comfort with preventive behaviours (eg asking for consent, taking social action); and ability to articulate and critically discuss issues related to sex, relationships and sexual assault.

The purpose of **Category 1 evaluation** was to gauge young people's engagement with the program and their immediate absorption of key program messages. A variety of methods and tools were used within program delivery as a means for teachers and facilitators to reinforce and revise students' knowledge and enhance their engagement with program and materials from week-to-week. Pre and post-program surveys were administered to record observable changes in students' knowledge, comfort with communicative behaviours and attitudes relating to sex, relationships, consent and sexual assault immediately after the program.

The purpose of **Category 2 evaluation** was to investigate the medium-term effects of the program in two secondary schools 6 months after program. The goals of this evaluation were to:

- examine how well young people retain program content and key messages over 6-month period;
- examine differences in knowledge and understanding of sexual assault issues between young people who participated in the program (P) and young people who did not participate in the program (NP);
- investigate what structures or reinforcements may need to be placed within schools to sustain the program's learning outcomes.

The post-program survey was re-administered and focus groups were conducted with young men and young women separately. In one of these schools, where only half of the year level had participated in the original program, surveys and focus groups were designed to capture differences in impact on these two groups.

In **Category 3 evaluation**, the longitudinal effects of the program were investigated in two schools one and two years after the original delivery of student programs. The goal of this evaluation was to assess how much knowledge and understanding they had retained from the Program and also to determine what follow-up might be needed to ensure cultural shifts are sustained across the school. The additional goal of this evaluation was to contribute knowledge to the field of violence prevention, by gathering data and building evidence relating to the long-term impacts of violence prevention programs.

This process was largely qualitative in that it sought to investigate the contextual and social factors that affect young people's retention of program messages and, importantly, their ability to act on their knowledge and awareness. In both schools, focus groups were conducted with young men and young women separately and in one school semi-structured interviews were also conducted with individual young men and young women.

Participant schools

This evaluation incorporates the results from a total of four secondary schools in north and north-west metropolitan Melbourne.

Although the three different stages of evaluation have been conducted within several of the same school communities, the findings in this report relate to single stages of evaluation within a given school.

'School B' in Category 2 is the same school as 'School 1' in Category 3, however the two categories of evaluation involved two slightly different programs and two distinct sets of participants and hence are reported separately here. The issue of continuity of evaluations is addressed in the Discussion section.

A note on language

Throughout this document, language is used that is consistent with the approach and philosophy of CASA House and the SAPPSS program. 'Sexual assault' refers to a range of unwanted, sexualised behaviours that can make a person feel uncomfortable, frightened or threatened and includes sexual coercion, pressure for sex, sexual acts without consent, rape, sexual harassment and indecent assault. 'Victim/Survivor' is used to emphasise the capacity of people who have been sexually assaulted to survive the experience as well as acknowledging that a crime has been committed against them. This report refers to 'young women' and 'young men' - rather than 'girls' and 'boys' - to highlight that during their secondary school years young people can be distinguished from children and have distinct developmental needs, interests and experiences.

Literature review

The purpose of this literature review is to highlight the key published reports of program evaluations and their results and also to highlight the current gaps in program evaluation that the evaluation of CASA House SAPPSS seeks to address. Overall, there are few published evaluations of school-focused violence prevention programs that have an explicit focus on gender-based violence (and sexual coercion in particular), that use a whole-school approach, or that include longitudinal evaluation of program outcomes (Cornelius and Resseguie 2006).

Evaluation of short-term interventions

There are a number of published evaluations of violence prevention programs wherein young people were provided with one-off workshops (whether one hour or one day) or short-term interventions (as opposed to ongoing or whole-school focused.) The key findings of some of these evaluations are summarised below, selected for their focus on young people (ie at secondary or tertiary education level), gender-based violence and their similarities or differences to the evaluation of SAPPSS. It is worth noting that the definitions of 'violence' vary across programs however all of those listed here had an specific focus on violence in young people's sexual encounters or intimate relationships.

An evaluation of the immediate impact of the *Respect Protect Connect Program* in Melbourne suggested that in the weeks following the sessions there were some positive shifts in relation to attitudes (Fergus, 2006). *Respect Protect Connect* is offered within secondary schools on request and involves trained 'Peer Educators' aged 18-30 delivering short-term interventions to secondary school students (ie mostly one-off workshops in single gender groups) on a range of issues relating to gender, violence and relationships. The written results from young men participants showed an immediate positive shift in attitudes relating to gender and violence-related stereotypes; in participant groups there was a general decrease in favourable beliefs supporting the use of violence and gender stereotyping, whereas there was no change or an increase in such beliefs in the non-participant groups. All young male interview participants felt the program had been beneficial for their knowledge and skills. The written results from young women participants in relation to beliefs and attitudes were mixed, with some positive and also negative shifts. There were some indications that the workshops had developed young women's assertiveness and empathy skills and all young women interview participants felt the program had been beneficial for their knowledge and skills. The report recommended a whole-school approach to help sustain these positive immediate impacts on attitudes and beliefs.

An evaluation of the immediate impact of a half-day education program in Canada suggested that in the weeks following the program there were some positive shifts only in relation to knowledge (Hilton et al, 1998). Citing earlier studies that indicated an attitude 'backlash' and negative impacts from short-term interventions and single workshops (Hilton et al, 1998), the authors in this study attempted to provide a different style of intervention and its effects. This intervention included a large assembly with guest speakers and then a range of rotating workshops on varied topics, amounting to a half-day education program on attitudes and knowledge around gender-based violence. The program was delivered by external/agency staff and young people were given a resource list at the end of the half-day. A pre and post-program questionnaire was administered on the day of the intervention and also six weeks after program. The results reflected little or no attitude shift in relation to sexual violence - however the authors note that few students endorsed rape-supportive attitudes at any time in the intervention. There was an increase in knowledge of where to go for help, which the authors described as 'practical knowledge' (Hilton et al, 1998). At the six-week point, knowledge scores also improved for topics and workshops that students had not attended, indicating some 'bleeding' effects from students sharing knowledge or some other effect that may have equalised students' knowledge and awareness. Few students completed questionnaires at all three time-points.

Avery Leaf et al's (1997) evaluation of the immediate impact of a multiple-session model in the USA showed strong positive shifts in students' attitudes in relation to 'dating violence'. The intervention involved both 'control' and 'treatment' groups, with 'treatment' groups participating in a 5-session dating violence prevention curriculum focusing on attitudes justifying dating violence. Pre and post program assessments showed a strong decrease in overall attitudes justifying the use of dating violence immediately after program, especially compared with the attitudes of young people not exposed to the curriculum. There was no observed change in self-reported violence-related behaviours such as aggression, victimisation and injury in the treatment or control groups.

In 2007 a pilot project in Western Australia provided a slightly longer term intervention through the addition of a Peer Educator component to the school-based program (WCDFVS, 2007). This project included an education program for students and school staff to raise their awareness about relationship violence and in particular family violence. A small group of senior students were then trained as Peer Educators who went on to initiate and deliver activities and presentations to other students within the school that would build on the original education program. The results of the immediate evaluation of the pilot project showed an enhanced awareness of violent behaviours and in particular an increased awareness/understanding that violence includes non-physical behaviours; shifts in attitude away from victim-blaming and in some areas towards indecision which may represent the disruption to current knowledge which is required for new learning; and increases in the number of disclosures related to family and dating violence and requests for personal support (WCDFVS, 2007). These changes were attributed to the combination of the original education program *and* the additional interventions provided by Peer Educators.

Some studies reveal worse attitudes after a short-term intervention, both immediately after and several months after the program. Authors such as Winkel and de Kleuver (1997, cited in Hilton, 1998) have found that single-sessions can create an attitude backlash or reinforcement of harmful stereotypes, especially amongst young men. Meyer and Stein (2004) found that a minority of young men participants reported worse attitudes following a short-term intervention, as did Cornelius and Resseguie (2006) in their review of half-day or one-day programs.

Longer-term evaluation

Other programs have included longer-term evaluation and follow-up, ranging from five months to four years after the initial intervention and reporting varied outcomes.

Foubert et al (2007) reported on medium-term outcomes of *The Men's Program*, offered in the US to university-age young men on campus. One-off sessions are presented by trained peer educators of similar age to the young college men and were focused on developing empathy for female victim/survivors of sexual assault. Evaluations have utilised written surveys and focus groups to gain qualitative feedback. Respondents reported attitude and behaviour change in relation to the perpetration of sexual violence; this was reported both immediately after and again seven months after the program. The authors point out, however, that the results rely on men's self-reported attitudes and behaviours and may not represent actual changes in their understanding of what constitutes sexual violence or changes in attitude sustained over time. In any case the program did not provide a continuous, structural or whole-of-community approach.

In another tertiary campus-focused study, Lonsway et al (1998) found some lasting effects of a 'rape reduction' program using a peer-based model in the USA. CARE (*Campus acquaintance rape education*) was a semester-long program involving trained peer facilitators delivering rape education workshops. In their immediate evaluation Lonsway et al (1998) found that CARE participants were more willing and able to express and assert their needs and this was interpreted to have led to enhanced sexual communication. However it was unclear whether this change followed any gendered patterns nor whether the changes were observed amongst trained peer facilitators or workshop participants or both. In an evaluation conducted two years after the original program, CARE participants were less accepting of 'cultural rape myths' than their non-CARE peers (Lonsway et al. 1998).

Long-term evaluation of a longer-term intervention

There are few published studies on school-based prevention programs that entailed a whole-school approach and had an explicit focus on gender-based violence. One of the few relates to a South Africa-based study examining the effects of a whole-school approach to gender-based violence within a number of primary schools (Dreyer, Kim & Schaay, 2001). Another is the study of the *Safe Dates Program*, with evaluation findings published at one month, one year and two-four years after the original program (Foshee et al, 2004).

In their study, Dreyer, Kim and Schaay (2001) compared the effectiveness of a 'whole-school' model and a 'train the trainer' teacher-focused model in primary schools. In the 'whole-school' model, *all* school staff from one school participated in training - including school leaders, teachers and support staff - and teachers then integrated the learning into their curriculum. In the 'train the trainer' model, *only* a select group of teachers from several schools participated in training and were expected to then train their colleagues. Evaluation focused on impact on participating staff and *not* on young people.

The evaluation suggested that the 'whole-school' model was more effective because, according to participant feedback, it meant there was visible commitment and support (including from the Principal and school management) for teachers to integrate gender-based violence issues into the curriculum (Dreyer, Kim & Schaay, 2001). School-wide support allowed teachers to be creative and adaptive to students' needs when implementing curriculum and, importantly, enabled them to consider how their interactions with students outside of the classroom or teaching sessions affected students' attitudes towards gender and violence. This evaluation was conducted immediately after the intervention and, at the time of writing, no longitudinal evaluation was available.

Safe Dates aimed to prevent violence within adolescent 'dating' relationships. The program included a theatrical play, 10-session student curriculum for year 8/9, and a follow-up poster competition. The 10-session program was delivered by specially trained school teachers, external agency staff or peer educators. A range of community and school-based activities were run simultaneously to support the student program.

The evaluation was focused largely on behavioural outcomes and in particular the effects on participants' experiences of victimisation or acts of perpetrating sexual, physical or psychological abuse however other contextual factors were also examined (Foshee et al, 1998). At one-month after program, there was significantly less reported psychological and sexual violence perpetration amongst program participants compared to follow-up results with non-participant groups. The other supporting activities were believed to have a significant impact on the variables affecting dating violence norms, gender stereotyping and awareness of services.

The immediate behavioural effects of the program were not sustained at one year later, but the effects on variables thought to contribute to violence, such as dating violence norms, conflict management skills and awareness of support services, was maintained. There was no significant difference between treatment and control groups at one year in any behavioural outcomes as measured by the evaluation questionnaire. However, there was less acceptance of dating violence, less destructive responses to anger and more understanding of negative consequences of using violence amongst treatment than control groups and they were more aware of related services (Foshee et al, 2001).

Yearly evaluations were conducted in 2nd, 3rd and 4th year after the *Safe Dates Program* with participants from both the original control and original treatment groups, with a significantly greater proportion of young women than at pre-program stage. Half of the treatment group received a 'booster intervention' between the 2nd and 3rd year follow-up, consisting of information and activity worksheets mailed out to participants and follow-up phone contact with a health educator (Foshee et al, 2004). Importantly, this 'booster' was individual, semi-interactive and happened in isolation for the participants whereas the original program had been group-based, interactive and supported by other simultaneous initiatives.

At four years after program, the program participants reported significantly less physical and sexual dating violence perpetration and victimisation compared to non-program participants. The authors asserted that delivering the program before the adolescents' had engaged in dating relationships (ie at age 13-14) was an important factor in making the program effective, however no data on this was included in the report (Foshee et al, 2004).

The 'booster intervention' provided was not found to improve the effectiveness of the program and was believed to have negative effects on program outcomes. This was surmised because, amongst those previously exposed to dating violence and receiving the 'booster', there was significantly more reported psychological abuse perpetration and physical and sexual victimisation compared with those not receiving the 'booster' (Foshee et al, 2004). However, it is possible that this difference was related to the 'booster' recipients having obtained reinforcement of the definitions and behaviours relating to violence, support services available and also to the safety and permission they perceived in disclosing violence in the context of the study; in other words, the 'booster' may have had positive effects at the level of secondary, rather than primary, violence prevention.

What are the gaps?

This literature review is not exhaustive nor does it consider all published evaluations of violence prevention programs. Rather, it aims to highlight the crucial gaps in current evaluation research, namely:

- Few *whole-school* or *continuous* interventions
- Few *whole-school evaluations* (for example that examine impacts on school policy, school staff or curriculum)
- Lack of long-term or *longitudinal evaluation*
- Evaluations often collect only *limited data*, ie data relating to attitude or behaviour change, in particular changes in victimisation or perpetration of violence.

Overall, few prevention programs have specifically focused on the development of skills or specific behaviours. In addition, evaluations have often emphasised the importance of individual attitudes and behaviours whereas, increasingly, prevention programs recognise the social and structural context of young people's choices and decisions and interventions may be designed to initiate change beyond the young people themselves. As Murray and Graybeal (2007) recommend, programs need to address change at the individual, organisational and community level, and evaluation likewise needs to measure change at these levels.

Finally, there is an increasing emphasis in the literature on the importance of examining non-program factors and their impact on program effectiveness. Ozer (2006) for example, points out that school-based violence prevention takes place in 'complex systems' and outlines the role that 'contextual' factors and also 'implementation' factors play in determining program effects.

Description of SAPPSS programs delivery in Category 1, 2 and 3

While ongoing evaluation is conducted with every school that hosts SAPPSS, this section provides examples of where Category 1, 2 and 3 have been conducted. This report incorporates the results from a total of four secondary schools in north and north-west metropolitan Melbourne. See *Participant schools*, Section 1 for further information.

Category 1

In September-October 2007 the 6-week student program was conducted with approximately 100 year 9 students (aged 13-16) in a secondary school in the northern Melbourne region. The program was delivered by a combination of agency staff from CASAs and local community health centre.

Throughout this 6-week program, there were a range of other initiatives operating within the school environment. The College Principal had made a clear and visible commitment to sustaining the program within the school over time; one professional development session on sexual assault had been conducted with the whole-school staff team one month earlier; there was ongoing liaison between CASA House and senior school administration; and 7-8 school staff members were observing the program sessions with a view to delivering them in following years.

Category 2

The student program was delivered in two state secondary schools in north-west metropolitan Melbourne during July-November 2006. The program was delivered by a combination of CASA House and trained school staff to the entire year 9 level in one school (School A) and about half of the year 10 level in the other school (School B). Approximately 310 students participated in the program in total and Victoria Police participated in the program as guest speakers. In both schools there were other sexual assault initiatives accompanying the student program, such as whole-staff professional development, leadership training, ongoing school-agency partnership and other SAPPSS evaluations.

The results of immediate evaluation at these two schools in 2006 indicated that the student program had a mostly positive initial impact on students' knowledge relating to sex, relationships and sexual assault. Its effect on young women's comfort with communication behaviours was stronger than its effect on young men's comfort with communicative behaviours. There were inconsistent shifts in attitude following the program, suggesting that while the program challenges and disrupts violence-supportive attitudes it may not have the capacity to consolidate or cement positive shifts if offered in isolation, especially within the larger context of predominantly patriarchal social norms, attitudes and structures.

In March 2007 - approximately six months after the programs - CASA House conducted an evaluation of the programs' medium-term impact.

Category 3

In School 1 (a state secondary school in the north-west metropolitan area of Melbourne) the CASA House pilot program was conducted in Oct-Nov 2004. Half of the year 10 students (around 80 students) participated in a 3-week program delivered by CASA House and Victoria Police staff. During the final session of the program all participants completed an evaluation form to give their feedback about the content and format of the 3-week program. Within 2 weeks of the end of the pilot program, focus groups were conducted with 8 young women and 6 young men to gain qualitative feedback about the content and format of the program. Overall, the students' feedback indicated that the open, discussion-based format of the program was important and that they had learned new information relating to sexual assault and consent. This evaluation did not measure learning outcomes; rather it was an evaluation of the suitability of the student program's content and materials for the topic and the age group. (See *Appendix 1* - Summary evaluation of pilot program).

In School 2 (also a state secondary school in the north-west metropolitan area of Melbourne), the CASA House program was conducted with staff and students in July-December 2005. Staff participated in two professional development sessions on sexual assault and responding to disclosures. All Year 10 students (around 80 students) participated in a 5-week program delivered

by CASA House and Victoria Police staff. Before the first session of the program, students completed a survey and completed the same survey again during the final session of the program. The results suggested some positive initial shifts in students' knowledge of sexual assault and especially what constitutes harmful behaviour. (See *Appendix 4* - School 2 post-program survey results summary)

Within 2 weeks of the end of this program, focus groups were conducted with 8 young women and 8 young men to gain qualitative feedback about the content and format of the program. As with School 1 in 2004, the students' feedback indicated that the open, discussion-based format of the program was crucial for effective learning and that the focus on consent and relationships was appropriate. This group-based discussion did not measure learning outcomes; rather it was used as a means to gather young people's input about how to deliver the program in the future. (See summary of this discussion in *Appendix 5* - School 2 post-program focus group results summary)

Method

Informed consent

At all stages of evaluation, informed consent was obtained from both the secondary school administration and from young people who participated in focus groups.

When the school Principals agreed to host the SAPPSS program, part of the agreement was to work in partnership with CASA House to conduct program evaluation. School administration was consulted on the method of evaluation, timelines and use of results. Schools also provided the communication with staff and students and assistance with implementing the evaluation plans.

Young people who participated in the focus groups (categories 2 and 3 of evaluation) were provided with information about their contents both during the SAPPSS program and before the actual focus group commenced. On the day of the focus group, each participant signed a consent form which described the objectives of the focus group, the topics to be discussed and the fact that the data would remain anonymous and confidential. Participants were also reminded about the availability of debriefing and support if needed, and that they could choose to cease their participation in the discussion at any time.

Category 1 - immediate evaluation

Methods to measure immediate outcomes:

- (a) Pre and post-program surveys
- (b) Weekly quiz
- (c) Slogans
- (d) Focus groups

(a) Pre and post tests - The *Sex, Relationships & Sexual Assault* survey

The *Sex, Relationships & Sexual Assault* survey is administered to every student in the year level one week before the program and then again at the end of the final session of the program.

There are three sections of the survey:

1. eight true/false knowledge-based questions,
2. three comfort-related questions focusing on communication behaviours
3. ten attitude-related questions (adapted from the 'attitudes towards dating violence scales' developed and tested by Price Byers et al. 1999).

In both pre-program survey and post-program survey, students are asked to identify their age and gender. In the pre-program survey only, demographic questions are also included relating to country of birth, language spoken at home and self-described cultural identity. In the post-program survey, demographic questions are not included but two additional evaluative questions are included relating to program attendance and suggestions to improve the program. (See *Appendix 6 - Pre-program survey*)

Pre and post-program survey results are collated and compared across the year level and in gender groups.

(b) Weekly quiz

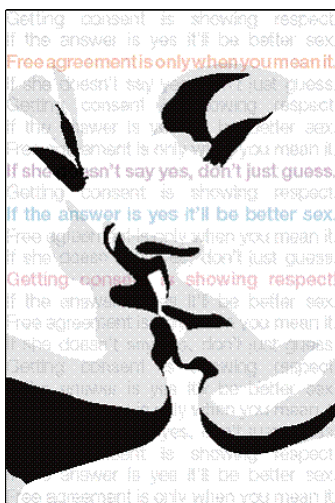
In week 1, 2 and 3 of the program students are asked to provide written work or feedback at the end of the session in the form of a 'quick quiz'. All of this work is completed anonymously, collected by teachers/facilitators and assessed on a group basis and the results are communicated to students in the following session.

(c) Slogans

In week 4 or 5 of the program students are involved in an activity to create their own slogans to help prevent sexual assault. These slogans provide indicators to teachers/facilitators as to how well the students have absorbed and processed the program's key messages.

Following the creation of slogans, all students' work is put on display and students are asked to select their 'Top 5' favourite slogans. This provides an insight into which messages the young

people respond to and why but also allows for students to see, repeat and process the violence prevention messages.



Here are some examples of the slogans developed by students:

You need communication before you get an invitation

Sex without consent is not fun

No means no, so turn around and go

Going for an underage? You must be strange!

If you're a victim of sexual assault it's not your fault

Free agreement is only when you mean it

Make sure you listen if she just wants kissin'

Saying yes to a drink is NOT saying yes to sex!

Some of these slogans have been used in CASA House's promotional materials, such as conference presentations and a promotional postcard.

(d) Focus groups

While quizzes and surveys provide an indication of how well knowledge is being conveyed or absorbed, focus groups are conducted to discuss with students how the format, style and content of the program could be improved to ensure young people are actively engaged in program sessions. These forums have proved to be an important source of information for CASA House as to how the program can be refined and have also provided a means for participating students to consolidate their knowledge, discuss the issues in more detail and build motivation to have further involvement and input into the Prevention Program. From 2004-2005 focus groups were conducted to evaluate the format and style of the SAPPSS student curriculum but in 2006-7 they were increasingly used as a means to provide a snapshot of the immediate effects of the program on students' knowledge of the issues and ability to discuss them.

See Page 58 for results of Category 1 evaluation.

Category 2 - medium-term evaluation

The medium-term evaluation was conducted in School A and School B six months after the initial student program. Both School A and School B are large state secondary schools in the north-west metropolitan area of Melbourne.

In School A the program had been conducted with all students in the year level, whereas in School B it had been conducted with only *half* of the year level.

The evaluation involved two components:

1. *Surveys* - to assess quantitative medium-term impact (knowledge, attitudes and comfort with communicative behaviours); and
2. *Focus groups* - to assess qualitative medium-term impact (knowledge, awareness and ability to engage in discussion about sexual assault).

School A

At School A, where the program was conducted with the whole year 9 level (~230 students), the 'Sex, Relationships and Sexual Assault' survey was administered to all students at three time-points: pre-program, post-program and 6 months after program. At the 6-month point, the survey asked additional questions relating to session attendance and recall of the 'CASA' acronym.

Focus groups had been conducted in School A immediately after the program to gain feedback about the format, style and content of the sessions. One young men's group was held with seven participants and one young women's group was held with eight participants. At six months after the program, these same participants were invited to re-convene in two focus groups with the aim of assessing the knowledge they had retained and also to conduct discussion about the factors and influences that affect the way program messages were/were not retained. Fifteen students in total (now aged 15-17) participated in these groups and each group met once at the six month-point.

School B

At School B, where the program was conducted with half of the year 10 level (~80 students), the 'Sex, Relationships and Sexual Assault' survey was administered to as many students as possible at three time-points: pre-program, post-program and 6 months after program. At pre and post-program it was administered only to program participants; at the 6-month point it was administered to as many students in the year level as possible regardless of whether they had participated in the program. At the 6-month point, the survey asked additional questions relating to session attendance and recall of the 'CASA' acronym.

No focus groups were conducted immediately after the program in 2006. At six months after the program four focus groups were convened:

1. young women who had participated in 2006 student program (P)
2. young women who had not participated in 2006 student program (NP)
3. young men who had participated in 2006 student program (P)
4. young men who had not participated in 2006 student program (NP).

To prepare the students for discussion about sensitive issues and topics, a 'preparation task' was completed before the day of group discussion. This was a short-answer questionnaire relating to a story from content of the student program. These groups involved 28 students in total, including 18 young women and 10 young men (now aged 16-18). Each of the four groups met twice over two weeks. It was predicted that a key source of information about the impact of program in School B would be the comparison of P and NP responses to surveys and focus groups.

All focus group participants were given free lunch or a movie ticket to acknowledge their time and commitment.

Data collection & collation

Survey results were entered into Excel spreadsheets and frequencies of responses were quantified and expressed as percentages. Survey results were entered and analysed separately according to gender.

For the focus groups, discussion questions were structured specifically around program content and key messages. A variety of activities were included to enable the students to express and discuss their knowledge and thoughts, such as a quiz, a scenario-based activity and some direct group questioning. Discussion questions are listed in *Appendix 7 - 6-month evaluation questions*.

Focus group discussions were recorded, transcribed and analysed for content relating to key program messages and to themes that had emerged from the focus group discussions at post-program stage.

See results of Category 2 evaluation on Page 58.

Category 3 - longitudinal evaluation

The longitudinal evaluation was conducted in School 1 two years after the initial student program, and in School 2 one year after the initial student program.

The key questions this category of evaluation sought to answer were:

1. How effective is the student component of the Prevention Program?
 - How much of the knowledge and awareness do young people retain?
 - How does this affect behaviour over time?
 - What are the important factors and influences affecting how they retain knowledge and learn behaviours?
 - How does participation in focus groups impact on learning and retention of key program messages?
2. How can CASA House engage more effectively with school communities to address and prevent sexual assault?
 - What structures should be put in place within the school to support ongoing cultural and behavioural shifts?

3. How can longitudinal evaluation of violence prevention programs be conducted with young people to yield useful information?

In relation to the student program themes and content, the evaluation focused on students' knowledge of:

- **Definitions & harmful behaviours**

(eg ability to define sexual assault and subjective experience; ability to name behaviours related to sexual assault)

- **Consent & free agreement**

(eg understanding of importance of free agreement and rejection of pressure/coercion; recognising and responding to non-verbal signs of non-consent; young people's increased communication and negotiation around sex and relationships)

- **Sexual rights and responsibilities**

(eg increased empathy and support for victim/survivors, including family and friends; more support for victim/survivors and rejection of victim-blaming; perceptions of male responsibility increased; enhanced awareness of social context and social responsibilities around sexual assault; respect for women's choices and right to make sexual choices)

- **Access to support**

(eg identify where to go for help, be aware of basic strategies to support a friend who has experienced sexual assault)

- **Social context**

(eg identify social pressures and influences relating to sexual assault; young people able to articulate social change and prevention messages).

The longitudinal evaluation involved three components:

1. *Written surveys* - to gather key words and themes to be explored in focus groups
2. *Focus groups* - to examine program's qualitative long-term impact (on students' knowledge, awareness and ability to engage in discussion about sexual assault) and the factors that influence how this is sustained
3. *Individual interviews* - to examine the contextual, social and individual factors affecting the way young people absorb, process and retain the Program's key messages.

Evaluation design

The evaluation methods were formulated in accordance with CASA House Philosophy and Code of Ethics - that is, rooted in a structural feminist understanding of sexual assault and utilising a human rights/advocacy model of service delivery. For example the evaluation was designed with the following considerations:

- **Sensitivity of topic** - Sexual assault is a difficult topic to discuss and is a form of trauma to which many young people have direct or indirect exposure; therefore evaluation needs to be conducted in a sensitive manner with access to debriefing and support
- **Gender focus** - Sexual assault is a gendered crime, arising from and reinforcing gender inequality and stereotypes in society; therefore discussion questions need to account for this and how it may impact on participants' responses
- **Young people's empowerment** - Any intervention related to sexual assault should enhance participants' awareness of their rights and responsibilities and not violate any of those rights; this includes young people being able to choose their level of participation
- **Safety** - Format of evaluation sessions should be consistent with format of program sessions - open, non-judgmental, non-threatening, safe, enabling further learning and reflection - therefore group agreements should be adhered to
- **Role of power** - Facilitators should utilise their control of the situation to enhance young people's participation and input and provide education and support where needed
- **Social responsibility** - Evaluation methods and findings should be publicised and used to enhance and promote prevention of violence in wider society
- **Ethical practice** - Do no harm, ensure confidentiality and privacy, provide openness and participant control over processes where possible and use information in ways that are appropriate and beneficial to young people.

This evaluation was conducted as a **participatory action research** project. The commonly adopted definition of Participatory Action Research is included here:

Essentially Participatory Action Research (PAR) is research which involves all relevant parties in actively examining together current action (which they experience as problematic) in order to change and improve it. They do this by critically reflecting on the historical, political, cultural, economic, geographic and other contexts which make sense of it. ... Participatory action research is not just research which is hoped will be followed by action. It is action which is researched, changed and re-researched, within the research process by participants. Nor is it simply an exotic variant of consultation. Instead, it aims to be active co-research, by and for those to be helped. Nor can it be used by one group of people to get another group of people to do what is thought best for them - whether that is to implement a central policy or an organisational or service change. Instead it tries to be a genuinely democratic or non-coercive process whereby those to be helped, determine the purposes and outcomes of their own inquiry.

(Wadsworth, 1998)

For the context and purpose of this evaluation, this definition was applied as follows:

- *research which involves all relevant parties in actively examining together current action:* engage all those who have partaken in the program within the school community including students, CASA staff, school staff
- *critically reflecting on the historical, political, cultural, economic, geographic and other contexts which make sense of it:* research and discussion questions enquire into and take account of the socio-political context of actions to prevent sexual assault
- *is action which is researched, changed and re-researched, within the research process by participants:* young people invited to be involved in participating in evaluations as a means to testing methods and having input into their development. Findings should be shared with and checked by participants in documentation and in action.
- *tries to be a genuinely democratic or non-coercive process whereby those to be helped, determine the purposes and outcomes of their own inquiry:* process designed to open discussion and meet aims of evaluation (ie program content) but also to allow young people to expand on and add to these questions in an open format. Young people asked directly for their input into how to improve program and how else they would like to be involved in the process of improving it, and able to direct or participate in resulting initiatives.

As stated earlier and corresponding with these theoretical frameworks and principles, the longitudinal evaluation involved three components:

1. *Written surveys* - to gather key words and themes to be explored in focus groups
2. *Focus groups* - to examine program's qualitative long-term impact (on students' knowledge, awareness and ability to engage in discussion about sexual assault) and the factors that influence how this is sustained
3. *Individual interviews* - to examine the contextual, social and individual factors affecting the way young people absorb, process and retain the Program's key messages.

Limitations and the question of 'evidence'

Some evaluation and research in the violence prevention field measures outcomes based on levels of victimisation and perpetration of sexual assault and other gender-based violence (eg Foshee et al, 2004; Foubert, 2007). In many ways measuring these outcomes is consistent with the key Prevention Program aim of reducing the incidence of sexual assault in school communities, however there are several other factors to consider in collecting data and information from participants, including difficulties in gauging self-reported behaviour change; issues related to ethics and the experience young people have of participating in evaluation; and potential disruption to the evaluation process (ie group safety).

This evaluation did not focus on the following measures or outcomes:

- rate of disclosures of sexual assault
- victimisation or perpetration of violence
- changes in the school-wide community.

Rather, this evaluation sought results relating to a broader range of changes including: knowledge and understanding of sexual assault; comfort with preventive behaviours (eg asking for consent, taking social action); and ability to articulate and critically discuss issues related to sex, relationships and sexual assault.

During the design process, CASA House engaged Dr Jill Astbury of the *Sexual Violence Research Initiative* as a consultant. CASA House staff were also involved in the design of evaluation processes and discussion questions. Many of the tools and processes used in this evaluation were modified versions of evaluation tools used in other SAPPSS evaluation.

School 1

CASA House worked with school staff to gather groups of young women and men who had and who had not participated in the 2004 program. The students were now in Year 12 and were selected for participation on the basis of their ability to contribute to discussion and articulate their views and their perceived comfort with the topic. These students were provided with lunch and an introduction to the evaluation process at an initial meet-and-greet session, during which they also completed written questionnaires (see *Appendix 8 - School 1 longitudinal questionnaire*). The results of the 12 completed questionnaires were entered into a spreadsheet and students' responses were used to formulate discussion questions for the next stage of the evaluation (ie focus groups).

Focus groups

Focus groups included 24 students in total, with 16 young women and 8 young men, some of whom had participated in focus groups following the pilot program in 2004. In the current evaluation the students participated in one of four groups:

1. Young women who had participated in 2004 student program (P)
2. Young women who had not participated in 2004 student program (NP)
3. Young men who had participated in 2004 student program (P)
4. Young men who had not participated in 2004 student program (NP).

Each of the four groups met twice over two consecutive weeks. All groups were conducted by a CASA House staff member who was involved in delivering the 2004 program. Due to students' competing time demands and study commitments P and NP students were mixed up and participated in the same groups. This did not impact very heavily on the evaluation because the sample size was so small and no pre-testing was carried out. However, the focus on comparing participants (P) and non-participants (NP) was removed from the analysis of results.

Discussion questions were specifically framed around program content but were also designed to help open up discussion and encourage students to openly share their opinions and views. The discussion questions focused on the following themes:

- Rights and responsibilities
- Defining sexual assault
- Asking for help/support around sexual assault and where to access information
- Communication and consent/free agreement
- Social pressures around free agreement and sexual assault.

These discussion questions were reviewed and revised before being implemented in School 2. (See *Appendix 9 - longitudinal focus group discussion questions*)

School 2

Focus groups

Students who participated in focus groups immediately after the program in 2005 were invited to attend focus groups again, to allow for some consistency and also familiarity with the program and facilitators. These groups involved 16 students, approximately half young men and half young women, some of whom had participated in focus groups in 2005.

Students participated in one of two groups:

1. Young women who had participated in 2005 student program
2. Young men who had participated in 2005 student program.

All groups were conducted by a CASA House staff member who had not been involved in program delivery. Each of the two groups had two discussion sessions over two consecutive weeks. As for School 1, discussion questions focused on program content and key issues.

Interviews

At the end of the focus groups in School 2 many of the participants wanted to further discuss the issues in a one-on-one setting. Of the students who were involved in the focus groups, half self-selected to participate in an individual semi-structured interview (ie 4 young men and 4 young women).

The interview questions were compiled from focus group transcriptions and issues that had arisen and been noted by the facilitator; they were primarily designed to explore views and opinions on the issues and influences that surround sex, relationships and sexual assault in young people's lives (see *Appendix 10* - longitudinal interview questions). At the beginning of the interview, participants were given this list of questions and told they could choose to talk about any of the listed questions in any order they prefer. These one-to-one interviews were held for 20-30 minutes each about two weeks after the focus groups. They were conducted by one CASA House staff member who had delivered the 2005 program and also one CASA House staff member who had conducted the recent focus groups.

Data collection and collation

Focus groups discussions were recorded. Responses, summaries and verbatim phrases were entered into a template of key program messages and evaluation aims. In School 2 the focus groups were observed by a Social Work student on placement at CASA House, whose notes were used to verify the recordings.

Interviews were recorded and later transcribed, analysed and coded according to key themes.

Notes and reflections were recorded by CASA House staff throughout the entire evaluation process.

See results of Category 3 evaluation on Page 62.

Results

Category 1 - immediate evaluation

85% of students who participated in the program also completed a pre and/or post-program survey (ie total 85 students). 90% of respondents at post-program stage attended 4-6 sessions, i.e. more than half of the program. Table 1 shows a summary of the demographic data.

Table 1 - Category 1 demographic data

	Male	Female
Total number	38	47
Mean age	14.4	14.5
Identify as Aboriginal or Torres Strait Islander	4%	2%
Born outside Australia	13%	14%
Speak only English at home	70%	73%
Speak only LOTE* at home	4%	7%
Speak both English and LOTE* at home	26%	20%

* Language other than English

Full survey results are included in *Appendix 11 - Category 1 survey results summary*

According to written surveys there were strong positive shifts in students' knowledge of consent and free agreement, victim/survivors' rights in reporting to police, the use of force/pressure to have sex in relationships and the legitimacy of non-verbal ways of saying 'no' to unwanted sexual behaviour. Interestingly, 100% of both young women and young men recognised (ie by circling 'true' to the question 'Sexual assault happens to both boys and girls') that both males and females can be victim/survivors of sexual assault both at pre-program and post-program stages.

There was some positive shift in comfort with asking a partner for consent (21% more young men and 19% more young women indicating 'very comfortable' with this) and, for young women only, in talking about sexual assault with someone they trust (9% more than at pre-program). An increased proportion of both young men (increased by 17%) and young women (increased by 13%) reported an increase in willingness to contact CASA or other helpline if they needed to talk about sexual assault. Both young men and young women at both pre-program and post-program stages indicated that if they needed to talk about sexual assault, the first person they would speak to is a friend, although the proportion was higher among young women (64% of young women compared to 37% of young men, although friends were still the most popular category for young men).

In terms of attitudes relating to sex, relationships and sexual assault there was insignificant shift from pre-program to post-program stage in all but one area. There was significant shift in respondents' greater likelihood to disagree with the statement 'It is alright to playfully slap someone on the bum' at post-program stage, possibly indicating an enhanced understanding of the range of sexualised behaviours that can be harmful.

There were some noticeable gender patterns in attitude at both pre-program and post-program stages; for example more young women than young men holding respect-based attitudes and young women also more likely than young men to have shifted their attitudes after the program. This is consistent with findings of immediate evaluation at other schools where the program had been delivered and also with medium-term evaluation of the program, as reported in the next section.

Category 2 - medium term evaluation

School A

Survey results relating to knowledge, comfort with communicative behaviours and attitudes varied between School A and B and often along gendered patterns. The survey results are summarised here.

Surveys data

At School A 86% of program participants completed the survey at 6-month time point. 62% of program participants completed the survey at all three time points. Demographic data at the 6-month point is in Table 2.

Table 2 - Category 2 demographic data (school A)

	Male	Female
Total number	107	90
Mean age	15.1	14.7
Identify as Aboriginal or Torres Strait Islander	0	2%
Born outside Australia	21%	12%
Speak only English at home	38%	43%
Speak only LOTE* at home	15%	12%
Speak both English and LOTE* at home	49%	44%

* Language other than English

See full survey results in *Appendix 12 - School A 6 month survey results summary*

Post-program *knowledge* levels were largely maintained over 6 months. This includes knowledge of the age of consent; rape in marriage being criminal; and making jokes about someone's sexuality being against the law. In some areas survey results varied along gendered patterns.

There were two exceptions to this, where correct knowledge seemed to decrease over time for both young men and young women; that is, in relation to:

1. victim/survivors' rights in reporting to police (decreased by 13% for young men and 18% for young women); and
2. the legitimacy of non-verbal ways of saying no (decreased by 9% for young men and 22% for young women).

In these two areas knowledge was low at all three time points and the latter may be explained by the presence of strong community beliefs around women's responsibility to verbally and assertively say 'no' to unwanted sexual contact.

There was little or no change observed in *comfort with communicative behaviours* over the 6 month period, with one exception. There was a noticeable decrease in young men's comfort with talking about sexual assault with someone they trust since post-program stage; this comfort had decreased repeatedly from pre-program (33%) to post-program (22%) to 6-month time point (16%). This could perhaps be explained by young men's enhanced understanding of the prevailing community beliefs and misconceptions surrounding male-to-male sexual assault via program participation and an increased sensitivity to them however needs to be further investigated.

There was little or no shift observed in the *attitude-related questions* from post-program to 6 month point. The exceptions to this were a further decrease in young women believing sex is necessarily a way to prove love (decrease by 16%); and, concerning, an increase in acceptability amongst young men of pressuring someone into sex (increase by 28%) however this may in part be attributed to confusion and use of negatives in the phrasing of the question (ie 'It is no big deal to pressure someone into having sex'...agree, disagree or can't decide?). Overall, more young men than young women held and maintained attitudes that justify coercion, pressure and inequality in relationships.

Focus groups data

For those students participating in focus groups, knowledge and awareness was largely maintained in relation to:

- definitions and behaviours relating to sexual assault and the crucial role of consent in distinguishing the boundaries of sexual assault;

- awareness of the definitions of consent, the conditions and complexities of free agreement and that these conditions are codified in law, although less about the barriers to ensuring consent;
- awareness of strategies to support friends and places to go for help, although less about the impacts of sexual assault; and
- ability to articulate and discuss views on consent, gender and other themes relating to sexual assault.

In some areas focus group results varied along gendered patterns. For a detailed summary of focus group responses and discussion see *Appendix 13 - School A 6 month focus group summary*.

School B

Surveys data

At School B less than half of the program participants (44%) completed the survey at 6-month time point. A larger number of non-program participants completed the survey at 6-month time point (ie 82 students) compared to the number of program participants who completed the survey at this point (ie 35 students). Demographic data for all respondents at 6-month time point are summarised in Table 3.

Table 3 - Category 2 demographic data (school B)

	Male	Female
Total number	61	56
Mean age	16.4	16.2
Identify as Aboriginal or Torres Strait Islander	0	0
Born outside Australia	21%	15%
Speak only English at home	31%	15%
Speak only LOTE* at home	16%	12%
Speak both English and LOTE* at home	52%	58%

* Language other than English

See full survey results in *Appendix 14 - School B 6 month survey results summary*

There are two kinds of survey results reported here:

1. program participants' results at 6-month stage compared to post-program stage; and
2. program participants' results (P) compared to non-program participants' results (NP).

In some areas survey results varied along gendered patterns.

30% of young men and 67% of young women program participants accurately identified the keywords in the CASA acronym (ie 'against' and 'sexual assault/abuse'), compared with 2% of young men and 15% of young women non-program participants.

For program participants (P), post-program *knowledge* was somewhat maintained or increased at 6-month point. However there were some marked drops in correct knowledge amongst young men - relating to victim/survivors' rights in reporting to police; legitimacy of non-verbal ways of say no to unwanted sex; and recognition that most sexual assault happens in private rather than public areas - compared to post-program. In all of these three areas, young women's knowledge appeared to improve. The level of young women's recognition that most offenders are known to the victim/survivor had also improved since post-program point.

Overall, program participants' (P) *knowledge* was more accurate than non-program participants' (NP) knowledge. Exceptions to this were for young men in relation to the three areas listed above; in these three areas, young men non-program participants (NP) showed more accurate responses than young men program participants (P). This may suggest that program participation on its own does not sustain change and in fact may create backlash for young men in

relation to these three important issues. It also suggests the power of role models, media and community attitudes in shaping young people's beliefs and responses to sexual assault, over and above the effects of the 6-week program.

At 6-month point there was a general decrease in *comfort with communicative behaviours* amongst both young women and young men program participants at 6-month point compared to post-program stage. Program participants (P) were generally more *comfortable with communicative behaviours* than non-program participants (NP) at 6-month point. The exception to this was in relation to asking a partner for consent: young men who had no program exposure were more comfortable with this than young men who had program exposure, and young women who had no program exposure were at approximately the same comfort level with this as young women who had program exposure. This may suggest that program participants had perhaps more understanding of the complexities and social barriers to verbally checking for consent and were therefore less able to express comfort in performing it.

The level of rejection of *attitudes* that justify coercion, pressure and inequality in relationships was largely maintained at 6-month point compared to post-program. The exceptions to this were young women's rejection of the use of alcohol to facilitate sexual willingness; this had increased from 77% at post-program to 100% at 6-month point. On the other hand, young men respondents showed a 20% increase in acceptance of pressured sex from post-program to 6-month point.

For the most part, program participants (P) showed more desirable ranging to similar *attitudes* to non-program participants (NP). There were a few exceptions where program participants showed less desirable (ie more violence-supportive) attitudes than non-program participants: in relation to guys 'owning' their girlfriends' body and acceptance of pressured sex. These results are concerning as they suggest the program participants' absorption of key program messages was lessened and distorted over time. They may be attributed to contextual factors in the students' school environment (see discussion below) or possibly to shifts within a sub-group of the wider student population.

Focus groups data

Focus group discussions demonstrated clear and observable differences between program participants and non-participants 6 months after the student program was completed. Program participants were more knowledgeable, articulate and comfortable with:

- definitions and behaviours relating to sexual assault and the crucial role of consent in distinguishing the boundaries of sexual assault;
- awareness of the definitions of consent, the conditions and complexities of *free* agreement and that these conditions are codified in law (however they were no more knowledgeable than non-program participants regarding the difficulty for someone to express non-consent or how to respond to non-verbal signs of discomfort);
- awareness of strategies to support friends and places to go for help around sexual assault, including a slightly more nuanced understanding of the impacts of sexual assault on victim/survivors compared to non-program participants; and
- ability to articulate and discuss views on consent, gender and other themes relating to sexual assault.

In some areas survey results varied along gendered patterns. See detailed summary of focus groups' differences in knowledge and awareness in *Appendix 15 - School B 6 month focus group results summary*.

Interestingly, the focus group facilitators observed a range of differences between groups in terms of their general behaviour, conduct and comfort with the topic of sexual assault. Program participants were more able to use accurate and appropriate language and discuss concepts with a higher level of comfort and familiarity, whereas non-program participants were more likely to use inappropriate, inaccurate and at times sexist and homophobic language. The latter appeared more hesitant and embarrassed about using terms and speaking openly about the issues. Program participants were less likely to use personal experiences or disclosures during group discussion; non-program participants were noticeably more likely to use first person ('I') in discussion whereas program participants discussed the issues in more general terms and often in the third-person. Facilitators also observed that, while victim-blaming views and misconceptions still remain strong

in young people's discussion, the concepts of rights and responsibilities were often comprehensively debated and sometimes challenged amongst program participants (especially young women) and countered with some rights-based ideas, whereas non-program participant groups were more likely to rely on popular misconceptions or stereotypical assumptions. These observations suggest that participation in the student program enables students to develop more skills in open communication, compared with students who do not participate in the program.

One particular anecdote perhaps reflects these observed differences. One young woman program participant attended the non-program participants' focus group by mistake. During the session she did not contribute much verbally but expressed non-verbal cues (such as facial expression) indicating that she was surprised at how much more she knew than her peers. After the session was over, the young woman approached the facilitator and said, 'I don't think I should participate because I knew all that stuff around consent that they didn't know'. At the same time, other group participants were approaching the facilitator and thanking her for a 'good lesson'; this indicated that non-program participants were experiencing the focus group process as educative, compared with program participants who knew that it was evaluative.

See detailed discussion of facilitators' observations in *Appendix 16* - observed differences during 6 month evaluation.

Overall, young people largely retained their learning of the program's key messages in relation to sex, relationships and sexual assault; however this was moderated by contextual factors of the exposure of their peers and of school staff to other sexual assault training and education. These results suggest positive outcomes from the use of a dialogue-based strategy to the prevention of sexual assault.

Category 3 - longitudinal evaluation

Written survey data

Written surveys were completed by six young women and six young men in School 1. Their average age 17.1; due to an oversight in survey design no other demographic data was collected at this time.

Responses suggested that knowledge of concrete information relating to sexual assault (such as the law and prevalence statistics) was largely consistent within the group however there was a lot of variation in attitudes, beliefs and comfort with communicative behaviours and this needed to be investigated in focus groups.

Most respondents knew someone who had been exposed to unwanted sexual behaviour in the previous two years, both in and out of school grounds. According to survey respondents, known victim/survivors were most likely to access friends or school nurse for support. This exposure was taken into account in the design of focus group discussion.

In response to the question, 'What's been happening in the last 2 years which you think influences the way Year 12s think about sex, relationships and sexual assault?', the respondents identified that:

- they were in general 'more mature' as a year level;
- friends and peer groups had a significant influence on sexual decision-making;
- they were going out more socially and being more independent;
- sex is 'not that big a deal' and 'everyone is doing it', but some people are being pressured into it (including within relationships) because they're 18 years old and 'it's expected now'.

It was not clear from their responses why turning 18 was perceived to be important to the expectation of sexual activity.

Focus groups data

The focus group discussions were recorded, transcribed and summarised. Results were categorised according in the framework of program key messages and how the evaluation group responded to them on the whole, rather than as individuals or in numbers. The following was observed relating to students' absorption and retention of program's key aims and messages in School 1 and School 2 (See full summary in *Appendix 17* - Summary of longitudinal evaluation findings). In some areas focus group results varied along gendered patterns.

Definitions & identification of harmful behaviours

- Young women generally more able to clearly name inappropriate behaviours than young men
- Use of appropriate terms to describe behaviours - eg 'sexual assault', 'rape', 'sexual harassment', 'consent' - however not always applied accurately (eg 'harassment' to describe relationship rape)
- In defining sexual assault, still an emphasis on offender's intention more than subjective experience of victim/survivor

Consent & free agreement

- Not readily able to repeat 'age of consent' laws, nor laws relating to guardians or intoxication
- Recognise role of pressure, coercion and fear in creating 'artificial' consent
- Use of appropriate terms related to free agreement - 'consent', 'pressure', 'agreement', 'something you really want to do'
- Recognition of non-verbal signs of discomfort and that they are valid (but not necessarily adequate)
- Understanding of barriers to consent and communication
- Recognition of appropriate behaviour to seek consent (ie asking questions, opening communication and demonstrating respect)
- Identified personal, emotional, legal and relationship consequences of sex without consent

Sexual rights & responsibilities

- Recognition of males' responsibility to ensure there is consent in sex and relationships
- Beliefs that young women should speak up if uncomfortable and should be conscious of the signals they send out
- Recognition of difficulty for young women to express non-consent, however not unconditionally supportive of young women who have been forced into non-consensual sex against their will
- Able to understand, articulate and debate issues of consent and negotiation around sex and relationships

Access to support

- Strong recognition of need for trust and confidentiality in person you tell about sexual assault
- Willingness to support friends
- Identified internal and external places to go for help and many factors determining whether/who to go to

Social context

- Recognise outside influences, pressures and expectations affecting relationships and gender roles (eg notions of masculinity, peer pressure)
- Have ideas about how to challenge/educate against this
- Some recognition of women's rights and choices and barriers to taking up these entitlements.

Interview data

As detailed in the Method section, this data draws from individual interviews with four young women and four young men. Several themes and patterns emerged from the interviews with young people, which are summarised below. In most areas, interview responses and themes varied along gendered patterns. (See full summary in *Appendix 18 - Summary of longitudinal interview data*). Interviewees' names have been changed in this report.

Young women

Theme 1 Awareness of sexual rights, power relationships and inequality but still having to negotiate pressures to assert them.

- Recognition of the contradictions between ‘doing what feels right’ in relation to their autonomy around sexual decision-making and not ‘giving into pressure to please men’ as well as awareness of the innumerable pressures they must negotiate in their lives, relationships and sexual encounters.
- Awareness that some young women’s behaviour is influenced by guys’ standards and their power, hence there is little ‘girl-power’. Suggestions that there are not really ‘equal rights’ for young women - sex is about men being in control.
- Ability to articulate what they want in relationships and sexual encounters but had difficulties in finding and choosing it.
- Young women felt that a sexual partner ‘asking for consent’ on its own is not enough; young men have a responsibility to check out their partner’s body language and feelings during a sexual encounter.

Allie: I think there needs to be a hell of a lot of trust before the question can even be asked. The girl I think needs to know he’s not just going to ask and do it and that’s it. He’s going to actually care about your answer and what you really feel and what you really think about it. And that he’s not just with you for sex.

Theme 2: Awareness of issues around sexual assault (eg social and gender-based pressures) and impact of broader social context but, in contrast, the tendency to attribute behaviours to individual choices.

- All young women referred to the themes of gender, power and control but were often at a loss to explain the complex interactions and equations of these factors in relation to how they and others acted. Most young women explain these pressures in terms of individuals’ choices, actions and traits however one young woman clearly outlined the structural context of ‘gender, power and control’ as inherently constraining young women and men’s individual autonomy in sexual decision-making.
- Young women had a clear awareness of the impact of social and gender-based pressures on both young men and young women and how this translates into double standards, peer-pressure and lack of a communication or understanding both within and between gender groups.
- Young women recognised and often held contradictory beliefs but did not feel they could explain this discrepancy.

Laura: I don’t think I would say ‘no, I’m not comfortable’. Because ... it’s so dumb, like they came all the way and it took a lot for them as well to get into that position, and for me to just say ‘nah, I don’t want to do it’, and put them down like that, I don’t know. I reckon it’s not that fair. But like if I don’t want to do it, I don’t want to do it. Full stop. But I don’t know, maybe I’d, I reckon I’d still go through it with them even though I didn’t want to do it.

Theme 3: Young women felt they were managing the bulk of relationships and attaching self-worth to their relationships and this creates difficulty in expressing sexual needs and interests; a driving factor in sexual interactions was fear of judgement.

- Recognition of the barriers to young women ‘speaking up’ about their needs in sexual encounters yet still a considerable emphasis on young women managing the bulk of the responsibilities to communicate and to be ‘fair’ and ‘honest’ with young men about sexual expectations.
- On the other hand, young women may feel pressured by the knowledge that they will be judged for going through with sexual intercourse, regardless of consent or desire. Young men may reinforce young women’s fears with some of their own beliefs about ‘good girls’ and ‘bad girls’.

- Overall, it's difficult for young women to relax, enjoy or prioritise their own sexual needs and desires because they often feel they are managing the situation and, at times, minimising the risks of getting hurt. There are conflicting pressures, loyalties and interests - for self, friends, society and partner - that interfere with young women's knowledge and expression of their own desires.

Simone: I think at our age girls are just getting experience and right now we don't have that experience, and if we can't talk to our parents, we can't talk to our friends and get advice from them, it's even worse.

Allie: I think some girls are comfortable enough to have sex but they're not comfortable enough to tell their partner what they want in it or what they want from it. So like they'll go though with it but then they'll be more like it's all about him sort of thing.

Jasmin: It's very hard for a girl to tell someone how they're feeling, especially when so much is on the line say with a guy, like say oh you're not ready to have sex, then you don't know what he's going to say, 'okay then I don't want anything to do with you' or 'I'm not going to wait'.

One young woman conveyed that her growing awareness of her sexual rights, through her participation in the program and other sources, assisted her in a situation where she felt threatened:

Interviewer: Do you reckon that going through that program helped you at all in that situation?

Laura: Yeah. Actually I do ... I think it even happened after the first lesson that we had, I'm not sure. But I was thinking 'I don't want to do this and you can't make me do this because (a) you don't have the right to and (b) I could charge you'. I said 'no' and everything. And I was like 'I'm not gonna put myself in that position where after, I'll be depressed, I'll be feeling like shit. You'll be walking off relieved because you got something ...' you know what I mean. Like he won't be the one suffering, I will and I was like, 'no I'm not gonna put myself in that position'. Self-respect came in as well. Like I've got more respect for myself than that.

Young men

Theme 1: Awareness of sexual responsibilities and appropriate behaviours but perhaps unable to act on this awareness because they are negotiating social and gender-based pressures.

- Some young men thought communicating openly about sex was a good idea and that it was probably better to ask, but that in practice this was difficult to do.
- Young men talked about the often contradictory nature of their thoughts and actions in relation to sex, consent and relationships. They may choose not to enter into discussion about sex for fear of consequences - which in retrospect and from an adult point of view may seem insignificant but for young men and 'in the moment' are in fact very powerful barriers.
- There is a fear of the response from partners and from friends, making it unlikely young men would admit to feeling uncertain during or after their sexual encounter.

George: You might say something wrong. She might think 'what are you saying that for?' and then she won't be in the mood or anything anymore. Because you want to look like you know what you're doing in front of a girl or she'll be like, 'shouldn't you know if I want to do it or not?'

Joseph: Say you haven't had sex in a group, they've all had sex and all talk about it and you don't know what they're on about because you never tried it, so then you'd want to do it, so you can join in the conversations and that ... so you don't feel left out.

Theme 2: Perceptions of social pressure around gender and ‘masculinity’ affects how young men enact consent, coercion and communication

- The idea of consent was clearly linked to the idea of ‘being in control’ where somehow asking for consent or discussing consent demonstrated that you were not ‘in control’. This was explained as integral to acceptable heterosexual masculinity. The discourse that men are ready and able and desirous of having sex ‘any time’ was also striking.
- Young men had internalised the belief that they should desire and have sex as much as possible and that this is a sign of ‘fitting in’ with the expected gender role. ‘Fitting in’ can include not being able to publicly admit or discuss ethical concerns about their own or their friends’ sexual actions.
- Young men also recognised ideas about femininity and sexuality being restrictive of young women’s actions, translating into a belief that if you ask young women for sex or discuss it with them, they’ll think that you see them as ‘a slut’.

Drago: Well, say alright, they got a girl that night and you got a girl and they’d done something with her and they didn’t ask for consent, they just went through with it, but you’d done the same thing but you’d asked for consent and you didn’t go through with it. Then they’d probably tell you ‘oh we scored and you didn’t it’. It’s all peer pressure. It’s the people that you hang around with.

Abdul: Guys can always just get around ... because you know, they’re different to girls - girls, they care more about their virginity, but guys they don’t. When they do it, they’re cool, they’re just good people - but girls they’re just losers because then they’re considered as sluts.

Theme 3: Young men’s sexual communication is currently inhibited by a range of pressures and external factors including a lack of places to go, reliable sources of information or trusted people to have open discussion with or learn relationship skills.

- Some young men were puzzled by why young men ‘don’t ask’, labelling it as complicated and unanswerable. They indicated, often in an understated way, that they want to learn communication skills; that they may not currently ask but can and would like to ‘recognise signs’ of consent (or lack thereof) more accurately.

George: I didn’t really know how to really talk. And most guys don’t really know how to communicate well enough. Sometimes it could be you just don’t know what to say so you think ‘who cares, I’ll just shut up in case I say something wrong’.

- Young men felt there was a lack of safe spaces to openly discuss their questions and concerns about sex and relationships and to some extent the young men lamented these lack of opportunities, especially with ‘friends’ or other men.
- Young men are very selective about who they trust and talk to. Despite at other times expressing a need for public recognition of their sexual status and ability, young men were cautious about trust.
- Young men suggested that role models should be close to their age group and known to their community.

Interviewer: Who would count do you think?

Drago: Someone that’s been through with it ... Like in the consent stage, like asking for consent.

Interviewer: Like who, would it be a Year 12, would it be someone at uni? Would it be a teacher? Whose opinion would count?

Drago: Someone your own age - that would be better.

Other common themes

Theme: Role of culture, ethnicity and religion in sexual decision-making and identification with gender roles.

- Each young male interviewee had a somewhat different perspective on this issue - despite all having similar religious and ethnic backgrounds - in regard to sexual permissiveness, expected gender roles and double standards. Some believed sexual decisions were not influenced by religion or culture but were more spontaneous. Others said they wouldn't learn or talk much about sex at home but learn more at school or from trusted older male relatives (eg cousins). They reported strong messages from home about sex (eg 'don't have relationships or talk to girls') which inhibited their willingness to share even with brothers and sisters. They did not feel these messages from home applied very strongly to their own lives or helped them in decision-making.
- Many of the same themes arose amongst young women, though their individual perspectives varied a little less than the young men. (The four young women interviewed were from different ethnic backgrounds to each other). In general, young women acknowledged the messages about sex and relationships from home, culture and religion however much of their decision-making derived from personal experience and learnings.
- There was a strong awareness of these conflicting influences and a belief that the individual works these out for themselves. One young woman in particular felt that because she had been living independently for many years, her family's culture and values did not have a strong influence on her decision-making.

Theme: There are important differences between sex within relationships compared with casual sex or one-offs and this effects how respect and consent are enacted.

- In the context of a relationship, the need to ensure there is consent is stronger due to the emotional connection with the person as well as their ongoing role in one's life, family and social circles.
- However, even within a relationship, young people commented that initiating and conducting open conversation around sex was difficult.

Drago: If you're in a relationship I don't know if you would talk about it.

Interviewer: You wouldn't?

Drago: I wouldn't. But if you were to see a girl, like you met her one or two days, you want to ... you would talk about it.

Interviewer: Why, what's the difference?

Drago: Well, that's your girlfriend whereas that's someone you've met just recently and you just want to sleep with her.

Interviewer: So you'd get it out of the way?

Drago: Yeah.

- Although it is well-established that sexual assault is common in intimate relationships and from men who are known and trusted by women, there was some indication that the consequences for young men of using sexual coercion in the context of a casual encounter are less than sexual coercion in the context of a relationship.

George: When you go clubbing and stuff it's a lot different, if you're in a relationship and you've been with this person for a while you know what they really are and you care a bit more what you do. Where if it's just one girl you think 'who cares, I'm never going to see her again' ... You think 'I don't know any of her family, who cares they'll never see me'.

- For young women, for whom it is deemed there is more personal value attached to maintaining the relationship, sexual communication triggers a range of gender pressures regardless of the context.

Allie: Sometimes it's alright to be asked, it depends on the person and the situation. Like if you've been with the person for a long time and feel comfortable with them, then asking doesn't really matter because you sort of expect it to happen whereas someone who comes up to you and goes 'oh, do you want to have sex' it'd be like 'oh' ... then you'd feel uncomfortable. And try to like change the subject. And sometimes you don't know how to respond because you don't want to hurt them but you don't just want to give in to them anyway.

Regarding **evaluation**, young people felt that while group discussions allowed them to explore the issues, there needed to be options for participating in writing or in person, individually as well as in groups or pairs.

Drago: When I'm around them [friends] I probably won't say anything. I'll be in a total different world, but if I'm by myself or just now talking to you and that, I'll feel different about it.

Simone: Just with all the other girls there, who I don't really know ... but by the end it was okay, like more familiar ... with some people you just feel uncomfortable like speaking with them.

The following features of the current evaluation process were observed to heighten young people's willingness to participate and also to enhance the depth of information and insight they offered:

- The evaluation process offered various ways or options for young people to have input - in writing, in discussion, in person or online.
- Young people were sure that their views are going to be heard and respected and will be incorporated into program development - indeed this feeling of empowerment has greatly enhanced these young people's engagement with the evaluation process.
- Face-to-face evaluation was conducted with people who were in some way known or trusted by the young people or who employed processes the young people were familiar with.
- Young men were in general more difficult to engage in evaluation processes than young women - their attrition rate was generally higher and they required different resources and approaches to feel comfortable expressing views about sexual assault issues - for example, male facilitators and more strict adherence to group rules. This is one reason it is ideal to have both men and women involved in the delivery of programs and evaluation.
- It was important for participants to feel comfortable and familiar with each other and willing to be honest and open in front of the other participants.
- Opportunities were available for individual or pair-based discussion in response to young people feeling limited in a group setting.
- Evaluation, from the young people's perspective, was also educational - it was an opportunity for them to learn new information and to consolidate their existing knowledge.

Overall, at 1 and 2 years later, young people who had participated in the program and participated in extensive evaluation showed a sound ability to openly, confidently and appropriately discuss sexual assault issues in depth. In general, they articulated that the main barriers to engaging in open, respectful sexual communication and behaviour are the fears and confusion arising from social and gender-based pressures and stereotypes. This suggests that the SAPPSS student program provides an initial point of safe, open discussion about sexual communication and that additional programs or follow-up education is needed to address these confusions and pressures.

Discussion

Category 1 - immediate evaluation

The purpose of **Category 1 evaluation** was to gauge young people's engagement with the program and their immediate absorption of program key messages.

The results indicate that the program had an immediate observable impact in relation to some of the program's key messages and aims. Students showed an overall improvement in their knowledge relating to consent/free agreement, rights and responsibilities. Some positive shifts were observed in students' comfort with checking their sexual partner is consenting and with seeking support for sexual assault when needed. Of all the available supports, these young people were most likely to choose to talk to a friend first, although more young people were willing to access a CASA or helpline following the program.

These findings are somewhat typical of immediate outcomes for violence prevention programs, however there is limited scope to compare with other evaluations. The participants in the Avery Leaf et al (1997) five-week program showed a strong decrease in overall attitudes justifying use of dating violence immediately after the program, especially compared with young people not exposed to the curriculum. However their program did not take place in the context of school-wide changes and initiatives. There are some other initiatives that have incorporated a whole-school approach, however potential comparisons with the present project are limited. Foshee et al (1998) focused on changes in rates of victimisation and perpetration following the *Safe Dates Program*, whereas the current study did not ask young people to report on violence-related behaviours. Dyson and Fox's (2006) evaluation of the SHARE Program did not report on knowledge, behavioural or attitudinal outcomes related to sexual assault, consent or violence. There was a slight increase in students' confidence saying no to unwanted sex however this was not an objective nor measured outcome of the CASA program. Interestingly this program did not appear to produce any attitude backlash amongst young people as discussed in Hilton (1998) in relation to single-sessions, perhaps reinforcing the evidence - whilst limited - that ongoing programs are more effective than the single-session model.

At this immediate stage the student program has shown positive effects on young people's knowledge of and comfort with consent and free agreement, possibly their recognition of harmful behaviours and their knowledge of how to access support. This reflects students' apparent willingness and enthusiasm for participating in the sessions, as observed and reported by the teachers/facilitators. The virtual absence of shift in attitudes is of concern, however may be due to the format of the program which allows students to express their opinions openly. No undesirable effects on young people's attitudes or knowledge were detected. The school-wide commitment to addressing sexual assault and training and involvement of school-based staff may have impacted on students' engagement with and absorption of program messages, as described in Ozer (2006) in regard to 'contextual' factors. Follow-up evaluation will be crucial in future months and years to assess how these changes are sustained over time, particularly in the context of ongoing staff and student initiatives at the school to prevent sexual assault.

Category 2 - medium-term evaluation

The purpose of **Category 2 evaluation** was to investigate the medium-term effects of the program in two secondary schools 6 months after program. The goals of this evaluation were to:

- examine how well young people retain program content and key messages over 6-month period;
- examine differences in knowledge and awareness between young people who participated in the program (P) and young people who did not participate in the program (NP);
- investigate what structures or reinforcements may need to be placed within schools to sustain the program's learning outcomes.

I know about bullying and harassment but not sexual assault

young woman, non-program participant

I think that even though I haven't experienced something like this, I know the teachers very well and the coordinators; I know that they will take things like this very seriously.

young woman, program participant

The results of this evaluation indicate that the program's positive impact on students' knowledge and awareness of sexual assault issues and their ability to articulate and discuss these issues was, for the most part, sustained in the medium term.

Where **all students** in a year level had participated in the program (School A), the evaluation found that students in large part maintained accurate factual knowledge relating to sexual assault, however their comfort with communicative behaviours decreased from post-program level over time and their shifts in attitude were inconsistent over time. There were marked gender differences in these shifts: in general more young men than young women maintain attitudes that are supportive of violence and coercion, and young men were less likely to show positive shifts in attitude over time than young women.

Where **only half** of students in a year level had participated in the program (School B), the results indicate clear and observable differences between young people who had participated in program and young people who had not. Differences were mainly observable in knowledge and awareness of information and issues relating to sex, consent and sexual assault and also in young people's ability to discuss and articulate their views in a safe and appropriate way. In particular, young people who had participated in the program demonstrated the knowledge and ability to be more conversant and accurate on several topics (including definitions and behaviours counting as sexual assault; consent and free agreement; rights and responsibilities; how to support a friend and where to go for help).

Overall the results suggest that young people's awareness and understanding of the issues related to sexual assault **and** their skills in respectful communication are best maintained in an environment where others in their school community are exposed to the same program messages and processes. In the current program, peers and school staff are the key targets of education.

Having a **whole year level of students** - rather than a selection of them - participate in the program seems to allow for young people to consult with and discuss the issues raised with their peers in a way that reinforces their learning, although this was not directly examined in current evaluation and needs to be a focus of future research. In Hilton et al's study (1998) it was suggested that there were some 'bleeding' effects from students sharing knowledge from classes they had not personally attended in a full day of rotating workshops. On the other hand, young people who are exposed to the current program and then set amongst peers who are not exposed appear to have the messages and learnings diluted to some extent. Nonetheless, young people who were exposed to the program maintained a noticeable level of knowledge, awareness and comfort with discussion despite this potentially 'diluting' factor or the absence of equally informed peers. This is consistent with research that suggests program effects are stronger in school environments where there are multiple initiatives and high-level, consistent commitment to violence prevention (Ozer, 2006).

School staff are an important part of the school community and their engagement with the program may also help to enhance young people's retention of program messages. In School A, where young people largely maintained their awareness of sexual assault over time, the program had been delivered to consecutive year levels over three years and there was ongoing liaison between the school and CASA House. All staff had participated in introductory sexual assault sessions for two years running and a significant group in the staff team (12 teaching and support staff) had completed intensive sexual assault and program training by the time this evaluation commenced. By contrast in School B, where young people's retention of program messages was less consistent, the program had been delivered inconsistently over three years (once in 2004 and not again until the end of 2006) and there was limited liaison between the school and CASA House. All staff had participated in an introductory sexual assault session in mid-2006 and only a small group in the staff team (3 teaching and support staff) had completed intensive sexual assault and program training by the time this evaluation commenced. The results of this evaluation demonstrate the important role of 'contextual' factors in young people's school environment and particularly of the level of awareness and skills related to sexual assault held within the school staff team.

The overall results at School A reflect the findings of a behaviour observation project carried out during the original program in 2006 in that same school (Sudbury, 2006). In this project young women's and young men's behavioural responses were recorded during the program sessions and were observed to differ along gender lines. This pattern of gendered responses highlighted 'the

need to keep the genders separate as they come to grips with the material at their own pace' (Sudbury, 2006:13). Overall, the 2006 project established that 'the CASA schools program engaged students, even if they felt uncomfortable with some of the material' and that the majority of students also demonstrated an improvement in their understanding of sexual assault (Sudbury 2006:13). In the present evaluation there were also marked gender differences in the retention of key program messages. At the 6 month-point, in addition, the finding that students had retained knowledge about strategies to support friends and places to go for help is consistent with the 2006 project finding of an improvement in 'the sense of responsibility many of the students said they felt for someone they knew, who was in a situation where sexual assault was a possibility'.

The finding that young people who have been exposed to the program are more ready and able to discuss sexual assault in an open, confident and appropriate way is positive in terms of the format and process of the student program. As far as possible, young people are encouraged to respectfully share their views and opinions throughout the program and during evaluation, and this is deliberately and carefully role-modelled by program facilitators. The familiarity that program participants had with this classroom process, compared to non-participants, was noticed by facilitators and indicates that further evaluation is needed to examine the impact of program *processes* (as distinct from program *content*) on young people's experiences and learning. The development of skills in respectful communication and listening is supported throughout the student program, particularly in the way participants are encouraged to interact with their peers and classmates. This may have had a significant impact on young people's willingness to engage in respectful sexual communication and pro-consensual behaviour, above and beyond the program content itself.

Limitations

The low number of surveys (ie less than 100) completed at every stage at School B (pre, post and 6-month) meant very small sample sizes. In addition there was variation in each school's demographic characteristics. The results of this evaluation therefore are relevant to a discussion about the contextual and implementation factors that affect SAPPSS in different settings.

Within this project it was not possible to conduct evaluation within a 'control' school, ie one in which the program was not being implemented. Therefore it is difficult to draw conclusions about how the program may interact with other contextual factors internal to the school environment and also young people's broader lives to create a positive impact.

Finally, we were unable to consult extensively with young people regarding the source or cause of the differences observed and the factors influencing their knowledge and awareness over time. Such factors may have included their exposure to direct or indirect violence, knowledge of incidences of gender-based violence occurring at school, interaction with media and/or major sexual assault incidences that were reported in media, or changes in their development or level of sexual experience. These factors and influences were the focus of the longitudinal evaluation (see next section).

Category 3 - Longitudinal evaluation

In Category 3 evaluation, the longitudinal effects of the program were investigated in two schools one and two years after the original delivery of student programs. The goal of this evaluation was to assess how much knowledge and understanding young people had retained from the Program and also to determine what follow-up might be needed to ensure cultural shifts are sustained across the school. The additional goal of this evaluation was to contribute knowledge to the field of violence prevention, by gathering data and building evidence relating to the long-term impacts of violence prevention programs.

The key questions this evaluation sought to answer were:

1. How effective is the student component of the Prevention Program?
2. How can CASA House engage more effectively with school communities to address and prevent sexual assault?
3. How can longitudinal evaluation of violence prevention programs be conducted with young people to yield useful information?

Positive shifts maintained

The student component of the Prevention Program has a positive impact on young people's knowledge of and ability to engage in critical discussion on the issues related to sexual assault. Responses to written surveys indicated that in the years following the program young people's exposure to coercion and unwanted sexual contact was still common but that they were able to identify these behaviours as harmful. Focus groups indicated that positive changes were maintained in young people's understanding of rights and responsibilities and consent/free agreement; however there was still a strong tendency to expect the victim/survivor to prevent sexual assault and to confuse the boundaries and conditions of legal free agreement to sex. Overall the awareness of support and services available was maintained as well as a willingness and ability to support a friend who has experienced sexual assault.

The role of peers and social groups

Following their participation in the program, young people maintained an understanding of sexual assault issues, an awareness of respectful sexual communication and an awareness of gender-role stereotyping and how it impacts on their choices and behaviour. While they are clearly able to critically reflect on these themes, the interviews conducted revealed that they may be limited from acting or changing because they lack the necessary support, incentives and role models to overcome the social and gender-based pressures that affect sexual communication and behaviours. Family, 'upbringing' and culture were acknowledged by young people as an influence but were often side-lined in their sexual decision-making. Home and immediate family were not described as an important source of information or advice. Rather, young people consistently reported a very important role played by peers and social groups via their influence on personal values, normalising of choices and working out what's right and wrong. These are the key factors affecting the long-term effectiveness of the student component of the Prevention Program and they are experienced quite differently by young men compared with young women.

Young men and fear of judgement

For young men, the main barriers to respectful sexual behaviour are rooted in popular and social expectations of masculinity and how they conform to the behaviours expected of their gender. To a large extent, this means needing to feel in control of the sexual situation; needing a partner to know they are in control; having to gain (heterosexual) sexual experience, to initiate sexual action (but not necessarily communication) and be able to speak knowingly about it with friends; controlling their emotions so as not to be overpowered by feelings of vulnerability, which may be fuelled by fear, embarrassment and discomfort. These expectations of selves and peers often deter young men from questioning or challenging each other's behaviour or choices and also from openly discussing with each other the emotional side of their sexual relationships.

For young men, there is also a role for culture/religion/ethnicity in sexual decision-making though its influence is complex. Although young men are aware of the values these influences try to inculcate, they weigh them up against other influences and factors and ultimately believe in their ability to make independent decisions.

In any case, sexual decision-making is in large part moderated by a fear of judgement from peers and sexual partners. Even when a young man is aware of appropriate and respectful behaviour he may feel inhibited from acting on his knowledge by this fear. The consequences of not acting within the boundaries of this gender role (for example by sharing control with female sexual partners) are seen as worse than the consequences of having sex without consent (for example the harm to sexual partner or to the relationship). While young men have the capacity and willingness to learn about and engage in appropriate and respectful sexual behaviours, there are few reliable sources or safe places to discuss and critically reflect on their own values and behaviours and to discuss issues of gender, masculinity and mutuality in relationships.

Young women, sexual desire and unequal relationships

Young women had commonly internalised the popular belief that females in general should be able to speak up, assert their needs and interests and exert some control/influence over the outcome of sexual situations - particularly preventing unwanted sexual outcomes. While for some young women - especially those with respectful partners - this is possible, for many the barriers to this assertive role relate to social and gender-based pressures; expected gender roles inhibit their ability to exert satisfactory influence or control in sexual situations. Expectations of this role include responding to partner's needs before their own; taking responsibility to maintain or manage the emotional part of the relationship and initiating sexual communication rather than sexual action; moderating their sexual expressiveness so as not to be judged by a partner or

friends as either too willing for sex or too unwilling; and in many cases avoiding or managing the risk of harm, coercion or force.

A recurring theme was young women's willingness to endure sexual encounters rather than enjoy or explore them; this reflects a wider theme of young women's sexual desire or sexual agency not playing a significant role in their sexual relationships and encounters. Similarly to young men, there is a complex role for culture/religion/ethnicity in sexual decision-making and an identical belief in their ability to make independent decisions - though young women are perhaps more in tune with the subtle ways these values are conveyed and reinforced to them and more likely to feel restrained, inhibited or shamed by these cultural expectations. This is perhaps reflective of the fact that most cultures prescribe more sexual liberty for men than for women and that young women internalise the belief that they have less entitlement to sexual pleasure.

Young women described an awareness of unequal power relations between men and women and how this may affect interpersonal relationships, but felt that 'in real life' those inequalities were almost inevitable. Young men did not verbally acknowledge these power relationships at any point during the evaluation. Far from feeling powerless as a result, however, young women showed they had developed a range of skills, insights and strategies to negotiate the kind of relationships and sexual encounters that would satisfy at least some of their expectations. Perhaps the disadvantage of this position is that, should sexual assault occur, young women may not recognise that the perpetrator had responsibility and that the power between them was unequal and may blame themselves for the outcome.

Links to other program evaluation

These findings are largely consistent with other research into young people and sexual communication in Western societies with a focus on pressure, sexual coercion and sexual decision-making (Blanc, 2001; Carmody & Willis, 2006; Hird & Jackson, 2001; Powell, 2005). The authors of these studies concluded that a range of social and gender-based pressures can limit young people's sexual decision-making and that sexual assault prevention programs need to address this problem. Following their in-depth analysis of young people's sexuality in the UK, Holland et al (1998) concluded that young people's decision-making was conducted 'not as an issue of free choice between equals, but as one of negotiation within structurally unequal social relationships' (Holland et al, 1998:6).

There is limited research to compare to regarding the effectiveness of whole-school violence prevention programs. Foshee et al (2000) found that the immediate behavioural effects of a 10-week student program were not sustained at one year later, however the effects of variables believed to affect behaviour (such as dating violence norms, conflict management skills and awareness of support services) was maintained. The authors recommended 'booster interventions' to maintain the program effects and later studies by the same authors recommended delivery of programs before the adolescents' dating careers commenced was an important factor in making the program effective (Foshee et al, 2004). These findings reinforce the importance of a whole-school approach that aims to sustain cultural change over time.

Future directions for the student component of SAPPSS

To engage more effectively with school communities to address and prevent sexual assault, the CASA House SAPPSS must address the issues outlined above. The 'primary' prevention aspects of the student component would be more effective with an explicit focus on building young people's communication and decision-making skills, rather than simply providing information about consent, the law and the consequences of sex without consent. Young men in particular would benefit from skill-building in recognising and responding appropriately to signs of non-consent and being able to engage in more open sexual communication.

The student component can also be expanded to address gender-related issues and pressures, for example by including curriculum for younger year levels and a program for older students who wish to take leadership roles in prevention. There was some indication that young men perceive fewer consequences for them to use sexual coercion in a casual sexual encounter than in a relationship, suggesting that prevention education needs to equip young men to make responsible decisions in *all* sexual situations.

Importantly, the Peer Educator project emerged as a result of this evaluation process and many of the students who participated in the evaluation have since moved into Peer Educator roles.

Conclusion

The communities in which young people learn and live need to be equipped to address the gender-based pressures and stereotypes that contribute to the perpetration of sexual assault. Any Prevention Program should aim to provide these communities with the resources to encourage positive and respectful communication, decision-making and relationship structures.

Young people require opportunities to develop skills and confidence to engage in respectful and appropriate communication and behaviour and to gain motivation, incentives and positive reinforcement to do so. Role models and support structures are crucial to encourage and sustain this, and can include the many young people who are already engaging in healthy relationships and positive sexual behaviours. Participants in this evaluation have suggested a 'Peer Educator' component to allow senior students to provide this role modelling.

Schools are uniquely placed to provide an environment that is supportive of respect and open communication. As some of the recent literature recommends, 'The school setting provides a particularly effective vehicle to create these opportunities for reinforcement and motivation, given the degree of structure and monitoring that can be implemented' (Crooks et al, 2007). They can also provide opportunities for young people to critically reflect on the role that social and gender-based pressures play in their decision-making.

The results of this evaluation suggest that the SAPPSS student program has a positive impact on young people's knowledge, awareness of and ability to discuss issues related to sexual assault and that this impact is sustained when the whole year level participates in the program and where there are other initiatives operating at the school to support positive changes. This suggests that the 'primary' prevention aspects of the program are effective insofar as they operate alongside other school-wide primary prevention initiatives. These results also suggest that young people's learning of key messages relating to respect is reinforced by their experience of an open, non-judgmental learning environment and this needs to be further investigated.

For program participants, the CASA House student program is seen as a supportive, safe, respectful resource which provides some alternative messages for consideration by young people. Issues such as gender, culture, power and control, conformity, masculinity and femininity are clearly seen by these young people as contributors to the incidence and prevalence of sexual assault. Inaccurate misconceptions and beliefs about the role of alcohol, physiological responses and biologically-essentialist constructions of gender as causes of sexual assault were debated in all evaluation groups. Subsequent interventions (ie evaluation) seemed to consolidate the knowledge gained in the original student program whilst denoting CASA, as a representative of ethical sexual behavior, as a recognisable and meaningful part of young people's school-life and learnings; that is, part of their mainstream educational opportunities. This in itself begins to break down the silence that surrounds sexual assault in contemporary Australian society.

Overall the results also suggest a noticeable difference in young men's and young women's responses to and engagement with prevention programs. This is consistent with a feminist approach to violence prevention which acknowledges that males and females experience the world differently and, in particular, which recognises that sexual assault is a gendered crime (ie females constitute majority of victim/survivors, males constitute majority of perpetrators) therefore young men and young women will experience an education program differently. In addition, other program evaluations have found that results vary along gendered lines (Foshee, 2004; Cornelius & Resseguie, 2006). This suggests that program interventions should be conducted in a gender-sensitive way and that gender should be an explicit focus of the design and discussion. The combination of single and mixed-gender sessions is one such model and it is the model utilised in the SAPPSS program sessions and also group-based evaluation.

With the use of a 'social norms' approach (Berkowitz, 2006) to 'foster larger environmental change', the CASA House SAPPSS provides a foundation for schools to work towards such change. In the context of a whole-of-school community strategy, the Prevention Program is most effective when:

- Teaching and support staff are provided with specialised training and resources relating to sexual assault prevention;

- Structures are in place in school to support reinforcement of the student program learnings and to encourage peer-based discussion and learning; and
- Respectful relationships and open communication are visibly modelled and rewarded throughout the school community.

The key aspects of the SAPPSS Program that strengthen its effectiveness are:

- The use of a whole-school approach, with a focus on resources, training and support for teaching and support staff;
- ‘Universal’ and ongoing student curriculum (offered to whole year levels rather than selected groups);
- Focus on sustainability, school ownership and internal delivery of student curriculum;
- Ongoing evaluation.

Recommendations

Further development of CASA House SAPPSS

It is recommended that all Victorian CASAs be provided with ongoing government funding to implement a long-term, sustainable, whole-of-school community sexual assault prevention program with schools in their service regions. Ongoing funding for school-based work enables CASAs to maintain ongoing partnerships with schools and also to ensure that prevention programs are implemented in a way that is appropriate and applicable to the needs and interests of each school community and each region of Victoria.

In terms of addressing the whole school community, the SAPPSS should continue to focus on enabling the school community to sustain the Program and its effects over time. This includes:

- ongoing staff training
- development of policy and procedures
- resources and support to sustain the incorporation of the student program into curriculum.

Refer to Section 3 - *Good practice guidelines for school-based violence prevention* for more detail about key principles.

The addition of new components to enhance the effectiveness of the Prevention Program may include:

- parent/family component or package
- development of student curriculum for junior levels (year 7 and 8 or ages 11-14)
- further longitudinal evaluation.

Young men may require additional learning support and reinforcement over time as their attitudes and to some extent knowledge are different to the level of young women, as are the peer and gender-based dynamics that influence the development of their attitudes and behaviours.

Future evaluation and research

A number of important principles and guidelines have emerged from this work about how to engage young people in evaluation of violence prevention programs, particularly where the goal is to investigate the underlying causes, factors and pressures affecting the way young people absorb and retain program messages.

Overall, young people's familiarity and comfort with the topic and process directly impacts on their readiness to discuss the deeper issues related to sexual assault. In this evaluation, it was only after a series of separate-gender focus groups addressing sex, relationships and sexual assault that the young people felt comfortable, open and conversant enough (with an adult) to start discussing the deeper issues of gender and power. This is important information for practitioners and school staff designing programs to address gender inequalities and violence in our society: it is crucial that the program materials allow young people to enter discussion in a safe and respectful way and this often means starting where they are, with their language, their concepts and their interests and understandings (Urbis Keys Young, 2004; Keel, 2005).

Recommendations for further evaluation of the CASA House SAPPSS include:

- conducting Category 1, 2 and 3 of evaluation of SAPPSS with the same school community;
- the cumulative impact on participants of multiple engagement and involvement with the Prevention Program and specifically the impact of participation in focus groups on retention of key program messages;
- beyond overall impacts, examine for whom the student program is most effective and under what conditions;
- the impact of the student program on young people from culturally and linguistically diverse backgrounds;
- the extent to which SAPPSS key messages are discussed by young people outside of program sessions and what impact this has on program effectiveness;

- the extent to which SAPPSS is operating as a secondary or tertiary prevention initiative, for example what resources it offers young people who identify themselves as victim/survivors of sexual assault;
- the impact of student program *processes* (as opposed to *content*) on young people's absorption and retention of key program messages;
- the impact of staff professional development on students' retention of key program messages and on staff participants themselves;
- evaluation of the 'train the trainer' component of the Prevention Program; and
- the 'contextual' factors within the school community and young people's living environment that impact on implementation and effectiveness of the CASA House SAPPSS.

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Appendices

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Appendix 4

School 2 Post-program survey results summary

Results of the School 2 Post-program evaluation Year 10 student program 2005

Definitions & behaviours

Percentage of Year 10 students who:	Before program	After program
<i>Identified sexual assault as "sexual behaviour without consent"</i>	55%	82%
Recognised that there are both male and female victim/survivors	55%	84%
<i>Identified non-physical (e.g. verbal) behaviours as sexual assault</i>	20%	47%
Identified "pressuring someone into sex" as harmful/controlling behaviour	68%	90%
<i>Identified "calling someone a homo or leso" as harmful/controlling behaviour</i>	67%	84%
Identified "perving from a car" as harmful/controlling behaviour	39%	61%
<i>Identified "jokes about someone's sex or sexuality" as harmful/controlling behaviour</i>	59%	90%
Identified "annoying emails or SMS" as harmful/controlling behaviour	30%	59%

True/false quiz

"At the end of the program, 90% of students said that pressuring someone into sex is controlling or harmful behaviour"

Percentage of students who:	Before program %	After program %
Identified that 16 is the age of consent (not 18)	83	94
<i>Agreed that children are mostly abused by someone they know</i>	66	84
Identified that sexual assault happens to boys and girls	84	96
<i>Knew that making jokes about someone's sexuality is against the law</i>	45	61
Knew that marital rape is against the law	81	90
<i>Identified that victim/survivors do NOT have to report to the police</i>	38	55
Believed that women don't have to say 'no' for it to be sexual assault	39	55
<i>Said that most sexual violence happens in the streets</i>	50	61

How much of the time do you feel safe with people in your year level?

	Always	Most of the time	Hardly ever	Never
Before program	45%	44%	3%	6%
After program	47%	37%	4%	2%

Summary of Focus Group Discussions 2005

Key points & Recommendations**Two key messages**

1. Students were aware that **some adults keep information from them** in order to be protective, but they are actually wanting access to that information and, even though it may be difficult to deal with, they want to be aware of the potential problems and risks out there. They appreciated the openness of the program.
2. When asked about whether this program would change people's attitudes or behaviour, there was a sense that ***awareness in itself could cause changes in people's behaviour***. Girls reflected that now that they had more information, they were more aware and willing to do something to put the messages out in the community.

Structure, format and style of program

- **Single gender groups** were described as favourable because people can express themselves without being embarrassed. Some people would be conscious of who's listening and who's judging them and might not speak up as a result. Single gender groups were also valuable so they can check their opinions and information against other people's. There was a suggestion that boys would try to keep face or maintain bravado around girls, which can disrupt sensible and productive discussion.
- Students agreed that **Year 10 is the right target group** because earlier years are likely to be immature, however they recognised that targeting the program earlier means young people get messages which may shape their attitudes more effectively. They were basing this on assumed level of sexual activity and also maturity. Both boys and girls say it depends on the group and the individuals.
- Some students thought that younger age groups should get this kind of information so they realize the seriousness of what they're engaging in. However, they were still concerned about young people not being mature enough to discuss it.
- The **use of stories is very important** and very powerful, especially for understanding how and why people react in different situations and therefore the range of choices they themselves have in their behaviour.
- Allowing the students to **select their peer group** was a huge factor in the program's success. Both boys and girls appreciated being able to choose who was in their group because it made them more comfortable to talk. Students also liked having relatively small-sized groups.
- There was some hesitation to speak during the sessions because of having a police officer there. They appreciated having him there as a man and also as a "laidback" police officer. On the other hand, students said it was good having women there because it meant students showed more respect and had more serious conversations, and therefore presumably learned more. This suggests we had **the right combination of facilitators**.
- Students **enjoyed having discussions** and conversations *more than* having to do writing tasks. They said that some people tend to "freak out" if you give them a pen, they would rather talk about their opinions than write them down.

- Boys thought **the reason some students weren't coming back** to participate in the program because they had "bad memories" or might be victim/survivors. Girls, on the other hand, thought people weren't coming back because they were not mature enough for it.
- Girls were concerned that **not being able to personalize your story** means that people might be less inclined to speak up (might be flustered about putting it in third person etc). They felt we should be open to this for the whole program, however they may be underestimating what would happen if somebody disclosed in the group.
- They really enjoyed **being able to hear other people's opinions** and debate on these issues while having someone informed nearby to answer questions etc. Girls recognised that they had benefited from hearing other people's points of view: "we came into the sessions with our own opinions and our own thoughts and then we came out of it knowing that there are different opinions and there are different ways to handle situations"
- Students **enjoyed movement-based activities** – such as scenarios and 'take a stand' game. They said it made sure people were engaged in the material but also gave a way for people to give their opinion without speaking.

What they learned, what they gained

- When asked what were the **main things they learned** in the program, students said (in their own words):
 - What is sexual assault and what isn't, and how to prevent it
 - What you can get charged for, what you can't get charged for
 - What age you can have sex and all that stuff
 - Protect yourself, so it won't happen to you
 - Like if you're drunk, and you don't convince them to stop
 - So you know what's legal and what isn't
 - About checking
 - It's a good way to advertise your CASA thing you do, I never heard of it, now people know about it, people can tell their mates about it, and they can just call and tell them they've got a problem
 - The two year thing and the consequences of what would happen if you did sexually assault someone
 - Or if you did get sexually assaulted, what to do and where to go
 - Men rape other men.
- There was some shock, disbelief and also incomprehension about **child sexual abuse**: "it's not normal, I don't get what the point of it is, like it's just little kids". Students also picked up on misconception that people who are abused go on to abuse other people.
- They learned strong messages about the **impacts of sexual assault** and the barriers to them speaking up about it. They recognized the role of trauma, depression, isolation and a victim/survivor feeling like they're the only ones it's happened to.
- **Boys reported a greater awareness of their own behaviour** and its consequences as a result of the program: "you think about whether what you're doing is good or is wrong or right"

- Students got the message that **communication is important** and to avoid assuming that someone's behaviours or actions are signals, e.g. "they don't dress up to have sex, they just dress up to feel good, and some people get the wrong idea".
- Their **ideas about blame and responsibility changed** over the course of the program, especially as definitions of harmful behaviours developed and understandings of stories changed.
- They were **surprised to hear about the prevalence** and the impacts of sexual assault: "you didn't expect it to be like a big issue, you know, but when you get into it, it is a big issue". They understand the seriousness of sexual assault because "it's in your face" and they could ask questions.
- Since the program, students are reflecting on their own behaviour but also **understanding that they have a right to be treated a certain way** and there are avenues of assistance if they are treated inappropriately. They are also more cautious about trusting people in their lives and communities.
- There was some indication that going through **the program might make people more confident speaking up** about sexual assault. For example, boys spoke about everyone hearing the same thing in the program, meaning that their peers would know more about what they might be going through.
- Girls clearly got the message that **they have a right to determine their level of sexual activity** and don't need to be influenced or coerced. We can assume they got this message from the legal point of view, but also from hearing us condemn the impact of being coerced. They also got the message that girls are not wholly responsible for managing boys or for managing sex.
- Girls also got the message about **the importance of being less judgemental** in general – of victim/survivors but also offenders (e.g. Peter). Is this a problem or are those attitudes already there?
- Girls enjoyed being able to talk about the **double standards attributed to boys' and girls' sexual activity** and choices. It is unclear whether the program made them more aware, or more angry, or more ready to challenge this social standard.
- Program may have **strengthened their confidence** and their belief in their own rights and power, that a girl would now know, "she has more power than she thinks she has".
- The students were surprised to learn about the high number of **victim/survivors amongst boys and men**. In their words: "it's just strange hearing that can actually happen to a guy".
- Students gained an awareness of **different ways of saying no** and that they are valid: "I was very closed minded about that at the start like no she didn't say no....so now you think if she didn't say no well it doesn't matter". Also understand the reasons people find it difficult to say no.

Students' recommendations

- Videos should be incorporated into the program
- Students enjoy mixed classes because they like to hear what the opposite sex has to say. We should include more mixed classes in the program (e.g. week to week alternate single and mixed gender)
- Both boys and girls said they needed more time to talk about these issues – more sessions or longer sessions. There was agreement that there was not enough time to ask questions or get into fuller discussions.
- Students want police/male co-facilitators to have more of a role and want to have more time to ask them questions.
- There was a strong call for contact with an 'actual' victim/survivor, to be able to answer questions and get a sense of the impacts on their life. (Perhaps we could ask participants to write down questions at the end of session 3, take them to a Friend of CASA to be answered and then read/distribute the answers to the class in week 4.
- Girls suggested more of an emphasis on impacts on victim/survivors' life at home afterwards – e.g. being judged or harmed when parents are told. We touched on this in girls' sessions but perhaps more time could be allocated for it in the future.
- Perhaps in the future we could get the teacher present to agree to keep things confidential and show clearly that they are 'not listening'. Alternatively, the students may be able to choose which teachers they would like to be present.
- Girls were aware that some students spoke far more than others. They hinted that some more management was needed from facilitators to make sure everyone contributed fairly equally.
- Facilitators must provide options for the slogan-making/social action activities, as many people felt uncomfortable with having to write theirs down or use words. We must provide other means for students to create their messages, such as computer design, magazine pictures and drawing.
- They told us strongly that they *don't want teachers to run the program* because they don't trust them to keep it confidential or are worried about being judged for their opinions. In fact, girls were even concerned about having a supervising teacher in the classroom. Perhaps in future the supervising teacher could make it clear that they agree to the rules about confidentiality and that they are carrying on with their own work rather than listening to the discussion.

PRE-PROGRAM SURVEY

Please tell us a bit about yourself...

- ❖ Are you: female / male

- ❖ Your age:

- ❖ Which country were you born in?

- ❖ Do you identify as Aboriginal and/or Torres Strait Islander? Yes / No

- ❖ What language/s do you speak at home?

- ❖ How would you describe your cultural identity?



Thank you for completing this survey 😊

PRE-PROGRAM SURVEY

Sex, Relationships & Sexual Assault Survey

<p>TRUE - FALSE QUIZ please circle one answer for each</p> <ol style="list-style-type: none"> 1. You have to be over 18 to have sex TRUE - FALSE 2. Most sexual violence happens in the streets TRUE - FALSE 3. If someone is drunk or stoned they can still freely agree to sex TRUE - FALSE 4. A person who has experienced abuse has to report to police TRUE - FALSE 5. Sexual assault happens to both boys and girls TRUE - FALSE 6. Making jokes about someone's sexuality is against the law TRUE - FALSE 7. You can tell if someone is consenting to sex just by their body language TRUE - FALSE 8. A woman must say "no" for it to be counted as sexual assault TRUE - FALSE <p>How comfortable would you feel about doing the following things...</p> <p>➤ Asking the person I am with for consent <i>I would feel:</i> uncomfortable okay very comfortable</p> <p>➤ Talking about sexual assault with someone I trust <i>I would feel:</i> uncomfortable okay very comfortable</p> <p>If I needed to talk to someone about sexual assault, the first person I would speak to is...</p> <p><input type="checkbox"/> a parent <input type="checkbox"/> a friend <input type="checkbox"/> a family member (e.g. sister, cousin) <input type="checkbox"/> a teacher or counsellor at school <input type="checkbox"/> a helpline (e.g. Kids Helpline, CASA) <input type="checkbox"/> other: _____</p>	<p>DO YOU AGREE? please circle one answer for each</p> <ol style="list-style-type: none"> 1. Someone who has experienced sexual assault can easily talk about it with a friend I agree – can't decide – I disagree 2. When someone is forced to have sex in a relationship, it counts as sexual assault I agree – can't decide – I disagree 3. When guys get really excited they cannot be expected to control themselves I agree – can't decide – I disagree 4. In a healthy relationship, you won't be forced to do something you don't want to do I agree – can't decide – I disagree 5. A guy should only touch his girlfriend when she wants to be touched I agree – can't decide – I disagree 6. It is alright to playfully slap someone on the bum I agree – can't decide – I disagree 7. A girl who goes into a guy's bedroom is agreeing to sex I agree – can't decide – I disagree 8. If someone tells you they have been sexually assaulted it is important to show you believe them I agree – can't decide – I disagree 9. It is alright to pressure someone to have sex if they have had sex in the past I agree – can't decide – I disagree 10. Both people in a sexual situation have a responsibility to make sure there is free agreement I agree – can't decide – I disagree <p style="text-align: center;">Don't forget <i>to complete the other side of this page!</i></p>
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Appendix 7

6-month evaluation questions

Program Evaluation 2007 – 6 months after student program

Objectives:

- *Assess how much information students have retained about*
 - *consent*
 - *the impacts of sexual assault*
 - *what would be helpful for a victim/survivor*
 - *role of bystanders in preventing sexual assault*
- *Build motivation for young people to be involved in Peer Education project*

Question / activity	Purpose
Introduction/explanation, ground rules & tape/speaking ball	Set ground rules
Scenarios activity (as ice breaker) – give each student one scenario, they read it out and say what they think about it	<ul style="list-style-type: none"> • Get everyone talking • Check what language is being used • Check how behaviours are being named
Present Peter-Jess story & read out	
What do you think would be some of the effects of this experience on Jess' life? Would her life change at all – if so, how?	<ul style="list-style-type: none"> • Check what info retained about impacts of sexual assault
Do you think this story is about sexual assault? Why/why not?	<ul style="list-style-type: none"> • Check whether coercion is being identified as sexual assault • Discuss responsibilities
If Jess was your friend, what sort of things could you do to support her? OR If your friend comes and talks to you about sexual assault, what sort of things could you do to support him/her?	<ul style="list-style-type: none"> • Check what info has been retained about ways to help/support a victim/survivor
What does 'consent' mean, why is it important? <ul style="list-style-type: none"> ◦ How do you define consent? ◦ What words would you use to explain it to someone who hasn't done program? 	<ul style="list-style-type: none"> • What info has been retained about definition of consent?
What do you know about the law and the age of consent? <ul style="list-style-type: none"> • What age does someone have to be to be able to consent to sex? • What is the two year rule, who does it apply to? 	

<ul style="list-style-type: none"> • Who <u>can't</u> a 16-17yo have sex with? • 9yo & 10yo? • 15yo & 16yo? • 13yo & 15yo? • 18yo & 20yo? • What are the reasons someone might say yes if they don't mean it? <ul style="list-style-type: none"> ◦ Forced/afraid/pressured ◦ Drunk/intoxicated ◦ Wrong person/mistaken identity ◦ Underage ◦ Thought the act was for something else (eg medical) 	<ul style="list-style-type: none"> • What info has been retained about laws and age of consent?
What are the signs someone shows (without speaking) if they're not fully consenting?	<ul style="list-style-type: none"> • What info has been retained about non-verbal signs?
What do you think a person should do if they notice these signs in the person they're with?	<ul style="list-style-type: none"> • What info has been retained about appropriate or respectful responses to partner's discomfort?
What makes it difficult for people to talk and communicate about sex, including: <ul style="list-style-type: none"> – Asking someone if they're comfortable? – Telling someone to stop? – Telling someone what you want? 	<ul style="list-style-type: none"> • How do they identify the barriers to consent & communication – are they aware of roles of gender, social expectations, pressure?
(Optional) What could we do to make it easier for people to communicate about what they want and don't want?	<ul style="list-style-type: none"> • What suggestions do they have about removing some of these barriers?
<i>After break...</i>	
FINISH THE STORY activity <ul style="list-style-type: none"> - What would be the best outcome to this story? What would each person do? - Is this a realistic outcome? Why/why not? What would get in the way of the best outcome happening? - What did you learn in the program about what the best outcome would be? 	<ul style="list-style-type: none"> • Check whether they recognise the role of bystanders and friends in preventing sexual assault
<i>If there is time...</i>	
SLOGANS <ul style="list-style-type: none"> • Students look at slogans... • What do you remember about this activity? • Why do you think we included it in the program? • What does it remind you of or make you think about now? 	<ul style="list-style-type: none"> • Use students' own words to prompt discussion about what they remember from program • Check whether they retain info about social context of s/a • Check what the slogans trigger for them



Which of these behaviours do you think count as sexual assault?

- ☐ Jokes about people's sex/sexuality
- ☐ Following someone home
- ☐ Being called names (e.g. slut, homo)
- ☐ Pressuring for sex
- ☐ Comments about your looks
- ☐ Perving from a car
- ☐ Taking unwanted photos
- ☐ Rape
- ☐ Child molesting
- ☐ Incest
- ☐ Sexual harassment
- ☐ Being forced to watch porn
- ☐ Unwanted touching
- ☐ Being forced into oral sex
- ☐ Annoying letters, emails or SMS
- ☐ Unwanted sexual comments or jokes
- ☐ Too many phone calls



Do you know of any people who have seen or experienced any of these things at school in the last 2 years?

☐ Yes ☐ No

Do you know of any people who have seen or experienced any of these things out of school in the last 2 years?

☐ Yes ☐ No

If things like this happened, who did you or other people go to for help?

☐ Friends

☐ Parents

☐ Other family

☐ Internet

☐ School nurse/counsellor

☐ Phone helplines

☐ Other: _____

☐ Didn't need/want to get help



Think about what's been happening over the last 2 years, since you were in year 10.

What's happened in that time which you think influences the way Year 12s think about sex, relationships and sexual assault? (e.g. things happened at school, in your year level, amongst your friends)

<p>Longitudinal evaluation – MEETING #1 Focus group questions October 2006</p>

Objective: Gain insight into

- how students identify rights and responsibilities around sex and sexual assault; and
- how young people access help and information about sex and sexual assault

Theme 1: Responsibilities

- Introduction/explanation, ground rules & tape/speaking ball
- Scenarios activity (as ice breaker) – give each student one scenario, they read it out and say what they think about it
- Present ‘Peter-Jess story’ & read out.
 - If Jess came and told you this, how would you respond, think, feel?
 - If Peter came and told you this, how would you respond, think, feel?
- Who has responsibility for the way this story turned out?
- Do you think this story is about sexual assault? Why/why not?
- Would people your age be sympathetic to Jess? Why/why not?
- What could be done (in a program) to encourage young people to be supportive or have sympathy for Jess or other survivors of sexual assault?

Theme 2: Where people go for information or help

- What's been happening in the last year (since you were in year 10) that's influenced the way you think about sex and relationships? What has changed since then?
- How do you think people your age decide if they're ready to be sexually active?
 - What helps them to decide?
 - What sources or information do they use?
- If someone has had sex they didn't really want or been forced to do something, what would they do?
 - For example, would they feel comfortable telling a friend, parent, teacher or counsellor? Why?
 - OR would they call a helpline or community agency? Why?
- How do people your age decide who to talk to about sex and relationships and sexual assault?
 - What things do they consider?
 - Who would they definitely not go to? Why?
 - What makes people get help (or not)?
 - what might they be worried about?

<p>Longitudinal evaluation – MEETING #2 Focus group questions October 2006</p>

GIRLS' GROUP

To start: *Acknowledge this discussion will focus on male-female relationships but really the questions are about anyone in a sexual relationship.*

- Ice-breaker – go around the circle and each person says:
 - What comes into your mind when you hear the word “communication”?
 - How good at communication would you say you are?
- What do you know about the law and the age of consent? What does ‘consent’ mean, why is it important?
- What are the signs someone shows (without speaking) if they’re not fully consenting?
- What *would* boys your age do/say if they noticed these signs?
OR What do you think boys *should* do if they notice these signs?
- Do you think boys your age feel okay or confident asking someone if they’re comfortable? Why/not?
- Is it the girl’s responsibility to speak up if she’s uncomfortable?
- Do you think guys have a responsibility to make sure their partner is okay?
- What do you think gets in the way of these two things? In other words, what are the barriers to girls speaking up when they’re uncomfortable and guys asking their partner if she’s okay?
- KEY: What can we do in the Year 10 program to overcome these barriers? What could we do to make it easier for these things to happen?

BOYS' GROUP

To start: *Acknowledge this discussion will focus on male-female relationships but really the questions are about anyone in a sexual relationship.*

- Ice-breaker – go around the circle and each person says:
 - What comes into your mind when you hear the word “communication”?
 - How good at communication would you say you are?
- Do young men talk/ask each other about sex and relationships? Why/not?
- What do you know about the law and the age of consent? What does ‘consent’ mean, why is it important?
- What are the signs someone shows (without speaking) if they’re not fully consenting?
- What *would* boys your age do/say if they noticed these signs?
OR What do you think boys *should* do if they notice these signs?
- Do you think boys your age feel okay or confident asking someone if they’re comfortable? Why/not?
- Is it the girl’s responsibility to speak up if she’s uncomfortable?
- Do you think guys have a responsibility to make sure their partner is okay?
- What do you think gets in the way of these two things? In other words, what are the barriers to girls speaking up when they’re uncomfortable and guys asking their partner if she’s okay?
- KEY: What can we do in the Year 10 program to overcome these barriers? What could we do to make it easier for these things to happen?

Longitudinal evaluation - Interview questions
Nov 2006

BOYS

STARTER QUESTIONS

- Have a think about the kind of relationships you've been in and what they've been like
- Have a think about your first sexual encounter – for example did you think about it or talk about it before, or did it just kind of happen? And how does that compare to your more recent or later experiences?
- Have a think about a time when either you weren't sure the other person was totally into it OR you weren't sure you wanted to go ahead. How did you work it out? What happened in the end?

Influences

- How does what you learn about relationships at home compare to what you learn at school or from friends? What are the differences? Which is a more powerful influence on you?
- How much do you think people make decisions about sex, relationships, communication based on their culture or religion? How strong is this compared to other influences (friends, partner etc)?
- Whose opinions matter to you/Who would you listen to about consent, relationships and respect? (Family, celebrities, older friends?) Why do these people's opinions matter to you? What makes you respect someone or their views more than others?

Consent & sexual negotiation

- Why is there a difference in the respect or consideration someone would show in a relationship, compared to someone they're just with once?
- Why don't guys tie consent/mutual agreement to the notion of pleasure?
- How could we make consent important to pleasure? How could we make it matter more?

Masculinity

- When you hear about a guy/friend not making sure his partner is consenting or not stopping when she's not, would you challenge him on that?
- Some guys say they wouldn't stop because it would be embarrassing or not cool. – what is the source of this embarrassment? Why is it not cool? (Why is asking too 'feminine'?)
- Why do guys have to appear to know what they're doing or not look like they are unsure? What is at stake when they get turned down by the girl – from self, from friends?

GIRLS

STARTER QUESTIONS

- Have a think about the kind of relationships you've been in and what they've been like
- Have a think about your first sexual encounter – for example did you think about it or talk about it before, or did it just kind of happen? And how does that compare to your more recent or later experiences?
- Have a think about a time when either you weren't sure the other person was totally into it OR you weren't sure you wanted to go ahead. How did you work it out? What happened in the end?

Consent & sexual negotiation

- How do girls feel about being asked about sexual contact? Is it enough to be asked or does the partner need to do more?
- Do girls feel they'd be able to articulate and express what they want if asked? What would help with this?
- How much do girls feel responsible for doing the communicating and initiating/ stopping sex? Why? How much do they think guys are willing or able to do this? (they are aware of guys not wanting to hear no and why - How do they feel about this?)
- What are the limits or expectations of being 'cool' for girls? What are the pressures on them that influence the way they act in relationships and these kinds of situations?
- Why is there a difference in the respect or consideration someone would show in a relationship, compared to someone they're with just with once?

Influences

- How does what girls learn about relationships at home compare to what girls learn at school or from friends? Which is more powerful? What are the differences?
- How much do you think people make decisions about sex, relationships, communication based on their culture or religion? How strong is this compared to other influences (friends, partner etc)?

Relationships

- If girls are aware of boys wanting to impress friends and wanting to protect their reputation (even if it means ignoring the girl's feelings), how do they select who to go out with or what (in relationship) is tolerable?
- "If you care about them you would sit through it" – how does this under-valuing of your body and sexual experience come about?
- What is the impact on girls of knowing that guys might not be able to/want to give them choice?
- Girls seem to know what guys can try to do to convince them, how they put pressure on and why – Do girls feel equipped to manage that? What more would they need/ like? Should our program talk about this?

YEAR 9 PROGRAM 2007
Pre & Post Program Survey Results

Number of respondents

	Male	Female	Unknown	
	No.	No.	No.	TOTAL No.
Pre	46	56	0	102
Post	38	47	2	87

Summary of survey results

There were strong positive shifts in students' knowledge of consent and free agreement, victim/survivors' rights in reporting to police, the use of force/pressure to sex in relationships and the legitimacy of non-verbal ways of saying 'no' to unwanted sexual behaviour. Interestingly, 100% of both male and female students recognised that both males and females can be victim/survivors of sexual assault both at pre-program and post-program stages.

There was some positive shift in comfort with asking a partner for consent and, for females only, in talking about sexual assault with someone they trust. Both males and females reported increase in willingness to contact CASA or other helpline if they needed to talk about sexual assault. Both males and females and both pre-program and post-program stages indicated that if they needed to talk about sexual assault, the first person they would speak to is a friend, although the proportion was higher among females.

In terms of attitudes relating to sex, relationships and sexual assault there was not much significant shift from pre-program to post-program stage. One exception to this is students' greater likelihood to disagree with the statement "It is alright to playfully slap someone on the bum" at post-program stage, possibly indicated an enhanced understanding of the range of behaviours that can be harmful. There were some noticeable gender patterns in attitude at both pre-program and post-program stages; for example more females than males holding respect-based attitudes and females also more likely than males to have shifted their attitudes after the program.

Demographic data

	Male	Female
Age range	14-16 yo	13-16 yo
Identify as Aboriginal and/or Torres Strait Islander	4%	2%
Born outside Australia	13%	14%
<i>Other birth countries include:</i>	New Zealand Slovenia Somalia Sri Lanka Vietnam Western Samoa	China India Macedonia Northern Ireland Philippines Samoa Turkey
Language spoken at home: English	70%	73%
Language spoken at home: English + LOTE	26%	20%
Language spoken at home: LOTE only	4%	7%
<i>Other languages include:</i>	Bosnian Hakka Italian Lebanese Macedonian Sri Lankan Samoan/Tongan Somalian	Arabic Chinese Filipino Italian Kurdish Lebanese Macedonian Samoan

NB: In all sections, correct or desired responses are indicated in colour and italics.

True – False Quiz
(knowledge-related questions)

1. You have to be over 18 to have sex

	Male		Female	
	True	False	True	False
Pre	7%	93%	18%	82%
Post	5%	95%	2%	98%

2. Most sexual violence happens in the streets

	Male		Female	
	True	False	True	False
Pre	50%	50%	25%	73%
Post	37%	63%	15%	85%

3. If someone is drunk or stoned they can still freely agree to sex

	Male		Female	
	True	False	True	False
Pre	48%	52%	41%	59%
Post	13%	87%	6%	94%

4. A person who has experienced abuse has to report to police

	Male		Female	
	True	False	True	False
Pre	70%	30%	86%	13%
Post	50%	50%	34%	64%

5. Sexual assault happens to both boys and girls

	Male		Female	
	True	False	True	False
Pre	100%	0%	100%	0%
Post	100%	0%	100%	0%

6. Making jokes about someone's sexuality is against the law

	Male		Female	
	True	False	True	False
Pre	78%	22%	70%	30%
Post	84%	16%	79%	15%

7. If they are in a relationship, one person can force their partner to have sex

	Male		Female	
	True	False	True	False
Pre	17%	83%	21%	77%
Post	11%	89%	9%	91%

8. A woman must say "no" for it to be counted as sexual assault

	Male		Female	
	True	False	True	False
Pre	61%	39%	55%	43%
Post	37%	63%	26%	74%

**How COMFORTABLE would you feel about doing the following things:
(behaviour-related questions)**

- Asking the person I am with for consent

I would feel...

	Male			Female		
	Uncomfortable	Okay	Very Comfortable	Uncomfortable	Okay	Very Comfortable
Pre	22%	78%	0%	36%	52%	7%
Post	8%	68%	21%	4%	68%	26%

- Talking about sexual assault with someone I trust

I would feel...

	Male			Female		
	Uncomfortable	Okay	Very Comfortable	Uncomfortable	Okay	Very Comfortable
Pre	20%	65%	15%	7%	63%	29%
Post	13%	68%	18%	13%	49%	38%

- If I needed to talk to someone about sexual assault, the first person I would speak to is...

	Male					
	parent	friend	Family member	teacher/ school cslor	helpline	other
Pre	35%	48%	15%	7%	15%	2% eg girlfriend
Post	34%	37%	18%	5%	32%	0%

	Female					
	parent	friend	Family member	teacher/ school cslor	helpline	other
Pre	39%	64%	21%	5%	0%	5% eg Noone, best friend, police
Post	32%	64%	23%	9%	13%	2%

**Do you agree?
(attitude-related questions)**

1. Someone who has experienced sexual assault can easily talk about it with a friend

	Male			Female		
	Agree	Can't decide	Disagree	Agree	Can't decide	Disagree
Pre	11%	39%	50%	29%	27%	45%
Post	16%	18%	66%	21%	13%	66%

2. Guys do not own their girlfriend's body

	Male			Female		
	Agree	Can't decide	Disagree	Agree	Can't decide	Disagree
Pre	89%	2%	9%	98%	0%	2%
Post	89%	3%	8%	100%	0%	0%

3. When guys get really excited they cannot be expected to control themselves

	Male			Female		
	Agree	Can't decide	Disagree	Agree	Can't decide	Disagree
Pre	7%	20%	74%	14%	25%	61%
Post	11%	21%	68%	17%	9%	72%

4. In a healthy relationship, you won't be forced to do something you don't want to do

	Male			Female		
	Agree	Can't decide	Disagree	Agree	Can't decide	Disagree
Pre	80%	4%	13%	84%	9%	7%
Post	79%	16%	5%	91%	9%	0%

5. A guy should not touch his girlfriend unless she wants to be touched

	Male			Female		
	Agree	Can't decide	Disagree	Agree	Can't decide	Disagree
Pre	83%	11%	7%	96%	4%	0%
Post	87%	8%	5%	98%	2%	0%

6. It is alright to playfully slap someone on the bum

	Male			Female		
	Agree	Can't decide	Disagree	Agree	Can't decide	Disagree
Pre	43%	28%	28%	20%	57%	23%
Post	29%	29%	42%	19%	36%	45%

7. A girl who goes into a guy's bedroom is agreeing to sex

	Male			Female		
	Agree	Can't decide	Disagree	Agree	Can't decide	Disagree
Pre	9%	13%	78%	5%	13%	82%
Post	5%	8%	87%	11%	0%	89%

8. If someone tells you they have been sexually assaulted it is important to show you believe them

	Male			Female		
	Agree	Can't decide	Disagree	Agree	Can't decide	Disagree
Pre	80%	17%	2%	82%	14%	2%
Post	79%	16%	5%	98%	2%	0%

9. It is alright to pressure someone to have sex if they have had sex in the past

	Male			Female		
	Agree	Can't decide	Disagree	Agree	Can't decide	Disagree
Pre	0%	13%	87%	0%	4%	96%
Post	3%	13%	84%	0%	2%	98%

10. Both people in a sexual situation have a responsibility to make sure there is mutual free agreement

	Male			Female		
	Agree	Can't decide	Disagree	Agree	Can't decide	Disagree
Pre	74%	26%	0%	80%	18%	0%
Post	76%	16%	5%	83%	17%	2%

Other

Number of sessions attended:

- Girls: 90% attended 4-6 sessions (more than half of program)
- Boys: 90% attended 4-6 sessions (more than half of program)

Suggestions to improve program:

- Girls: more games, more lollies
- Boys: more food, more active eg role plays

School A 6-month Survey Data

Summary

Background

The five-week student program was conducted with all Year 9s at School A in July-Sept 2006. Students participated in the program in two rounds – half the year level participated in July-August, and the other half participated in August-September.

Participants completed the “Sex, Relationships & Sexual Assault Survey” one week before the program (“pre-program”), and then completed the same survey within 2-3 weeks of finishing the program (“post-program”). Fewer students completed a post-program survey compared to the number that completed a pre-program survey, as shown in the table below.

Surveys were re-issued to all students 6 months after the completion of the program (i.e. in March 2007). These were completed during normal classtime with a brief explanation about the use of the survey. Surveys were distributed and collected by School A and CASA House staff at the school campus.

	Male	Female	
	No.	No.	TOTAL No.
Pre	110 <i>58% of total</i>	80 <i>42% of total</i>	190
Post	67 <i>47% of total</i>	74 <i>52% of total</i>	143
6 months	107 <i>54% of total</i>	90 <i>46% of total</i>	197

Summary of survey results

In the collection of both pre- and post-program surveys, there were 5-10 surveys with unidentified gender. Due to their small number, these surveys were excluded from the results.

Demographic data

School A	Male	Female
Age range	14-16	14-16
Identify as Aboriginal and/or Torres Strait Islander	0	2%
Born outside Australia	21%	12%

The following data describes the demographic characteristics of respondents at the 6-month timepoint.

<i>Other birth countries include:</i>	Africa Bosnia & Herzegovnia Croatia Fiji Greece Iraq (2) Lebanon North Africa NZ (3) Phillippines (2) Serbia Sri Lanka Thailand Turkey (3) USA Yugoslavia	Afghanistan Egypt Greece India Iran Lebanon Mauritius NZ (2) Thailand Turkey
Language spoken at home: English	38%	43%
Language spoken at home: English + LOTE	49%	44%
Language spoken at home: LOTE only	15%	12%
<i>Other languages include:</i> (LOTE = Language other than English)	African Arabic (9) Assyrian (5) Bosnian Chaldean Chinese Croatian Indian Italian (12) Lebanese (4) Malay Maltese (2) Russian Samoan (3) Serbian (3) Sinhala (2) Tagalog (2) Turkish (8) Vietnamese	Arabic (9) Assyrian (4) Chinese Croatian French Greek (3) Indian Italian Kurdish Lebanese (4) Persian Samoan (2) Spanish Tagalog Thai Turkish (7)

		Recall of CASA	acronym at 6 months
<i>Gender</i>	<i>Total number of respondents</i>	<i>Number of respondents who recalled key words "against sexual assault/abuse"</i>	<i>% of respondents who recalled key words "against sexual assault/abuse"</i>
Boys	107	60	56%
Girls	90	48	53%
TOTAL:	197	108	55%

The survey results appear in three sections, corresponding with the three sections of the "Sex, Relationships & Sexual Assault" survey:

1. True/false quiz (testing for knowledge)
2. How comfortable would you feel... (testing for comfort with certain behaviours)
3. Agree/Disagree (testing for attitudes/beliefs).

Correct or desired responses are printed in colour and italics.

True – False Quiz (knowledge)**1. You have to be over 18 to have sex**

	Male		Female	
	True	False	True	False
Pre	33%	68%	39%	60%
Post	13%	87%	15%	85%
6 months	5%	95%	18%	81%

2. Children are mostly abused by someone they know

	Male		Female	
	True	False	True	False
Pre	61%	38%	69%	31%
Post	94%	6%	95%	5%
6 months	87%	13%	87%	13%

3. Sexual assault happens to both boys and girls

	Male		Female	
	True	False	True	False
Pre	88%	13%	94%	5%
Post	100%	0%	99%	1%
6 months	94%	6%	98%	2%

4. Making jokes about someone's sexuality is against the law

	Male		Female	
	True	False	True	False
Pre	53%	46%	70%	25%
Post	93%	7%	85%	12%
6 months	87%	13%	91%	9%

5. The law says a husband cannot force his wife to have sex

	Male		Female	
	True	False	True	False
Pre	83%	17%	93%	6%
Post	91%	7%	95%	5%
6 months	95%	4%	97%	2%

6. A person who has experienced abuse has to report to police

	Male		Female	
	True	False	True	False
Pre	76%	24%	78%	23%
Post	48%	52%	38%	61%
6 months	58%	39%	57%	43%

7. A woman must say 'no' for it to be sexual assault

	Male		Female	
	True	False	True	False
Pre	61%	38%	61%	38%
Post	46%	52%	30%	71%
6 months	57%	43%	51%	49%

8. Most sexual violence happens in the streets

	Male		Female	
	True	False	True	False
Pre	58%	41%	45%	55%
Post	39%	58%	22%	76%
6 months	50%	50%	28%	71%

**How COMFORTABLE would you feel about doing the following things:
(behavioural intention)****9. Getting advice or information about whether I am ready for sex**

	Male			Female		
	Uncomfortable	Okay	Very Comfortable	Uncomfortable	Okay	Very Comfortable
Pre	25%	52%	20%	23%	53%	10%
Post	25%	60%	7%	22%	58%	18%
6 month	28%	53%	14%	16%	68%	14%

10. Talking about sexual assault with someone I trust

	Male			Female		
	Uncomfortable	Okay	Very Comfortable	Uncomfortable	Okay	Very Comfortable
Pre	15%	50%	33%	10%	50%	40%
Post	13%	57%	22%	14%	42%	43%
6 month	14%	64%	16%	12%	47%	38%

11. Asking someone if they're comfortable with how I'm touching them

	Male			Female		
	Uncomfortable	Okay	Very Comfortable	Uncomfortable	Okay	Very Comfortable
Pre	27%	49%	22%	45%	44%	11%
Post	31%	43%	18%	43%	42%	14%
6 month	27%	50%	17%	31%	42%	22%

RATE THE FOLLOWING: (attitude)**12. If a couple have been together for a while, the guy should not force his girlfriend to have sex.**

	Male			Female		
	Agree	Can't decide	Disagree	Agree	Can't decide	Disagree
Pre	83%	14%	4%	94%	5%	1%
Post	85%	13%	1%	89%	4%	7%
6 month	88%	9%	3%	97%	2%	1%

13. Guys do not own their girlfriend's body

	Male			Female		
	Agree	Can't decide	Disagree	Agree	Can't decide	Disagree
Pre	86%	9%	6%	98%	1%	1%
Post	87%	6%	6%	88%	4%	8%
6 month	85%	6%	9%	96%	3%	1%

14. When guys get really excited they cannot stop themselves from wanting to have sex

	Male			Female		
	Agree	Can't decide	Disagree	Agree	Can't decide	Disagree
Pre	43%	34%	24%	51%	28%	23%
Post	40%	28%	31%	32%	32%	35%
6 month	40%	23%	36%	31%	30%	39%

15. People should never get their boy/girlfriends drunk to get them to have sex

	Male			Female		
	Agree	Can't decide	Disagree	Agree	Can't decide	Disagree
Pre	87%	10%	4%	98%	1%	1%
Post	87%	10%	1%	91%	3%	5%
6 month	85%	9%	6%	94%	1%	4%

16. A guy should not touch his girlfriend unless she wants to be touched

	Male			Female		
	Agree	Can't decide	Disagree	Agree	Can't decide	Disagree
Pre	82%	9%	10%	96%	4%	0%
Post	79%	13%	7%	88%	12%	0%
6 month	85%	7%	7%	99%	1%	0%

17. To prove their love, it is important for a person to have sex with their girl/ boyfriend

	Male			Female		
	Agree	Can't decide	Disagree	Agree	Can't decide	Disagree
Pre	26%	27%	49%	5%	24%	70%
Post	19%	22%	58%	11%	16%	73%
6 month	20%	23%	57%	9%	6%	86%

18. It is alright for guys to playfully slap girls on the bum

	Male			Female		
	Agree	Can't decide	Disagree	Agree	Can't decide	Disagree
Pre	35%	36%	30%	26%	38%	36%
Post	24%	36%	40%	9%	50%	39%
6 month	30%	28%	42%	8%	36%	57%

19. A girl who goes into a guy's bedroom is agreeing to sex

	Male			Female		
	Agree	Can't decide	Disagree	Agree	Can't decide	Disagree
Pre	23%	26%	51%	8%	16%	76%
Post	21%	18%	61%	7%	14%	80%
6 month	16%	18%	66%	3%	11%	86%

20. It is no big deal to pressure someone into having sex

	Male			Female		
	Agree	Can't decide	Disagree	Agree	Can't decide	Disagree
Pre	15%	21%	65%	9%	6%	85%
Post	13%	15%	72%	4%	14%	82%
6 month	21%	31%	49%	2%	19%	79%

21. It is alright to pressure someone to have sex if they have had sex in the past

	Male			Female		
	Agree	Can't decide	Disagree	Agree	Can't decide	Disagree
Pre	17%	21%	63%	5%	8%	88%
Post	9%	18%	73%	7%	12%	80%
6 month	12%	15%	72%	2%	4%	93%

Appendix 13

School A 6-month focus group summary

School A Medium-term evaluation (6 months after program)

Comparison of Focus Group data, October 2006 vs March 2007

Abbreviations:

"s/a" = sexual assault

"SH" = sexual harassment

"v/s" = victim/survivor

Key theme	Outcomes Immediately after program October 2006	Outcomes 6 months after program March 2007
Broad definition of sexual assault and related behaviours	<ul style="list-style-type: none"> use of correct terms (s/a, SH) name influencing factors – alcohol, consent, pressure, coercion girls identified v/s feelings as defining s/a named wide range of behaviours related to s/a 	<ul style="list-style-type: none"> use of correct terms (s/a, SH) name influencing factors – alcohol, consent, pressure, coercion girls identified v/s feelings as defining s/a boys identified legal consequences of using coercion (were not asked to name behaviours)
Recognition of importance of consent to sex	<ul style="list-style-type: none"> Voluntary use of term 'consent' Recognise importance of checking and communicating Emphasis on shared responsibilities 	<ul style="list-style-type: none"> Voluntary use of term 'consent' Recognise importance of checking and communicating Slightly more emphasis on male responsibility to ask/check esp. within boys group (though this was identified in 2006)
Understanding of laws of consent, including age	Not tested	<ul style="list-style-type: none"> Excellent understanding of age laws, restrictions, conditions and exceptions to free agreement Correct responses to all examples given re age differences
Recognition of barriers to expressing non-consent and non-verbal signs of discomfort	<ul style="list-style-type: none"> Identified key social and personal barriers to girls speaking up Identified range of non-verbal signs of discomfort Suggestions that girls should be wary of signs they give out 	<ul style="list-style-type: none"> Limited identification of barriers to girls speaking up; emphasis on girls communicating Boys identified range of non-verbal signs Suggestions (from girls) that girls should be able to wear whatever they want
Knowledge of how to respond to signs of discomfort	<ul style="list-style-type: none"> Identify asking, checking, respecting, stopping, not forcing, as appropriate responses to partner's discomfort Suggestions that girls should speak up and say what they want 	<ul style="list-style-type: none"> Identify asking & checking as appropriate responses Suggestions that girls should speak up and say what they want Boys suggest ways to ask and phrases to use, also identify barriers for boys to ask

Knowledge of effects of sexual assault on victim/survivors	Not tested	<ul style="list-style-type: none"> ▪ Emphasis on fear of being victimized again and subsequent changes in v/s' behaviour/choices ▪ Limited recall of deeper/complex impacts – e.g. social/emotional
Knowledge of strategies to support victim/survivors	<ul style="list-style-type: none"> ▪ Very clear and detailed ▪ Named subtle factors such as trust, blame, confidentiality ▪ Recognised some barriers to people seeking assistance 	<ul style="list-style-type: none"> ▪ Very clear and detailed ▪ Named some subtle factors such as judgement, belief
Knowledge of support services/options	<ul style="list-style-type: none"> ▪ Recognise options for support, including at school & CASA ▪ Identify importance of choosing who to talk to (i.e. role of trust) 	<ul style="list-style-type: none"> ▪ Recognise there are outside "people" who can help ▪ Girls identified CASA & police
Recognition of bystander role/intervention	Not tested	<ul style="list-style-type: none"> ▪ Identify friend's intervention as possibility but not an obvious or realistic one ▪ Recognition of offender's motivation & feelings underlying his actions
Identification of gender, power & pressure as influences on sexual communication	<ul style="list-style-type: none"> ▪ Recognition of different expectations of gender behaviour ▪ Identified pressures and fear of being judged 	<ul style="list-style-type: none"> ▪ Recognition of different expectations of gender behaviour more specifically related to sexual behaviour/activity ▪ Identified pressures and fear of being judged more specifically related to sexual behaviour/activity

School B 6-month Survey Data

Summary

Background

The 6-week student program was conducted with half of the Year 10 students at School B in October-November 2006. The program was co-delivered by 3 facilitators (1 CASA House and 2 School B staff). The students were divided into 4 single gender groups – 2 female, 2 male – and were combined into mixed groups for the final session of the program.

Participants completed the "Sex, Relationships & Sexual Assault Survey" one week before the program ("pre-program"), and then completed the same survey at the end of the final session in the program ("post-program"). Fewer students completed a post-program survey compared to the number that completed a pre-program survey, as shown in the table below.

Surveys were re-issued to all Year 10 students 6 months after the completion of the program (i.e. in March 2007). These were completed during normal classtime with a brief explanation about the use of the survey. Surveys were distributed and collected by School B staff at the school campus.

	Male No.	Female No.	TOTAL No.
Pre-program	33 55%	27 45%	60
Post-program	36 55%	30 45%	66
6 months after program <i>Participants</i>	20 57%	15 43%	35
6 months after program <i>Non-participants</i>	41 50%	41 50%	82

NB: 'P' will henceforth in this section be used to signify students who had participated in the student program and 'NP' to signify those who had not.

Summary of survey results

In the collection of both pre- and post-program surveys, there were 5-10 surveys with unidentified gender. Due to their small number, these surveys were excluded from the results.

Between 60-75% of respondents who had participated in the program had attended 4-6 sessions of the program.

4 respondents did not indicate whether they participated in the program or not.

Demographic data

The following data describes the demographic characteristics of respondents at the 6-month timepoint.

<i>School B</i>	Male	Female
Age range	15-18	15-17
Identify as Aboriginal and/or Torres Strait Islander	0	0
Born outside Australia	21%	15%
<i>Other birth countries include:</i>	Cyprus England Iraq (5) Jamaica Philippines Tunisia Turkey (2)	Iraq (5) NZ (2) Somalia Turkey (2)
Language spoken at home: English	31%	15%
Language spoken at home: English + LOTE	52%	58%
Language spoken at home: LOTE only	16%	12%
<i>Other languages include:</i>	Amharic Arabic (3) Assyrian (4) Fijian Filipino Indian Lebanese Oromo Samoan (2) Sinhalese Somali Tagalog Turkish (28)	Arabic (5) Assyrian (2) Chaldean (2) Chinese Greek Hakka Lebanese Maori Persian Samoan (2) Somali Spanish Turkish (30) Vietnamese

Gender	Participant/ Non-participant	Total number of respondents	Recall of CASA acronym at 6 months	
			Number of respondents who recalled key words "against sexual assault/abuse"	% of respondents who recalled key words "against sexual assault/abuse"
Boys	P	20	6	30%
	NP	41	1	2%
Girls	P	15	10	67%
	NP	41	6	15%
TOTAL:		117	23	20%

The survey results appear in three sections, corresponding with the three sections of the "Sex & Relationships" survey:

1. True/false quiz (testing for knowledge)
2. How comfortable would you feel... (testing for comfort with certain behaviours)
3. Agree/Disagree (testing for attitudes/beliefs).

Correct or desired responses are printed in colour and italics.

True – False Quiz (knowledge)

1. You have to be over 18 to have sex

	Male		Female	
	True	False	True	False
Pre	15%	<i>85%</i>	48%	<i>52%</i>
Post	22%	<i>78%</i>	33%	<i>67%</i>
6 months <i>participants</i>	10%	<i>90%</i>	13%	<i>87%</i>
6 months <i>non-participants</i>	22%	<i>78%</i>	22%	<i>78%</i>

2. Children are mostly abused by someone they know

	Male		Female	
	True	False	True	False
Pre	<i>73%</i>	27%	<i>56%</i>	44%
Post	<i>86%</i>	14%	<i>63%</i>	33%
6 months <i>participants</i>	<i>75%</i>	20%	<i>100%</i>	0
6 months <i>non-participants</i>	<i>68%</i>	32%	<i>68%</i>	32%

3. Sexual assault happens to both boys and girls

	Male		Female	
	True	False	True	False
Pre	<i>85%</i>	12%	<i>96%</i>	4%
Post	<i>94%</i>	6%	<i>97%</i>	3%
6 months <i>participants</i>	<i>100%</i>	0	<i>100%</i>	0
6 months <i>non-participants</i>	<i>88%</i>	12%	<i>98%</i>	2%

4. Making jokes about someone's sexuality is against the law

	Male		Female	
	True	False	True	False
Pre	<i>67%</i>	30%	<i>62%</i>	38%
Post	<i>81%</i>	19%	<i>90%</i>	10%
6 months <i>participants</i>	<i>90%</i>	10%	<i>73%</i>	27%
6 months <i>non-participants</i>	<i>76%</i>	24%	<i>76%</i>	24%

5. The law says a husband cannot force his wife to have sex

	Male		Female	
	True	False	True	False
Pre	<i>82%</i>	15%	<i>96%</i>	4%
Post	<i>83%</i>	17%	<i>83%</i>	13%
6 months <i>participants</i>	<i>95%</i>	5%	<i>100%</i>	0
6 months <i>non-participants</i>	<i>88%</i>	10%	<i>95%</i>	5%

6. A person who has experienced abuse has to report to police

	Male		Female	
	True	False	True	False
Pre	70%	27%	70%	30%
Post	50%	50%	53%	43%
6 months <i>participants</i>	65%	35%	40%	60%
6 months <i>non-participants</i>	54%	46%	85%	15%

7. A woman must say 'no' for it to be sexual assault

	Male		Female	
	True	False	True	False
Pre	67%	30%	68%	32%
Post	56%	44%	67%	33%
6 months <i>participants</i>	70%	30%	53%	47%
6 months <i>non-participants</i>	63%	37%	68%	29%

8. Most sexual violence happens in the streets

	Male		Female	
	True	False	True	False
Pre	52%	48%	41%	59%
Post	41%	59%	43%	57%
6 months <i>participants</i>	55%	45%	47%	60%
6 months <i>non-participants</i>	56%	44%	39%	51%

How COMFORTABLE would you feel about doing the following things:
(behavioural intention)

9. Getting advice or information about whether I am ready for sex

	Male			Female		
	Uncomf	Okay	Very Comf	Uncomf	Okay	Very Comf
Pre	23%	58%	19%	44%	48%	8%
Post	9%	72%	19%	23%	53%	23%
6 months <i>participants</i>	30%	55%	15%	33%	40%	27%
6 months <i>non-participants</i>	22%	61%	10%	51%	39%	10%

10. Talking about sexual assault with someone I trust

	Male			Female		
	Uncomf	Okay	Very Comf	Uncomf	Okay	Very Comf
Pre	16%	59%	25%	15%	62%	23%
Post	9%	70%	21%	13%	40%	47%
6 months <i>participants</i>	30%	55%	15%	20%	33%	47%
6 months <i>non-participants</i>	12%	68%	12%	15%	49%	37%

11. Asking someone if they're comfortable with how I'm touching them

	Male			Female		
	Uncomf	Okay	Very Comf	Uncomf	Okay	Very Comf
Pre	7%	77%	16%	58%	31%	12%
Post	14%	76%	10%	27%	53%	20%
6 months participants	25%	60%	15%	67%	27%	7%
6 months non-participants	20%	51%	22%	66%	29%	5%

RATE THE FOLLOWING: (attitude)

12. If a couple have been together for a while, the guy should not force his girlfriend to have sex.

	Male			Female		
	Agree	Can't decide	Disagree	Agree	Can't decide	Disagree
Pre	73%	18%	9%	92%	8%	0%
Post	75%	22%	3%	80%	10%	10%
6 months participants	75%	15%	10%	100%	0%	0%
6 months non-participants	66%	22%	10%	93%	2%	5%

13. Guys do not own their girlfriend's body

	Male			Female		
	Agree	Can't decide	Disagree	Agree	Can't decide	Disagree
Pre	82%	6%	13%	96%	4%	0%
Post	72%	17%	11%	83%	13%	3%
6 months participants	65%	10%	20%	93%	7%	0%
6 months non-participants	73%	17%	10%	100%	0%	0%

14. When guys get really excited they cannot stop themselves from wanting to have sex

	Male			Female		
	Agree	Can't decide	Disagree	Agree	Can't decide	Disagree
Pre	48%	9%	42%	44%	24%	32%
Post	39%	25%	36%	47%	27%	27%
6 months participants	25%	35%	40%	40%	20%	40%
6 months non-participants	56%	17%	27%	59%	17%	24%

15. People should never get their boy/girlfriends drunk to get them to have sex

	Male			Female		
	Agree	Can't decide	Disagree	Agree	Can't decide	Disagree
Pre	84%	6%	9%	92%	4%	4%
Post	69%	14%	17%	77%	17%	7%
6 months participants	70%	25%	5%	100%	0%	0%
6 months non-participants	76%	10%	15%	100%	0%	0%

16. A guy should not touch his girlfriend unless she wants to be touched

	Male			Female		
	Agree	Can't decide	Disagree	Agree	Can't decide	Disagree
Pre	79%	12%	9%	96%	4%	0%
Post	72%	25%	6%	83%	7%	10%
6 months participants	85%	5%	10%	87%	13%	0%
6 months non-participants	80%	20%	0%	95%	5%	0%

17. To prove their love, it is important for a person to have sex with their girl/boyfriend

	Male			Female		
	Agree	Can't decide	Disagree	Agree	Can't decide	Disagree
Pre	15%	30%	55%	8%	21%	71%
Post	19%	33%	44%	13%	10%	77%
6 months participants	25%	25%	50%	7%	0%	93%
6 months non-participants	24%	37%	39%	2%	0%	95%

18. It is alright for guys to playfully slap girls on the bum

	Male			Female		
	Agree	Can't decide	Disagree	Agree	Can't decide	Disagree
Pre	39%	27%	33%	20%	24%	56%
Post	28%	31%	42%	3%	20%	77%
6 months participants	30%	25%	45%	7%	20%	73%
6 months non-participants	41%	24%	34%	5%	22%	73%

19. A girl who goes into a guy's bedroom is agreeing to sex

	Male			Female		
	Agree	Can't decide	Disagree	Agree	Can't decide	Disagree
Pre	33%	24%	42%	24%	20%	56%
Post	19%	25%	56%	10%	13%	77%
6 months participants	20%	25%	55%	0%	20%	80%
6 months non-participants	17%	24%	59%	2%	24%	73%

20. It is no big deal to pressure someone into having sex

	Male			Female		
	Agree	Can't decide	Disagree	Agree	Can't decide	Disagree
Pre	15%	12%	73%	16%	16%	68%
Post	17%	33%	50%	7%	17%	77%
6 months participants	45%	25%	30%	0%	13%	87%
6 months non-participants	29%	27%	44%	2%	17%	83%

21. It is alright to pressure someone to have sex if they have had sex in the past

	Male			Female		
	Agree	Can't decide	Disagree	Agree	Can't decide	Disagree
Pre	18%	15%	64%	4%	20%	76%
Post	14%	19%	67%	3%	13%	83%
6 months participants	5%	15%	80%	7%	7%	87%
6 months non-participants	20%	15%	63%	0%	7%	93%

School B
Medium-term evaluation (6 months after program)

Focus Group Discussion summary

In these focus groups we aimed to:

- Identify what students have absorbed/retained in relation to program's key messages (knowledge, behaviour, attitudes)
- Discuss how students think gender, power and peer pressure are related to issues of sex, relationships and sexual assault.

Did they correctly name sexual assault in response to 'scenarios'?

- *Participant boys:*
 - Accurately identified when woman says 'no' and was respected
 - had identified that 'teasing about sexuality' was part of SA in 'naming behaviours' activity; but hesitated to name it as SA when presented with it in scenarios. Initially argued it was bullying/teasing but then referred to how it would make them feel uncomfortable as the basis for being part of 'sexual assault' – emotionally, not physically
 - identifies 'age of consent' in relationships as constituting sexual assault and identified power relationships ('she is too young to know better', 'he probably talks crap and she believes it'). Identifies it as both legally and 'ethically' wrong. Do not identify alcohol as 'barrier to free agreement'
 - argue that it isn't sexual assault in 'perving' scenario unless 'they actually do something'. Argue that that men in car don't know she's frightened. Argue that all guys do 'stuff like that' including 'honking the horn' which can be taken 'as a compliment' – did not question it except for saying 'it could lead to something'.
- *Participant girls: not specifically covered in FG but*
 - able to name a range of behaviours constituting sexual assault as listed below.
- *Non-participant boys:*
 - Identifies the 23 year old as 'paedophile' in relation to the 14 year-old. Are unsure if her being his 'girlfriend' makes a difference.
 - Identifies that it is against the law – such an age-gap
 - Identifies that 'holding a girl down' is rape – not consensual, forced
 - Identify that being called 'homo' would make someone feel uncomfortable
 - Identifies that 'doing the right thing' is accepting 'no' from girl
 - Identify woman as being scared at being perved at
 - When prompted recognize that 'choice' of woman to have sex with her boyfriend after he threatened to leave her is 'forcing' – identify this as 'normal' (common) behaviour
 - Identify that boys have 'no business' in making comments about girl's body but that this is also 'normal'
- *Non-participant girls:*
 - Identifies that 'perving' is a form of sexual assault and relates this to 'women don't want to be perved at or whistled at or anything while they're walking. They just want to mind their own business'
 - Some challenge whether it is or not because they're 'not touching her'. Argue 'it's not major'.
 - Others argue that it doesn't have to be physical and can be verbal.
 - Identifies when consent is not given and respected; identifies that being drunk might affect her ability to 'know what she's doing' even if she'd said 'yes'
 - Think that unwanted comments about sexuality is part of sexual assault
 - Identifies sexual assault as when 'woman is held down' but question why she does not scream for help and wonder if it then 'also the girl's fault' because of this. When prompted can describe impact of fear on woman's ability to do this.

Can they name a range of behaviours that constitute sexual assault and recall information about incidence, prevalence and gendered nature of sexual assault?

- *Participant boys:*
 - recognize touching, forcing someone to do something, rape, insulting someone because of their sexual preference (and giving examples – 'gay', 'slut')
 - recognized 'touching someone in a way they don't want to be touched' – (behaviour that makes v/s feel uncomfortable)
 - 4/4 recalled around 90% of women as v/s (slight over-estimate)
 - 4/4 recalled homes as where s/a mainly takes place –
 - 3/4 recalled that s/a mainly perpetrated by known person - one participant who had done the program was very surprised and questioned this; 'I thought it was just sometimes guys go and rape someone' – question answered by other group member 'yeah sometimes it is but mostly it's mostly the person knows them'

- *Participant girls*
 - recognized that sexual assault includes being 'forced to do a sexual act' including rape and harassment, name-calling (sexualized or sexuality e.g. Gay, slut), touching without consent, sex without consent, putting pressure on someone physically or sexually, emotionally.
 - differentiated 'harassment' as something different from 'assault' and that it needed to be 'sexual' in nature
 - that 'extent' of sexual harassment/assault depends on how seriously the person takes it – its impact on them, its severity and that it is illegal
 - debate about whether being a v/s of sexual assault affects your future sexual preference
 - not very familiar with victim/survivor label
 - 6/8 recalled 80% of women as v/s
 - 8/9 recalled homes as where s/a mainly takes place
 - 8/9 recalled that s/a mainly perpetrated by known person
- *Non-participant boys: (true/false & % questions not asked)*
 - identify rape (forcing her, hitting her and 'stuff she doesn't want to do'), and calling them 'sexy' and grabbing them
 - some think harassment must be physical though
 - girl being harassed in the streets e.g. Following her, swearing (slut) and touching if she doesn't like it, stalking, make her feel uncomfortable in a sexual way
 - taking photos when the girl doesn't know and putting it on the internet
 - sexual harassment
- *Non-participant girl: (true/false & % questions not asked)*
 - names touching them (if they don't want to be touched), forcing them to have sex
 - some emphasis on girl needing to say 'no' to indicate not wanting to be touched
 - names spreading rumours about her sexuality, sexual gestures and 'cornering or pushing a girl and forcing her to do something'
 - names 'performing an act without her consent' (names consent without any prompting) and 'running after a girl... chasing her, stalking her'; names this as common behaviour in both Turkey and Australia and 'that's why girls don't go out at night...it's not safe...all the males are out'
 - believe that assaults are more likely to happen at night; but also that it can happen anywhere and that 'you can be at home and a family friend comes in and starts...'
 - think women are not normally the perpetrators of sexual assault against men

How has their understanding of "sexual assault" changed? What is their understanding of responsibilities around making sure there is consent?

- *Participant boys:*
 - would not 'make a move' if a girl was drunk as affects what she says/agrees to however
 - see that Jess 'made a mistake' by drinking and asking Peter to go upstairs with her – 'what does she expect a guy to think?'
 - see that they both misunderstood each other
 - most reluctant to name story as about sexual assault; emphasis that 'it is' but that she should have 'said something' or 'tried to stop it' as silence might mean 'you're probably gonna keep going'
 - some challenging the perception that he 'misunderstood' signs and didn't realize she was trying to push him off – 'she's trying to pull him off...how can you not realize?'
 - used concepts of 'force', body language, consent/free-agreement to understand and debate the story
 - think that girls may say it is sexual assault to prevent being called a slut.
- *Participant girls: not specifically covered but in other FG questions commented:*
 - unanimous agreement that Jess has been sexually assaulted
 - think it may not have been intentional sexual assault because of 'signs' and his assumption that women need to be persuaded
 - emphasis on girls 'saying no' or indicating 'no' with body language if not ready or comfortable although recognition of barriers to this (fear, embarrassment, peer judgment, intimidation)
 - see that guys will treat girls differently depending if a one-night stand or relationship
 - assumption that guys will want sex at some stage and girl may feel obliged to if she cares about him and 'wants it to last longer'
 - recognize that body language is a way of communicating but preferable to 'speak up'
 - recognize that you don't have to say 'no' for there to be 'no consent'
 - that your actions or body languages should indicate no and that you shouldn't 'just stand there'
 - recognize that if you're quite or not a good communicator you might just 'pull away'
 - emphasis on responsibility of girl to not get into that situation or to communicate her feelings well
 - no specific mention of boys' responsibility to communicate; discussion that 'boys have their needs'
- *Non-participant boys:*
 - recognized that Jess was being forced (but not in immediate discussion after reading story)
 - identified that people would judge her at school as a slut no matter what actually happened
 - that people will blame her because she drank and 'wore that dress'

- 'that male has the power and advantage' and will be less likely to be drunk
 - that family may blame her for drinking, for being underage
 - Peter's friends may also blame her for drinking as well and call her a 'slut'
- *Non-participant girls:*
 - Can't understand how Peter could wonder why Jess is not talking with him (as it was clearly sexual assault)
 - think that people and guys (including Peter) would be seeing it not as a sexual assault, would be more likely to congratulate him and wonder if they could now do the same with Jess too as it's happened once already
 - think people won't believe Jess; will think 'yuck, what a slut'
 - think Jess will feel ashamed and embarrassed because people believing Peter's story about her 'being a slut'
 - even a guy touching a girl without them wanting is sexual assault

Do they recall the definition & complexities of consent?

- *Participant boys: not specifically covered but in other FG questions commented*
 - that 14 and 20 and 14 and 23 was not ok
 - that 14 was a 'minor'/underage
 - that alcohol might make you say you want to do something when you don't
 - that being young might inhibit your knowledge to make a decision
 - recognize that being forced to do something means there is no consent
 - recognize that it asking and getting a consent is the right thing to do, although see it as something that probably isn't done a lot.
 - unprompted - did not mention other conditions around free agreement (e.g. Carers, specific age rules, mistaken identity)
 - that guys would probably blackmail/'bribe' girls into sexual things – e.g. Headjob – if she wants him to stop spreading rumours about her.
- *Participant girls:*
 - recalled word 'consent' unprompted when asked to provide examples of sexual assault behaviours
 - recalled absence of consent as 'forcing', 'putting pressure', and consent as 'free will' 'understanding what you're doing' 'permission' to a whole range of sexual behaviours – not just intercourse
 - recalled 'drugs and alcohol' and 'underage', mental health state, 'teacher, counsellor' or 'being tricked', 'fear' as conditions of where consent can't be given
 - recalled consent (or lack thereof) applicable through body language not just verbal although think 'being clear' and 'saying no' is a good idea
 - recalled two year calendar rule from 11-15 (!) and all age of consent laws and restrictions on doctor/teacher/coach as well as incest
- *Non-participant boys:*
 - did not initially know (without explanation) what term 'consent' meant specifically in terms of a sexual relationship
 - believed 16 or 18 was age of consent
 - understood that basketball coach not ok for sex
 - believed no-one could have sex with a 13 year old even if their 'boyfriend/girlfriend'; or could be a maximum age of 18
 - understood that father and brother not ok for sex
 - understood something about age-gap as a constraint but not specifics
 - understood that age-gap was a problem in terms of younger person's knowledge of issues and ability to make decisions (not using that language!)
 - think 14 year old is too young legally to have sex
 - understood that doctor/teacher not ok for sex as their purpose for examining is not for that
 - realize possible risk/consequences for a professional (like doctor) having sex with 13 year old (career, job, life)
 - that alcohol might not enable someone to freely agree (my words)
- *Non-participant girls:*
 - unable to define consent initially; then association of consent with 'agreement from both sides'
 - not familiar with laws of consent; believe you might have to be over 18
 - believe that being under the influence of drugs or alcohol 'you shouldn't give consent'
 - identified (inaccurately) that religious beliefs or being poor might constrain if you give consent
 - identified 'being sick' as a constraint to consent but unable to explain meaning
 - some believe that 16 is ok age for sex but confusion
 - identify having sex with brother and sister is 'disgusting' but unsure if unlawful, rather 'an embarrassment to the family and the public'
 - identify that doctors and teachers can't have relationships with patients/students until they're 18
 - identify that it depends on 'how old' the basketball coach is (in relation to having sex with 17 year old)
 - some unsure if legal for gay people to have sex (and openly uncomfortable with this concept)

Do they recognize the difficulty for someone to speak up if they're uncomfortable?

- *Participant boys: not specifically covered but in other FG questions commented*
 - identify that she says she didn't want to scream because all those other people in the next room – but that she will regret not screaming
 - identify she didn't want to feel embarrassed or feel like a fool
 - identify peer judgments/pressure of her being an idiot for 'not having sex' as 'you're gonna do it one day'
 - *identify the following factors but do not explicitly link to empathizing with why Jess didn't speak up:*
 - that if she hadn't drunk 'she would have been alright'
 - that she made a mistake asking him upstairs
 - people would call her a slut and she might not be believed about 'not wanting it' – people would think she was covering up the fact that she did have sex by saying it was SA
 - depends on her reputation if she is believed; 'there are two sides to every story'
- *Participant girls:*
 - say that Jess should have screamed even though embarrassed
 - recognized she would have felt humiliated if screamed as would be the 'odd one out' not having sex or for people to see her like that; or she would look like an 'idiot' although think he would have been the 'idiot'
 - recognized that 'other people' would think she had given him all the signs (short dress, 'let's lay down') and that they would have thought she's stupid if she rejected him after all this
 - identify that it depends on the relationship and whether or not there is fear of partner and good communication to if you can say 'no'
 - some think you shouldn't put yourself in the situation of having to say 'no' to sex if you are not intending to go through with it (e.g. Kissing in bed)
 - Fear of rumours (slut or goody-goody) if at place where peers are (e.g. Party)
 - fear of how boy will react (anger, violence, breaking up, him being more popular and her reputation being ruined because everyone will believe what he says)
 - think it would be easier for guys to speak up 'because they have the heart to hurt us'
 - depends on the 'type of guy' whether or not he would be good at communicating and whether or not they are ready for sex also
- *Non-participant boys:*
 - think it would be difficult for guys to ask as are scared girl will say no – so won't even ask; don't want to be rejected
 - think boys will not ask, go ahead and then use defence of 'she didn't say anything' if challenged
 - feel like there are physiological and peer pressures 'to do it' (guys at sexual peak early and girls at age 30 – idea from Health & Human Development subject!).
 - 'guys can't stop themselves' idea presented; challenged by others who believe you can stop yourself
 - identified girls could be scared to speak up for fear of partner's violence (slapping and aggression)
 - guys will say they've had sex even if they haven't – to be cool – and then girl will be angry because rumours will start
- *Non-participant girls:*
 - that some girls might say yes even if they don't want to or if they are intimidated
 - girls might be scared that boyfriend will get aggressive
 - might be scared of losing him if she says no
 - will think he will start a rumour that they did have sex anyway
 - a lot of emphasis on how 'girls should speak up' rather than rely on body language because 'guys won't get it' but when prompted understand that for above reasons they might not speak-up and that 'guys should ask'

Do they know what they should do if they notice non-verbal signs of non-consent or they're not sure someone is consenting?

- *Participant boys: not specifically covered but in other FG questions commented*
 - Peter should have 'made sure' by asking her, talking to her, see what she thinks first, 'get your opinions out and then you just do it'
 - if she says 'maybe' then don't make a move
 - however contradicted by the majority who thought if she says 'maybe' then 'it's most likely yes', 'persuade her', 'convince her it's not anything wrong', 'you've got to force her into it/talk her into it e.g. You can trust me, we've been together for a while – after you get the yes it's not rape'
 - if it's a 'no' you stop there
- *Participant girls: not covered in FG but in pre-FG homework when asked if respect was shown in Peter and Jess story said:*
 - although Jess didn't say anything Peter should have made sure clearly that she wanted it
 - when Jess tried to push him off, he should have backed off
 - Peter should have asked her clearly, but she shouldn't have 'avoided the risk by not drinking and not going up to the room' or 'she should've gone home'
 - if Peter had respect for Jess he should have asked first
 - 'signs were made to each other' and they 'assumed the wrong thing' – should have communicated to show respect

- Peter should have waited until she was sober, made it special and then wouldn't have got the wrong idea
 - they weren't communicating with each other and respecting each other's wishes due to not knowing how the other person felt
 - Peter should have stopped when he was supposed to and not unbuttoned her dress
 - Peter should have made sure he talked to Jess
- *Non-participant boys:*
 - step away if you see girl is anxious
 - ask them if they're sure they want to do it
 - ask them what they're scared of
 - don't reckon these things are easy to do or that guys would do them because they're 'horny', 'doing it for fun' and 'wouldn't care'
 - would ask they like each other 'equally' but if girl likes you more would probably 'keep going'
- *Non-participant girls:*
 - can tell if a girl is hesitating around sex, by her voice (scared, quiet) and by her body language.
 - identify that 'words are stronger' and that males 'may not understand body language' (to indicate lack of consent) and 'how is a guy supposed to know?'
 - identify that husband/partner should 'pick up on signs' and 'guys shouldn't do that' (not ask) and 'he should ask... and not do it'
 - identify that guys should stop and ask if they notices signs someone is not into it.
 - argued that guys generally wouldn't do this and in fact may get pleasure from not asking – that indeed sexual assault is about 'feeling stronger' and 'doing what he wanted, didn't listen to anyone so it's all about him'
 - identifies there are pressures on guys 'to look good' by not asking and that they will be 'seen as a wuss for asking' and that he might think both girls and guys would think this
 - think for guys it is mostly thinking about 'what their mates think' not really about themselves think that guys who sexually assault will generally have been brought up in a violent-family or been abused themselves

Do they recall what the impacts of unwanted sex can be on a person's life?

- *Participant boys:*
 - might not be as open
 - isolated – keep to yourself
 - if parents know will be over-protective
 - wouldn't go to school as will get bullied – people calling her a slut because she had sex (regardless of SA)
 - will believe that if he's a nice guy he wouldn't have done that; she won't be believed
 - she might be scared or embarrassed to talk to anyone about it
 - wouldn't trust people; might hate men
- *Participant girls:*
 - recognize that she might be introverted and not wanting to go out
 - might not trust males or people generally
 - might be scared to have a relationships
 - might not want to talk about the sexual assault
 - monitor what she wears
 - might be confused
 - would be selective about who she talked to – probably not men, perhaps not family
- *Non-participant boys:*
 - scared to have another boyfriend and/or be sexually active with him
 - scared to trust a boyfriend or even husband
 - she will always live with it; remember it
 - she will 'learn from her mistake' – getting drunk! Believes this is often used as an excuse by people – 'I didn't know what I was doing'
 - would have flashbacks, nightmares etc. scared of walking on the street, going to parties
- *Non-participant girls:*
 - being pregnant, STI, HIV
 - impact on family if they find out
 - depression
 - suicide, drug-use
 - she will feel ashamed because of social reactions
 - feel 'singled out', stigmatized, not believed
 - isolated from peers especially when subject of sex, sexual assault, relationships arises

What is their understanding of where to go for help or how to help a friend (including barriers to disclosure)?

- *Participant boys:*
 - tell her 'it's not your fault, it's his fault'
 - give her the option to tell someone about it but stress that you don't have to
 - get her to talk to someone professional
 - wouldn't really know what to do!
 - try and comfort her.
 - try and be careful in what you say as they have trusted you; try not to offend them
 - would maybe not believe her if a distant friend or if it was 'his' mate she was talking about
 - would maybe think she's trying to 'cover something up'
 - send her to the sexual assault 'helpline'
 - will help if somewhere confidential; friends may not always be
 - will be 'overprotected' by family if she tells them and they may seek retribution
 - that she might feel 'ashamed' as rape is not happening often in people's daily lives
- *Participant girls:*
 - would need to respect or 'look up to' the person they talk to
 - unsure of whether to give her advice like confront him, talk to someone
 - make the girl feel comfortable and that she can trust you
 - ask questions that don't 'dig too deep' or are explicit; give questions she can ask 'yes' or 'no' to
 - go slowly when talking to her and supporting her to talk about the assault
 - ask her if she wants to talk about it first – don't force her to talk about it
 - offer her options to talk to someone more experienced
 - talk to CASA, a counsellor, a teacher or Children's Helpline
 - would probably want to speak with a female
 - some may feel comfortable to talk to family, but some may not depending on relationship
 - get friend to help with referral options including internet searches
- *Non-participant boys:*
 - tell them it's not their fault
 - get support from her family
 - recognize that she may be blaming herself
 - cheer her up; especially if Peter is angry
 - tell her to go to rehabilitation
 - refer her to sexual assault services
 - refer her to a doctor
- *Non-participant girls:*
 - counselors
 - psychologists
 - CASA people
 - can tell friend about it, if she wants to; 'it's up to her'
 - tell friends or family or (girl) friends
 - if real friends they would believe her, but if not, may not believe her and believe the rumours instead

Additional ideas and views expressed about gender, power, peer pressure & other issues

- *Participant boys:*
 - that girls' reputation can be ruined by rumours – e.g. slut
 - that sleeping with many guys means a girl is a slut
 - that it's hard for girls to be believed or 'counter' such rumours
 - that boys may bribe girls using this fear of rumours/reputation
 - that it's 'wrong' for older men to go out with young girls
 - that girls can have the choice whether or not they respond to being perved at – that it's a compliment
 - that guys are going to get the signal that she wants sex by asking him upstairs at a party where everyone is drunk
 - that guys try and convince girls to have sex (image that girls are passive in sexual relations and need to be persuaded)
 - girls will get called a slut if they have sex or are sexually assaulted – are usually going to be blamed
 - guys more likely to believe their mates/stick with their mates' version of the story especially if girl has a reputation
 - that particular cultural grouping will mean particular things in terms of family's responses
- *Participant girls:*
 - that if girls agree to sex they may be called a slut
 - that if girls don't agree to sex they may be called 'a goody-goody'
 - that rumours might be spread by guys either way to make girl look bad
 - that violence can occur in all types of relationships – marriage, casual, adolescents
 - that the issue of 'control' and boys' ability to 'hurt' is present in relationships and influences what you can do, how you can act, what you can say, how you communicate

- that some boys are 'sweet' to girls in order to convince them to have sex with them
 - think that guys who actually ask for sex (early on in the relationship) are disrespectful
 - teenage boys back each other up – no matter what – wouldn't challenge a friend who is behaving badly
 - that being called a 'slut' by your friends feels different to being called it by boys/strangers
 - some disagreement around if 'sleeping around' means you are a slut or if it 'is nobody else's business' about whether you do and they 'don't have the right to call you that'
 - some disagreement about if being sexually assaulted makes you same-sex attracted
 - that older boys would probably be better at communicating as they've most likely had sex before
- *Non-participant boys:*
 - that boys would also be scared of a pack of guys in a car driving slowly looking at them
 - that girl will be labeled a slut for asking guy to 'lie down with her'
 - that she would be unlikely to tell her family as her father and brother will want to fight Peter
 - that a teacher (in context of constraints on 'free agreement' with student) should be 'teaching them the good things are not actually doing the bad things'
- *Non-participant girls:*
 - because men assault women at night, that's why women are kept in at night
 - more likely in Turkey for parents to trust their neighbours rather than here – stricter on their daughters here because of this
 - unsafe for women to walk around here at night
 - assaults on girls in parks happen often from groups or pairs of guys, as well as 'perving' and harassment from guys in cars
 - some guys harass women because they think it is a compliment and they'd love a woman to do that to them
 - that when you are assaulted you don't have any power
 - that being assaulted is about someone liking having power over you
 - that rape can happen in marriage; even with someone you know very well
 - feel there are more consequences for a female who is raped by a man (pregnancy, virginity, murder), than the other way around
 - feel there is a cultural influence on some women to be virgins before they are married and they will be viewed as unclean if they are not. See this doesn't matter so much for men.

Ideas about where information on these topics has come from

- *Participant boys: not specifically covered in FG*
- *Participant girls:*
 - Violence Against Women: Australia Says No ads
 - friends
 - first time in-depth in CASA Program
 - sex education
- *Non-participant boys: not specifically covered in FG*
 - health and human development (about sex-drive in men and women)
 - Australia Says No ads
- *Non-participant girls*
 - psychology class
 - friends
 - other girls, not guys, never other guys for fear of them thinking 'she wants it, so I'll try...'
 - people they feel comfortable with

Suggestions for program (especially overcoming barriers to communication)

- *Participant boys: not specifically covered in FG*
- *Participant girls:*
 - have friendship groups but mixed with non-friendship groups in program for comfort as well as some challenging of ideas
 - continue separate gender sessions but also come together to experience how each other thinks.
 - hearing back results of what guys think/talk about in their sessions
 - all supportive of peer educator program as good strategy for learning & teaching – 'we will know where they're coming from'; 'easier to talk in our own age group'; 'cool thing to do'
- *Non-participant boys:*
 - education about all the negative consequences of sex and sexual assault
 - small groups like FG as more comfortable; less likely to say opinions in large group
 - more scenarios to assist people to realize 'what's going on'
 - people might muck-around doing role-plays but could work up to it (to show why asking is important and how to ask)
 - showing people the consequences of 'what really happens' – a video or newspaper article

- *Non-participant girls:*
 - sit in groups of girls that they feel comfortable with; trust each other and more likely to learn more
 - not with strangers (other girls) but with friends
 - never would talk about it with boyfriend
 - learn from CASA and people own age
 - small groups (like FG) are good because you have a problem and you can solve it together
 - small groups because you really hear what other people's opinions are
 - big groups too difficult because everyone is trying to have their say
 - some people are too embarrassed in big groups

Response to finishing the story

- *Participant boys:*
 - identified all characters in story including friends (unprompted)
 - argument could happen between girl and her friends about her not telling them she slept with him; assumption Phillip is telling the truth from friends?
 - Phillip is trying to ruin her reputation cos he rejected him – that he will 'put her down' and she won't want to come to school.
 - he should have just walked off and minded his own business – and got someone else
 - she could tell the principal and get the teachers involved
 - Phillip's friends would most likely go along with him but can sometimes challenge friends if they are 'in the wrong'
 - her options are limited in trying to resolve it and stop him spreading rumours as he may threaten her
- *Participant girls*
 - identified that having Phillip's friends around would make Sonia more intimidated
 - popular response that rumours start and she gets called a slut 'even if she's not'
 - that Sonia would go out with Phillip because of the intimidation or if he was popular – she might then get a better reputation
 - that Sonia could ignore Phillip and feel ok if she knew she wasn't a 'slut' whereas if she was 'a slut' it might affect her more
 - that ignoring is a good tactic for Sonia
 - that Phillip is only doing it to get a reaction from her or to gain an advantage over her/threaten her
 - Phillip's status will matter if he is believed but generally people will believe him over Sonia
 - when prompted can recognize that Phillip's friends could have a role but that most likely 'the boys' will 'stick together'
 - Sonia's girl-friends may or may not believe her depending how close they were to her and her 'reputation'; may also call her a slut
 - Sonia could go to her teachers but it is not likely they will take it seriously or really care unless she makes an official complaint.
 - Sonia could angrily 'confront' him but it would be intimidating and it may be what he wants anyway.
 - teacher's discipline (or lack thereof) not going to have much impact on what guys think of their actions
 - emphasis on girls being responsible for 'not just laughing' when they talk to teachers about it but needing to be 'confident' to do so.
 - that such scenarios are common and being called a 'slut' is not as serious as other forms of violence but can have a big impact if repeated over time.
- *Non-participant boys:*
 - recognize that friends and Phillip's friends are there
 - friend will start harassing Sonia too
 - Sonia could 'tell them off' – stop harassing her and leave her alone
 - she could walk away and ignore him
 - when prompted, identify that friends could step-in to challenge Phillip but think this is unlikely, 'you don't want to get into that situation; you don't want to get involved'
 - others would likely start talking behind her back and start rumours she is a slut
 - if Omar challenges Phillip the situation will escalate
- *Non-participant girls*
 - identify all characters in story (bystanders as an afterthought)
 - story will end in a bad way, with her crying and with a bad reputation (slut)
 - everyone will think she is a slut and she will be bullied; low self-esteem and socially isolated, lonely and depressed
 - will be thought of a 'bad girl', not a 'good girl' anymore
 - they will spread rumours
 - she might have been 'bad' at the start – questioning if the rumours 'were true'
 - some disagreement if a guy would lie or not

- Phillip spreads rumours because upset he was rejected
- disagreement about whether or not they would care if they were called 'a slut' if they knew it wasn't true
- friends are gonna back him up
- not easy for her to stick up for herself in that situation
- Omar could tell him not to spread rumours but not realistic cos boys will stick together
- Friends could not believe him, ignore it, walk away or ask the girl if it's true
- Probably friend will start laughing though and say stuff to her too – happens frequently all over school

Response to slogans

- Participant boys: **not specifically covered in FG**
- Participant girls: **not specifically covered in FG**
- Non-participant boys: **not specifically covered in FG**
- Non-participant girls: **not specifically covered in FG**

Summary of facilitators' observations re: Differences between participant and non-participant focus groups

Method: participant observation.

Researcher has facilitated five out of the seven focus groups at School B and also has worked with calculating, transcribing, categorizing and preliminary analysis of the quantitative and qualitative data.

These observed differences are gleaned from both first-hand observations as well as these subsequent analyses.

Summary

Both non-participant and participant groups are clearly familiar with the range and complexity of social and gendered pressures and contexts in relation to sex, relationships and sexual assault. Issues such as gender, culture, power and control, conformity, masculinity and femininity are clearly seen by these young people as contributors to the incidence and prevalence of sexual assault. Beliefs about the role of alcohol, physiological responses and biologically-essentialist constructions of gender as causes of sexual assault are also debated in both groups.

The role of the CASA program is seen as a supportive, safe, respectful resource which provides some alternative messages for consideration for young people. Subsequent interventions of the school programs (focus groups, interviews, quizzes, peer-educator meetings) seem to consolidate knowledge gained in the six-week program whilst denoting CASA, as a representative of ethical sexual behavior, as a recognizable and meaningful part of their school-life and learnings; as part of their mainstream educational opportunities. School leadership and commitment obviously plays a part in timetabling and promoting the program as such with both staff and students.

Some main themes of difference between those who have participated (P), contrasted with the knowledge and behaviour of the non-participants (NP), were observed to be:

- Familiarity, confidence and higher levels of maturity in **using language and concepts** around sexual assault, sex and relationships.
- Less likely to use **personal experiences in groups** (i.e. disclose sexual or sexual assault experiences).
- Concepts like **consent (age and laws) and free agreement** better understood than non-participants in relation to sexual activity .
- While **victim-blaming beliefs** still remain, perhaps to a lesser extent, the concepts are often comprehensively debated and sometimes challenged amongst participant groups and countered with some rights-based ideas, rather than sticking with initial, crude 'stereotypical' assumptions (e.g. "She asked for it by wearing a short dress, going upstairs, drinking" etc.).
- Participant boys cognisant of program messages about their **responsibilities to 'gain consent'** however also realize the difficulty in 'having the conversations to do this' because of pressures around 'masculinity' – "guys don't ask, guys should know what to do, guys are in control, girls will think you think they're a slut if you ask them for sex".
- Participant girls perhaps **less likely to routinely blame girls** for being sexually assaulted; perhaps more willing to challenge this.
- Introductory spiel **about CASA** took longer with non-participants who were curious about 'do you really talk to people who this has happened to?' – perhaps reflecting their concept of 'real' sexual assault – but then later, disclosed about indecent assault experiences they have had themselves and did not necessarily identify these as sexual assault.
- Ability to **talk through issues without personal disclosure** evident in P groups compared to NP groups. Facilitator did not introduce concept of being 'triggered' by things discussed in groups because so used to facilitating participant groups where this understanding has been better established.

- Explained to NP groups that this was not an educational group, rather an evaluative group, but NP group still treated it as a lesson (“That was good lesson”) and asked lots of questions as this seemed to be their first opportunity to have open, informative discussion about sexual assault issues.
- **Use of first-person language** (‘I’) more pronounced in NP groups, compared to issues being generally discussed in third-person in participant groups.
- Participant groups able to use language and discuss concepts with a higher level of **comfort and familiarity** with terms and use of accurate terms, (e.g. slut, homosexuality, consent, rape, CASA) and non-participant groups more likely to use inappropriate/inaccurate/homophobic/sexist language and concepts (e.g. Gang-bang, ‘rehabilitation’ services, underage [confusion around consent laws and drinking laws], ‘gay’, ‘if men get raped it’s funny’, funny that ‘men get raped in prison’), and also about male to male consensual sex.
- Also more likely for non-participant groups to feel **hesitant and embarrassed about using terms** (often laughing a lot more, giggling nervously, saying things in a hushed or mumbled manner) instead of openly and confidently (as in participant groups). Perhaps testing out if it was a safe space to talk openly in whereas participant-groups already had that association with the CASA program.
- **One female participant** who was accidentally in the first NP FG session chose to be silent as had already participated in program, knew some issues like ‘consent’/‘free agreement’ and came up to me afterwards to say proudly ‘I don’t think I should participate cos I knew all that stuff around consent that they didn’t know’.
- Interestingly, boys’ participant groups reasonably unable to empathise with **why a woman would not scream/say something** if uncomfortable whereas non-participant boys’ did. NP boys also identified ‘perving from car’ scenario as sexual harassment where women would be scared compared with participant boys groups. Both girls groups empathised with this, however non-participant girls initially thought “she should at least try”.
- Some girls in participant and non-participant groups believed that if you were called a slut ‘it didn’t matter if you knew it wasn’t true’. However, girls in participant groups questioned if anyone had the **right to judge** you like this (as a slut) or if it was anyone’s business who you slept with. Non-participant boys also questioned if it was anyone’s business to ask a girl about her sex-life or body.
- Comment from non-participant girls that “I know about bullying and harassment but not sexual assault”
- NP understanding of **consent** very patchy. Not comfortable or familiar with term in relation to sexual activity. Mostly not cognizant of barriers to giving consent (conditions where consent is unable to be given) – e.g. Drug & alcohol, medical act, mistaken identity (girls NP). Did identify fear for self as a condition. Might have been impacted by difficulty in explaining this question given low level of understanding of what consent itself was.
- Pre-FG talk: women who had disclosed experiences of sexual assault in previous round came to group together next week right on time. Volunteered that “it’s good to talk about this stuff because it happens all the time”.
- We started FG in Session Two with NP girls 15 minutes late but all the girls came back from previous session. Participant boys did not return but confusion with school about responsibility for who was to let the boys know about the time/place.
- Issue of working with non-participants and need for **offering possible debriefing** after sessions (given that this is their first encounter with program material). One young woman began discussing her thoughts on how rape was used by men to have power over women and this left the group fairly silent – possibly overwhelming to think about this issue within context of a rushed 40 minute period with a semi-stranger – and then to not have any follow up about this.

Summary of longitudinal evaluation findings**FOCUS GROUPS & INTERVIEWS**

The following observations were made in focus groups and interviews relating to students' absorption and retention of program's key aims and messages:

Recognising and naming inappropriate behaviours

- Girls generally more able to clearly name inappropriate behaviours than boys
- Use of appropriate terms to describe behaviours – e.g. 'sexual assault', 'rape', 'sexual harassment', 'consent' – however not always applied accurately (e.g. 'harassment' to describe relationship rape)
- In defining sexual assault, still an emphasis on offender's intention more than subjective experience of victim/survivor

Identifying where to go for help/support

- Strong recognition of need for trust and confidentiality in person you tell
- Willingness to support friends
- Identified internal and external places to go for help and many factors determining whether/who to go to

Understanding the meaning and importance of free agreement/consent

- Not readily able to repeat 'age of consent' laws, nor laws relating to guardians or intoxication
- Recognise role of pressure, coercion and fear in creating 'artificial' consent
- Use of appropriate terms related to free agreement – 'consent', 'pressure', 'agreement', 'something you really want to do'
- Recognition of non-verbal signs of discomfort and that they are valid (but not necessarily adequate)
- Understanding of barriers to consent and communication
- Recognition of appropriate behaviour to seek consent (i.e. asking questions, opening communication and demonstrating respect)
- Identified personal, emotional, legal and relationship consequences of sex without consent

Questioning responsibilities and rights in relation to consent

- Recognition of male responsibility to ensure there is consent in sex and relationships
- Beliefs that girls should speak up if uncomfortable and should be conscious of the signals they send out
- Recognition of difficulty for young women to express non-consent, but not unconditional sympathy or support for young women who have had non-consensual sex
- Able to understand, articulate and debate issues of consent and negotiation around sex and relationships

Recognition of social context of sex, relationships and sexual assault

- Recognise outside influences, pressures and expectations affecting relationships and gender roles (e.g. notions of masculinity, peer pressure)
- Have ideas about how to challenge/educate against this
- Some recognition of women's rights and choices and barriers to taking up these entitlements

Observed impact on students of participating in these focus groups:

- reinforced key messages from program
- allowed students already engaged with these issues to discuss them in more depth
- enabled open peer-based discussion on issues of sex, relationships and sexual assault
- built motivation to be involved in preventing sexual assault on community
- allowed reflection on own experiences and how these inform opinions and beliefs.

The following findings emerged regarding the CASA Schools Program and school-based violence prevention in general:**Young people and sexual assault**

- Behaviour and attitudes relating to sex, relationships and sexual assault are entrenched in wider social norms and expectations, and reflect a wider social context of gender role stereotyping and social pressures. There is also a shortage of mentors and reliable information sources from which young people can learn about relationship skills.
- Following their participation in the program, young men have retained knowledge and ideas about appropriate and respectful behaviours, but feel there are significant barriers to them engaging in those behaviours.
- Following their participation in the program, young people are aware of gender-role stereotyping and how it impacts on their choices and behaviour. While they are clearly able to critically reflect on these themes, they may be limited from acting or changing because they lack the necessary support, incentives and role models to do so.
- Family, “upbringing” and culture play a very significant role in shaping:
 - what young people perceive as acceptable behaviour;
 - who young people talk to about these issues; and
 - how young people absorb and process social messages.

CASA House Schools Program *(in addition to what we have learned from previous evaluations)*

- The use of stories and discussion is useful to allow young people to relate new information and ideas to their own context
- The program stimulates ideas and discussion, allows different views to be heard and the issue of sexual assault to be raised
- The program has a good mix of verbal and written formats but needs to be more interactive (e.g. role plays, practice, games)
- To reinforce program’s messages and allow discussion of deeper issues, we need to provide follow-up sessions/lessons in subsequent years to the initial program (for example, by providing curriculum on this topic at every year level)
- There needs to be constant reinforcement of program’s messages via “whole school approach” – for example, clear statements against violence from school leadership; consistent responses to sexual assault from teaching and support staff; advertising and promotion of program around the school and wider

- Staff training and professional development around the issue of sexual assault must be tailored to suit the specific needs and issues of each school community
- Following the program, young people are aware of the numerous external avenues for support and assistance, but are still more likely to start with someone they know and trust
- To encourage positive behaviours (e.g. around consent) programs need to include skill-building and enable practice in desired behaviours, especially communication re sex and relationships.

These findings and the evidence on which they are based make a significant contribution to a “best practice model” for school-based violence prevention, which CASA House is currently developing.

The students’ suggestions and the research findings will be incorporated into other evaluation and research CASA House is conducting, which will be reported and published in mid-2007.

These findings will also inform the immediate development and future delivery of the CASA House Schools Program.

- Summary -
Interview data & Key themes

Young women

Theme 1. Awareness of sexual rights, power relationships and inequality but still having to negotiate pressures to assert them.

- Recognition of the contradictions between “doing what feels right” in relation to their autonomy around sexual decision-making and not “giving into pressure to please men” as well as awareness of the innumerable pressures they must negotiate in their lives, relationships and sexual encounters.

Allie: Some guys are manipulating and they'll say what you want to hear just so they can get what they want.

Interviewer: So what are you saying about friends, that it's hard to talk to them?

Simone: Um, well not your close friends, but when you speak to more acquaintances than friends you feel like they're sort of judging you because you don't know how to handle yourself, so like oh she doesn't know what she's doing

Interviewer: And is that important like to feel like you ...

Simone: It's important...I think it comes back to control again, it's important to feel like you're in control of the relationship

- Awareness that some girls' behaviour is influenced by guys' standards and their power, hence there is little 'girl-power'. Suggestions that there are not really 'equal rights' for girls – sex is about men being in control.

Simone: See, girls tend to think it's obvious when a guy is trying to get something out of you, but I don't think girls really know when they are, like we generally think they're quite stupid but they're not, that's the thing, they're actually really shifty. And they can use the most subtle ways to get what they want, like not exactly asking the question but going around you and like trying to like...do it one step at a time until ok, so you've said yes to oral sex, so they obviously think you're going to say yes to sex, and they just keep moving up....Like girls think they'll just blatantly say will you have sex with me, but that's not the way they do it, it's more shades of grey than that.

- Ability to articulate what they want in relationships and sexual encounters but had difficulties in finding and choosing it.

Simone: Well I always try and enter a relationship being equal and open-minded and I'll say what I want and he can say what he wants and I'll listen, he should listen...but with the boys here they think they should be making the decisions, and they'll ask you what you think but they won't consider it....We're meant to have equal rights now, but I think it's still kind of a bit unequal, and I think it just goes back to the control thing again, men are in control and that's why men are meant to get pleasure out of it, and women, if they do great, and if they don't they don't care.

Laura: But right at that moment I reckon the girl would be more afraid of letting him down than her friends.

- Young women felt that a sexual partner 'asking for consent' on its own is not enough; males have a responsibility to check out their partner's body language and feelings during a sexual encounter.

Laura: If they know the girl and they know how she acts and all that then they should pick it up straightaway sort of thing. Like, they'll realise that she's acting different. It's not that hard to pick up on I'd say.

Allie: I think there needs to be a hell of a lot of trust before the question can even be asked. The girl I think needs to know he's not just going to ask and do it and that's it. He's going to actually care about your answer and what you really feel and what you really think about it. And that he's not just with you for sex.

Theme 2: Awareness of issues around sexual assault (e.g. social and gender-based pressures) and impact of broader social context but, in contrast, the tendency to attribute behaviours to individual choices.

- All young women referred to the themes of gender, power and control but were often at a loss to explain the complex interactions and equations of these factors in relation to how they and others acted. Most young women explain these pressures in terms of individuals' choices, actions and traits however one young woman clearly outlined the structural context of 'gender, power and control' as inherently constraining young women and men's individual autonomy in sexual decision-making.

Jasmin: *I don't know...if I could tell you that I would...I don't know why you would want someone that treats you bad, but a lot of girls seem to like it.*

Allie: *I think girls are a lot more shy to be able to say what they really want and what they really feel whereas guys, to them it's easier to talk about, whereas to girls they like to keep it more to themselves and they don't really want to say 'yeah I want this or I want that or I don't want it'.*

Simone: *They don't feel like they can be their own person without a boy in their life...and girls have their own reputations too I think, they don't want to be seen as the girl that got dumped by the greatest guy ever known, because it's an insult against her or whatever, so she'll sit back and she'll do things she doesn't want to do.*

Young women had a clear awareness of the impact of social and gender-based pressures on males and females and how this translates into double standards, peer-pressure and lack of a communication or understanding both within and between gender groups.

Simone: *His reputation, he's got this whole group of boys, like they sit back and they talk about the girls and what they've done with them, and yeah that's the most important thing is like, is what his friends think, because he's like the leader*

Interviewer: *And so how would it affect you, like if he listened to you, would that mean in their eyes...*

Simone: *He's a failure as a man, yeah he's just a failure*

Allie: *I think the guys need stand up a bit more for themselves...If they don't want to do it then they shouldn't have to do it. They act so macho and stuff but really they're sort of thinking what we're thinking and they just don't open up to it.... So it's kind of a lack of communication on both sides.*

Laura: *You have to make sure you do everything right in a way. With us girls it's hard to go around just sleeping with guys.*

Interviewer: *What do you mean hard?*

Laura: *Like you'll get called a slut, you'll get a reputation; you'll get all these bad things thrown at you. But like with guys it's different, they get called a pimp, and you know what I mean.*

Young women recognised and often held contradictory beliefs but did not feel they could explain this discrepancy.

Laura: *I don't think I would say 'no, I'm not comfortable'. Because ...it's so dumb, like they came all the way and it took a lot for them as well to get into that position, and for me to just say 'nah, I don't want to do it', and put them down like that, I don't know. I reckon it's not that fair. But like if I don't want to do it, I don't want to do it. Full stop. But I don't know, maybe I'd, I reckon I'd still go through it with them even though I didn't want to do it.*

Theme 3: Young women felt they were managing the bulk of relationships and attaching self-worth to their relationships and this creates difficulty in expressing sexual needs and interests; a driving factor in sexual interactions was fear of judgement.

- Recognition of the barriers to girls 'speaking up' about their needs in sexual encounters yet still a considerable emphasis on girls managing the bulk of the responsibilities to communicate and to be 'fair' and 'honest' with boys about sexual expectations.

Allie: And sometimes you don't know how to respond because you don't want to hurt them but you don't just want to give into them anyway. I don't know, depends on who it is really. I think maybe cos a lot of girls don't feel comfortable with their bodies and stuff, so for them to go that next step, it's hard for them to open up to someone in that way. And be completely vulnerable. I think that could be it

Interviewer: So does that mean if they don't want to feel vulnerable and they feel uncomfortable they'd rather just let someone do something to them than speak up...or?

Allie: I think they're also scared of being embarrassed. Of going 'oh, I'm not ready, but then they'll go and tell everybody that you said 'no' even though you've been together for two years or whatever'...I think girls are a lot more shy to be able to say what they really want and what they really feel whereas guys, to them it's easier to talk about, whereas to girls they like to keep it more to themselves and they don't really want to say 'yeah I want this or I want that or I don't want it'.

.....

Interviewer: And why do you think people or girls would lie about it? Why do you think they would say 'yeah, ok, ok' and then in their hearts...

Allie: Fear of losing the relationship. That if they say 'no' then he's just going to be like 'aright, fine, I don't want to be with you anymore' and then you'd be shattered.

- On the other hand, young women may feel pressured by the knowledge that they will be judged for going through with sexual intercourse, regardless of consent or desire. Young men may reinforce young women's fears with some of their own beliefs about 'good' girls and 'bad' girls.

Simone: 'She's not a relationships girl', they'll say.

Allie: I think they're worried what their friends will say if they do go through with it rather than if they don't go through with it.

- Overall, it's difficult for girls to relax, enjoy or prioritise their own sexual needs and desires because they often feel they are managing the situation and, at times, minimizing the risks of getting hurt. There are conflicting pressures, loyalties and interests – for self, friends, society and partner – that interfere with young women's knowledge and expression of their own desires.

Simone: I think at our age girls are just getting experience and right now we don't have that experience, and if we can't talk to our parents, we can't talk to our friends and get advice from them, it's even worse.

Allie: I think some girls are comfortable enough to have sex but they're not comfortable enough to tell their partner what they want in it or what they want from it. So like they'll go though with it but then they'll be more like it's all about him sort of thing.

Jasmin: It's very hard for a girl to tell someone how they're feeling, especially when so much is on the line say with a guy, like say oh you're not ready to have sex, then you don't know what he's going to say, 'okay then I don't want anything to do with you' or 'I'm not going to wait'.

One young woman conveyed that her growing awareness of her sexual rights, through her participation in the program and other sources, assisted her in a situation where she felt threatened:

Interviewer: Do you reckon that going through that program helped you at all in that situation?

Laura: Yeah. Actually I do... I think it even happened after the first lesson that we had, I'm not sure. But I was thinking 'I don't want to do this and you can't make me do this because (a) you don't have the right to and (b) I could charge you'. I said 'no' and everything. And I was like 'I'm not gonna put myself in that position where after, I'll be depressed, I'll be feeling like shit. You'll be walking off relieved because you got something...' you know what I mean. Like he won't be the one suffering, I will and I was like, 'no I'm not gonna put myself in that position'. Self-respect came in as well. Like I've got more respect for myself than that.

Young men

Theme 1: Awareness of sexual responsibilities and appropriate behaviours but perhaps unable to act on this awareness because they are negotiating social and gender-based pressures.

- Some young men thought communicating openly about sex was a good idea and that it was probably better to ask, but that in practice this was difficult to do.

Joseph: *Like if they don't want to have sex I won't try anything, I respect that... Most guys don't stop it.*

Drago: *So you got choices. You either go through with it or if she doesn't want to do it, you think smart, you stop. But some guys don't wanna know what's going on, they're just into it... Oh you'd ask them later on, 'did you enjoy it'?*

Interviewer: *Afterwards?*

Drago: *Yeah*

Interviewer: *And you're fine with asking afterwards?*

Drago: *Yeah. Because a lot of guys don't ask for consent. I don't know. It's complicated to answer.*

- Young men talked about the often contradictory nature of their thoughts and actions in relation to sex, consent and relationships. They may choose not to enter into discussion about sex for fear of consequences – which in retrospect and from adult point of view may seem insignificant but for young men and 'in the moment' are in fact very powerful barriers.

Drago: *I don't know. They'll be into it and it won't even come across their mind at the time, to even ask the question, 'do you feel comfortable?'*

George: *Oh because like with mates you tell everything that went on. You don't keep any secrets. And like if, say if you had five mates and they all had sex and you didn't you'd think, 'oh what an idiot I am'.*

Interviewer: *Ok. So you're thinking that or they'd be thinking that?*

George: *They'd be thinking 'oh, you're shit' and you'd be thinking 'oh well I should have just done it anyway'.*

Interviewer: *Ok, so I don't hold that against you, I'm glad you're being honest but why is it that being ok, or being cool, not cool, but being the same as everyone else has to be about sex for guys?*

George: *I don't know. It's the main thing that we talk about.*

Joseph: *Oh yeah it's a bit of an influence... like just say you haven't had sex in a group, they've all had sex and all talk about it and you don't know what they're on about because you never tried it, so then you'd want to do it, so you can join in the conversations and that...so you don't feel left out*

Interviewer: *And do you reckon lots of people feel like that, like either left out if they haven't had sex and then feel really included...*

Joseph: *Nah because you haven't had sex and then they're talking about that topic, you wouldn't have a clue what they're on about so you'd feel just left out and quiet and that.*

- There is a fear of the response from partners and from friends, making it unlikely young men would admit to feeling uncertain during or after their sexual encounter.

George: *You might say something wrong. She might think 'what are you saying that for?' and then she won't be in the mood or anything anymore. Because you want to look like you know what you're doing in front of a girl or she'll be like, 'shouldn't you know if I want to do it or not?'*

Joseph: *Say you haven't had sex in a group, they've all had sex and all talk about it and you don't know what they're on about because you never tried it, so then you'd want to do it, so you can join in the conversations and that...so you don't feel left out.*

Drago: *I don't know. You probably feel embarrassed to talk about it with them. Like oh if you talk about it with them they'll say 'oh yo just want something out of me'. In other words if it kinda just happens it's different. Like youse were in the moment....It's better to communicate more, it is better – but sometimes you think your relationship's probably gonna fall apart.*

Interviewer: *If you talk about it?*

Drago: Depends how you talk about it, you can't just say 'oh we've been together for a few months, you know, you want to have sex?' she'll probably say 'oh is that why you're with me.'

Theme 2: Perceptions of social pressure around gender and 'masculinity' affects how young men enact consent, coercion & communication

- The idea of consent was clearly linked to the idea of 'being in control' where somehow asking for consent or discussing consent demonstrated that you were not 'in control'. This was explained as integral to acceptable heterosexual masculinity. The discourse that men are ready and able and desirous of having sex 'any time' was also striking.

Interviewer: Do guys like your mates, do you generally talk to them about that stuff, asking and whether she agreed or whether she wasn't sure?

Abdul: Oh yeah we do, like...when we get with my mates, we'd say oh what did you do on the weekend, and someone would say oh I had sex, and I'd be like yeah and? It's just a normal thing now.....you know it's just a normal conversation thing.

Interviewer: But you won't talk about the actual experience?

Abdul: Oh it's funny the way they talk about it, you know like ... they'd make you laugh, they'd do the actions of what they did and then they'd take it too far...they'll tease the way they did it.

Joseph: Like if they're in the moment, the guy wouldn't bother asking unless he's like one of those really caring people, and there's not a lot of guys like that, and then after they just apologise or talk to her, after it's all done. Because they just, they want it all just to happen smoothly, you don't want 'oh are you alright with...' I don't think. It's just like, you should ask, but I don't think they really want to.

Interviewer: Because...?

Joseph: Because you want to look like you know what you're doing in front of a girl or she'll be like, 'shouldn't you know if I want to do it or not?'

- Young men had internalised the belief that they should desire and have sex as much as possible and that this is a sign of 'fitting in' with the expected gender role. 'Fitting in' can include not being able to publicly admit or discuss ethical concerns about their own or their friends' sexual actions.

Interviewer: So what about if you heard the opposite, like if he went ahead and had sex when she wasn't into it

Joseph: I would have just praised him as a good guy, like you legend and all that...make him feel like a hero

Interviewer: And if it was, you were talking to your best friend and he said she wasn't really into it but I went ahead and did it anyway..?

Joseph: Oh like if it was individually you would like, help him out, so that, just find a way to help him out best you can, whatever, if he wants me to talk to the girl or something so he won't get in trouble, I'll help him out ..and if it's as a group we'll make a joke out of it but afterwards we'd help him out, like try to think of ideas

Interviewer: So would you at all challenge him on it, like if he was saying he went ahead and had sex with someone and that they weren't really into it

Joseph: Yeah like I'll call him an idiot and that, after the jokes, and then after telling him he done bad and that, you try to help him out because he's your mate.

George: Me? I would say 'well, you should have stopped'. Cos that's how I am. I don't like it. I don't like any of the rape stuff. But I know that's happened before and most of his mates said, 'who cares, you had it, don't worry, she'll get over it'.

Interviewer: Ok. So they're more proud of him than worried about her. Ok. So what's the difference, how come you care and they don't?

George: I don't know. It just depends on how I am and how they are. Like when it's in a group you don't want to be the single one out.

Interviewer: Yeah right. Cos it's hard to speak up in a group isn't it especially when you're the only one who's going to be saying something. So, if you were in a group where everyone was going, 'hey, good on ya,' you wouldn't speak up or it would be harder or...

George: I would. Maybe I wouldn't. I don't really know. It's a bit hard cos it's in your head at the moment, you either say 'you do or you don't' it's like a split second decision.

- Young men also recognised ideas about femininity and sexuality being restrictive of young women's actions, translating into a belief that if you ask young women for sex or discuss it with them, they'll think that you see them as 'a slut'.

Drago: Well, say alright, they got a girl that night and you got a girl and they'd done something with her and they didn't ask for consent, they just went through with it, but you'd done the same thing but you'd asked for consent and you didn't go through with it. Then they'd probably tell you 'oh we scored and you didn't it'. It's all peer pressure. It's the people that you hang around with.

Abdul: Guys can always just get around...because you know, they're different to girls – girls, they care more about their virginity, but guys they don't. When they do it, they're cool, they're just good people - but girls they're just losers because then they're considered as sluts.

Theme 3: Young men's sexual communication is currently hampered by a range of pressures and external factors including a lack of places to go, reliable sources of information or trusted people to have open discussion with or learn relationship skills.

- Some young men were puzzled by why young men 'don't ask', labelling it as complicated and unanswerable. They indicated, often in an understated way, that they want to learn communication skills; that they may not currently ask but can and would like to 'recognise signs' of consent (or lack thereof) more accurately.

Joseph: You don't really talk about it, it just happens, it's like in the moment.

Abdul: Yeah it's good to ask but then again, there's no time for asking, it just ends up happening.

George: But I didn't really know how to really talk. And most guys don't really know how to communicate well enough. Sometimes it could be you just don't know what to say so you think 'who cares, I'll just shut up in case I say something wrong.'

Interviewer: So you just don't go there at all?

George: Yeah.

Interviewer: So wanting to know what are the signs, what do they mean, what should I do next, kind of thing

George: Yeah.

Interviewer: And what about communication ... what would you have liked to have known how to do.

George: Just get more into the subject, like how to lead into the subject, how to get her thinking more about it?

Interviewer: Ok. How to have that conversation. Yep, cos I reckon from what you're saying it would be better for us to talk to boys in the program about how to talk about it and how to read the signs, rather than what not to do.

George: Mmm.

Interviewer: What do you think about that?

George: Yeah and also 'it's ok to talk'. Most of them think 'don't talk, just make out as if you know everything. You don't have to say everything. You've been through it all. Doesn't matter.' I think you need to get it inside their heads that you should talk.

- Young men felt there was a lack of safe spaces to openly discuss their questions and concerns about sex and relationships and to some extent the young men lamented these lack of opportunities, especially with 'friends' or other males.

George: I learned nothing at home...I have from my cousins a little bit. Because being Lebanese you're not meant to talk to girls or anything. But we're all different. We don't follow religion properly. And in school it's a lot better. They talk about it with you, you talk about it, you get a bit more education.

Drago: At school you're more out there. Like you can't talk about it at home as much as at school with your friends and your peers. Like at school you can say it straight away to your mate, 'yeah I've done this, I've done that. What do you reckon about this?' and they'll tell you straight away.

- Young men are very selective about who they trust and talk to. Despite at other times expressing a need for public recognition of their sexual status and ability, young men were cautious about trust.

Joseph: Well at home it's different because you don't really talk about it unless you have an older brother or something and he's already been through it all so ask him for help or advice or something. And if you go to school you've got all your mates who are probably going out or have been going out, so you get advice from them but different types, because not everyone's the same, they've got their own point of view

Interviewer: And which one of those do you think is a more powerful influence?

Joseph: I would say my brother because brother, known him all my life, he's older

Interviewer: So that's where you'd go if you needed to talk?

Joseph: Yeah, there's wisdom and that, you know he's 23, 24 so he's done it all

Interviewer: And is it also like, talking to your brother is that because he's grown up in the same family, you have a similar...

Joseph: Yeah you have a better bond than with your friends, because he's your brother, you've known him longer.

- Young men suggested that role models should be close to their age group and known to their community.

Interviewer: Who would count do you think?

Drago: Someone that's been through with it....Like in the consent stage, like asking for consent.

Interviewer: Like who, would it be a Year Twelve, would it be someone at uni? Would it be a teacher? Whose opinion would count?

Drago: Someone your own age – that would be better.

Other common themes

Theme: Role of culture, ethnicity and religion in sexual decision-making and identification with gender roles.

- Each young male interviewee had a somewhat different perspective on this issue – despite all having similar religious and ethnic backgrounds – in regard to sexual permissiveness, expected gender roles and double standards. Some believed sexual decisions were not influenced by religion or culture but were more spontaneous. Others said they wouldn't learn or talk much about sex at home but learn more at school or from trusted older male relatives (e.g. cousins). They reported strong messages from home about sex (e.g. "don't have relationships or talk to girls") which inhibited their willingness to share even with brothers and sisters. They did not feel these messages from home applied very strongly to their own lives or helped them in decision-making.

Joseph believed sexual decisions are not influenced by religion or culture but are more spontaneous.

Interviewer: So do you think there's a difference in how people in different religions and different ethnicity have different opinions about sex, like..

Joseph: Yeah every religion is different, like just say....I don't really follow any religion but the Muslim one is that you can't have sex until you're married or something, and Christian or something like that ... but I am not really religious at all

Interviewer: Sounds like that's not a strong influence on decisions about having sex...so what do you think some of your influences might be around when to have sex and all the stuff?

Joseph: Just time, and the place, and if you two are in the mood, and consent.

Abdul sees double-standards more in religious cultures and communities; not so much in 'Aussie' families.

Abdul: Australian families, most of all, they just don't care about their kids and whether they're having sex with guys or not, they just...all their parents care about is working and being on the dole and getting a bit of money and their kids, just send them to school and let them do whatever the hell they want.

Interviewer: So why do you think it's more important for girls to be virgins than it is for guys?

Abdul: I don't really think that, you know – because girls are like...because I'm Muslim and in our religion it's not okay for guys to have sex and there's no way it's okay for a girl to have sex, a Muslim girl to have sex before she gets married, but guys can be accepted, you know what I mean? It's stupid but that's just the way it is. You know it's like I couldn't go up to my dad and tell him I had sex and then he'd be like, he'd get over it...but if my sister went and told me dad she had sex at the age of 15, 16 she'd be murdered, pretty much killed. Like girls are more strict on than the guys are.

Interviewer: And do you think that's in Muslim and non-Muslim culture?

Abdul: Mostly not, no, I think it's more the Muslims and the Christians and the Jewish community and Catholic, you know, but like I said I know many Aus girls and their parents that don't care. I've been to a girl's house before and we've sat in her room for hours and not once would their parents knock on the door and say what are you doing. And both their parents and their brothers would be home and you'd just meet them, hello my name's this, and just go in the room and have sex and the parents won't care, there's no way. Personally, in the future, when I get married, I could let my son bring his girlfriend home but I wouldn't personally let them two stay in the room together, but I could never let my daughter have a boyfriend. Ask me why, I do not know. Your daughter means more to you than your son does in a sex way so yeah...

George and Dean discussed in detail why they wouldn't learn or talk much about sex at home, saying they learn more at school or from trusted older male relatives (eg. cousins). They reported strong messages from home about sex (namely: don't have relationships or talk to girls) which inhibited their willingness to share even with brothers and sisters. They did not feel these messages applied very strongly to their own lives or helped them in decision-making.

Interviewer: But even if you haven't talked about it at home, I don't know, I imagine there's things that are ok and not ok at home. Like what messages did you get about sex before marriage for example?

George: Well basically the message I got was you're not allowed to talk to girls.

Interviewer: At all?

George: At all.

Interviewer: Until?

George: Until marriage.

Interviewer: So what does that mean for being in a school that has got girls in it or having female friends?

George: Oh it doesn't matter because ever since I was young I didn't even think about that because I always had non-Muslim friends so I've never been like that. I've always spoken to girls, I've had relationships.

Interviewer: So that's the message that you got, that's the rules, but that's not exactly what you've been through?

George: Mmm.

Interviewer: Alright so how much, it kind of relates to the next question, how much do you think people your age make decisions about sex and relationships and communication or stuff, based on their culture and religion?

George: I don't think many stick by it, stick by their religion.

Interviewer: So how come you can't talk about it at home?

Drago: Well it's weird, you can't talk about it with your sisters or like your brother or your parents – you can't be out there with them. You might be scared like if they think something. Like at school you can say it straight away to your mate, 'yeah I've done this, I've done that. What do you reckon about this?' and they'll tell you straight away.

Interviewer: Ok. So you're not so worried.

Drago: No.

Interviewer: And is that because of culture or religion at home or is it just the kind of family you have?

Drago: Well, it's got to do with religion but at the same time, I don't know, I don't like talking about it at home and that.

Interviewer: Yeah, because you're worried about what they'll think...

Drago: No, I'm not worried about what they'll think; it's just that I don't feel comfortable.

Interviewer: So would you say then that your cousins have quite a big influence on you? In what ways?

Drago: Like if they do something I wanna do it.

Interviewer: And do you talk to them about relationships and girls...

Drago: Yeah I talk to them. They're alright with it and everything. They're not like your mates at school. Like if you say something they start laughing at you. They support you my cousins.

Interviewer: So you feel like you could ask them questions and stuff if you needed to.

Drago: Yeah.

- Many of the same themes arose amongst young women, though their individual perspectives varied a little less than the boys. (The four young women interviewed were from different ethnic backgrounds to each other). In general, young women acknowledged the messages about sex and relationships from home, culture and religion however much of their decision-making derived from personal experience and learnings.

Jasmin: There are different groups of girls who do different things or have different willingness to do sexual stuff with guys, depending on their morals about sexual stuff...

Simone: Boys at home, they learn how to treat women from the way that their father treats their mother, and that's a strong influence on boys. Maybe at this school because we're very cultural here, but yeah I think it's the boys at this school

Interviewer: What do you mean we're very cultural here?

Simone: We're diverse here...it's really Muslim-oriented

Interviewer: Do you think that makes a difference...on styles of gender or...?

Simone: Definitely...they've been raised differently, like not, they're just stronger in their culture than I probably am. Like my parents are more casual, whereas in their sort of family they've got specific roles, like the mum cooks and looks after the kids and the dad goes to work, and that's just normal for them.

- There was a strong awareness of these conflicting influences and a belief that the individual works these out for themselves. One young woman in particular felt that because she had been living independently for many years, her family's culture and values did not have a strong influence on her decision-making.

Laura: Some people get controlled by their parents a lot. Parents are a big influence on them but with me, I've been independent since I was 15 practically. I've been going out, I've been doing my own things and like I just come home, I've been working since 15 as well. So I'd like come home, go to sleep, wake up, go to school, go to work, that's about it. So like I don't really, I'm kind of waiting to move out in a way....Yeah I've been pretty independent since I was 15 and I've grown up to, I've set my own goals, my own limits, my own rules, and I follow those rules.

Theme: There are important differences between sex within relationships compared with casual sex or one-offs and this effects how respect and consent are enacted.

- In the context of a relationship, the need to ensure there is consent is stronger due to the emotional connection with the person as well as their ongoing role in one's life, family and social circles.

Allie: I think it's kind of a social thing. Where people expect if they're just one night stands, they're just one night stands and it doesn't matter. You don't need to ask us. If they're only there for the one night and that's all they want.

Interviewer: Ok. So you don't need to worry about...

Allie: Yeah that's kind of the vibe you get from the kind of social...but I'm just. I'm not saying it's right, I'm saying it's kind of the social thing. Yeah but then if you know them for longer and you do something, like a one-night stand, then if people know about it, it sort of makes it harder on yourself because then you'll get called names and stuff for it. Whereas if you don't know them it's not like they can tell anyone that's going to know you anyway.

Interviewer: So there might different consequences depending on who it's with?

Allie: I think you feel partly responsible as well if you've done it with someone you know and have been with for a while and you didn't ask...

Jasmin: But there's a difference when it comes to respect when you are going out I guess, I think way more respect with each other in a relationship.

- However, even within a relationship, young people commented that initiating and conducting open conversation around sex was difficult.

Drago: *If you're in a relationship I don't know if you would talk about it.*

Interviewer: *You wouldn't?*

Drago: *I wouldn't. But if you were to see a girl, like you met her one or two days, you want to...you would talk about it.*

Interviewer: *Why, what's the difference?*

Drago: *Well, that's your girlfriend whereas that's someone you've met just recently and you just want to sleep with her.*

Interviewer: *So you'd get it out of the way?*

Drago: *Yeah.*

- Although it is well-established that sexual assault is common in intimate relationships and from men who are known and trusted by women, there was some indication that the consequences for young men of using sexual coercion in the context of a casual encounter are less than sexual coercion in the context of a relationship.

George: *When you go clubbing and stuff it's a lot different, if you're in a relationship and you've been with this person for a while you know what they really are and you care a bit more what you do. Where if it's just one girl you think 'who cares, I'm never going to see her again' You think 'I don't know any of her family, who cares they'll never see me'.*

- For young women, for whom it is deemed there is more personal value attached to maintaining the relationship, sexual communication triggers a range of gender pressures regardless of the context.

Allie: *Sometimes it's alright to be asked, it depends on the person and the situation. Like if you've been with the person for a long time and feel comfortable with them, then asking doesn't really matter because you sort of expect it to happen whereas someone who comes up to you and goes 'oh, do you want to have sex' it'd be like 'oh' ...then you'd feel uncomfortable. And try to like change the subject. And sometimes you don't know how to respond because you don't want to hurt them but you don't just want to give in to them anyway.*



SECTION 3

Good Practice Guidelines for School-based Violence Prevention

Based on the implementation and evaluation of CASA House Sexual Assault Prevention Program for Secondary Schools (SAPPSS)

These guidelines provide a starting point for schools and agencies to plan, implement and evaluate primary prevention programs for sexual and relationship violence.

However they can be adapted to suit each school and community's unique needs, interests and experiences.

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Whole school response to sexual assault

■ Programs overall should be grounded in a ***clearly defined theoretical framework*** which explicates the causes and nature of violence and also informs program design. For example a structural feminist framework may help to explain the underlying causes of sexual assault while the public health and community-based social marketing models may contribute to program design.

■ Ideally, schools can be equipped to take a ***pro-active approach*** to student safety and prevention of violence, before the problems are visible or an incident occurs.

However, schools often recognise the need for a pro-active program only after problem behaviours are very visible or in response to a school-based incident of sexual assault. If this is the case, program planners need to be mindful of encouraging the school to adopt whole-school programs instead of targeting a specific group or merely providing post-incident debriefing.

The perpetration of sexual assault is understood to arise from individual choice and behaviour which are strongly influenced by a range of social norms and influences within the school community and wider society. The school's response to the incident can be an 'entry point' for agencies and schools to work together to address some of these underlying causes of sexual assault.

■ There must be ***support for whole-school change from the highest levels of school management/administration***.

Commitment from the school Principal and other senior staff to the issues and to the prevention program needs to be visible and consistent. Indicators of potential commitment at pre-program stage may include school willingness to meet face-to-face with agency staff, staff availability to participate in professional development or well-developed structures to promote student well-being.

■ Ideally, there needs to be sufficient '***lead time***' before the prevention program commences, to allow for consultation, clarification of issues and responsibilities, development of partnership and program planning/scheduling. (For example, if staff and student programs are scheduled to commence in Term 1 and 2, agency and school should ideally start planning in Term 3 of previous year).

■ During the ***design of a school-based prevention program and its components***, it is essential to consult widely with a cross-section of the school community, in particular regarding:

- School culture
- School administration systems and style of governance
- Communication structures within school
- Key gender and violence-related issues that need to be addressed
- Likely student and staff responses to prevention program
- Structures to support sustainability of prevention program (such as space within the timetable/ curriculum or regular staff PD opportunities).

■ ***Professional development for staff*** is essential before any student program commences to provide:

- Introduction to sexual assault issues (including prevalence/statistics; impacts, especially those relating to young people; and the role of community beliefs and misconceptions)
- Overview of the student education program (to help foster a sense of ownership of program and inclusion in school decision-making)
- Basic guidelines for responding to disclosures (including consultation with external agencies, options for support and information about Mandatory Reporting)
- Information about services the agency can provide
- Opportunities for school staff to develop familiarity with the agency and with agency staff.

■ **Engage a cross-section of the school community** in prevention programs including teaching and support staff, school administration, students, parents/families and school leadership and Council.

Beyond their peer and sibling relationships, young people have relatively little power to influence their social environment - within families, schools and wider community - and cannot be expected to contribute to the prevention of sexual violence unless others in their community are doing so. A whole-school approach sends a clear message to students that the issue of sexual assault is serious and that young people are not solely responsible for addressing it.

Staff must be informed of changes and programs the school is introducing and how these apply to their teaching routine (e.g. students missing class, some classes re-arranged). In addition, research consistently shows that sexual assault is an issue across the lifespan, not just during childhood and adolescence; therefore staff may experience benefits in their personal lives from learning about sexual assault.

■ Establish a framework that allows ***phased or step-by-step introduction of the prevention program*** into the school. Cultural change is slow and needs to be planned over time. There should be planned opportunities to evaluate whether the program is working and also for the plans to be revised according to the school community's needs or new issues the program has raised.

See *Appendix 3 - SAPPSS Implementation Phases*

Sustainable cultural shifts across the school community

There are long-term mutual benefits when external agencies engage in long-term partnerships with schools. The key to the sustainability of a prevention program and to the continuity of cultural change is the development and maintenance of an ongoing partnership between the agency and the school.

■ This allows the agency to be flexible and **responsive** to schools' changing needs and also to be pro-active in providing programs and materials. In addition, it allows schools to recognise the agency as providing specialist knowledge and advice, to understand the services available and to access people they know and trust when dealing with sensitive issues.

■ The structural support, funding and resources for an **agency-based worker** to drive and develop this partnership are crucial. The funding should be long-term (ie no less than 12 months) to allow for the development of program, worker knowledge and skills, familiarity with school community as well as ongoing evaluation. Organisations have some options to ensure this takes place:

- Gain or allocate funding for a separate worker to focus on the program
- Allocate specific time and resources within existing staff positions
- Provide professional development for current staff to work on prevention
- Engage in a partnership with an external agency which can provide resources and project workers.

All of these require the organisation to incorporate the provision of school-based prevention programs into their organisational strategy, mission statement or strategic plan, so that there is a clear organisation-wide commitment to prevention.

School administration can support program sustainability by ensuring that leading staff are provided with adequate time, resources and support to engage in violence prevention activities.

■ Responsibility for managing the programs can be **written into a school staff member's job description/responsibilities**, so that roles and responsibilities within the school are clear and maintained. Management and liaison with the agency can require specialist knowledge and can be time-consuming, however if it is clearly allocated to a person who has specific time and resources for the role, the impact on other school activities can be minimised.

In order to encourage a school environment that supports program outcomes, the agency can assist the school to develop specific policy and procedures for responding to sexual violence within the school community.

■ Following staff and student education programs, there can be an **increase in disclosures** of both recent and past sexual assault. Schools will need a consistent and clear procedure for responding to the increase in disclosures based on principles of support for the victim/survivor.

■ Many schools rely on **generic guidelines** from government education and human services departments and policies even though these may not be specific enough nor appropriate for the school's governance and communication structures. The fact that these procedures are often not fine-tuned to the school context often does not become clear until after an incident has occurred. This may be the time when agency support is needed to re-develop school policy and procedures.

There should be a *visible school commitment* to the issue of sexual assault, for example by publicising it within the school community. This can include, for example, announcements or guest speakers at school assemblies, statements from school leaders at school meetings, or opportunities for the agency to meet with school staff.

■ It is common for an individual or small number of school staff to take an interest in the issue of sexual assault in response to certain student behaviours or their exposure to sexual assault issues elsewhere. While this can help create initial interest, individual staff cannot be expected to drive or advocate for the commitment to prevention programs. This can be an unfair burden on the individual and often does not lead to a sustained school response to sexual assault. Rather, there needs to be a number of staff involved in the program and a *school-wide commitment* to supporting them.

■ School staff that devote time and energy to the prevention program are more likely to continue their involvement when they receive *school-wide recognition* and support.

■ All participants in the prevention program and members of the school community can be provided with *support and debriefing options and referrals* throughout the program - both internal and external support options.

■ *Both male and female staff* can be involved in and take leadership on the issues and be acknowledged at the school-wide level for doing so. Sexual assault is a gender-based crime and it is important that both men and women are seen to be taking action to address it and working together to do so.

Programs are most effective and sustainable when there is a sense of *school ownership* of the program and of the issue.

■ Agencies have crucial involvement in initiating programs and providing support and resources, however the program and the goal of prevention should ideally become internalised in school functioning and school life. This can be achieved by:

- Incorporating sexual assault programs into permanent student curriculum
- Training school staff to deliver staff and student training and to act as a resource or contact person for other school staff on the issue of sexual assault
- Training senior students to be Peer Educators
- Development of policy and procedures for responding to sexual assault.

Student education programs should be ongoing and continual - that is, multiple sessions and delivered year after year as students move through the school.

■ This ensures that a large number of students receive the same information and education on the issue of sexual assault.

■ Ideally, students participate in prevention programs or curricula more than once during their school life - for example, at Year 7, Year 9 and Year 11 or in every year of their education - with materials to suit their changing developmental needs and perspectives.

■ Aim for program to be incorporated into permanent school-based curriculum.

Effective engagement with young people

STUDENT EDUCATION PROGRAMS that aim to prevent or address sexual assault can provide role modelling of appropriate and respectful behaviours and processes by adhering to the following *principles*:

- Model the appropriate and responsible use of authority, power and control
- Focus on equal rights and shared responsibilities
- Acknowledge the social context in which sexual assault occurs
- Aim to empower and equip young people to make responsible decisions
- Aim to bring young people into a dialogue about sexual assault issues in a safe and supportive way
- Reflect accurate and recent information about sexual assault (eg statistics, principles of support)
- Start where students are at and value their interests and opinions - view young people as experts on their own lives who can be supported and encouraged to consider alternative views
- Recognise that young people are at particular stages of development and that their views and interests are changing
- Identify sexual assault behaviours (including coercion and pressure) but also identify and affirm positive behaviours (such as respect, communication, consent)
- Maintain a clear and consistent position against the use of any form of violence and abuse of power
- Recognise that peers, peer groups and friends are a powerful source of influence and information in young people's lives.

STUDENT EDUCATION PROGRAMS that aim to prevent or address sexual assault should ideally include the following *key elements/parameters*:

- Include a clear *theoretical framework* to underpin program design.
- Involve the *whole year level* or whole student population, rather than targetting one selected or 'at-risk' group of young people.
- Provide an *ongoing program*, rather than a one-off session, as this allows for the development of comfort with the topic, rapport with teachers and facilitators and more effective learning outcomes.
- Program delivered in *1-2 sessions per week over several weeks* to allow for continuity but to ensure students do not feel overwhelmed by the material.
- *Format/style of sessions* must be:
 - Open - young people able to express their views, ask questions and receive accurate information;
 - Safe - participants (and facilitators) agree to maintain confidentiality, show respect for each other and keep discussion focused on non-personal stories. (This can be achieved through the formulation of 'group rules', which can also assist with discipline/group management);
 - Non-threatening - young people presented with challenging issues and alternative views without feeling confronted, blamed or distressed;
 - Interactive - participants constantly involved in activities and discussions, rather than being lectured or being passive;
 - Respectful - teachers/facilitators demonstrate respect for a range of views and levels of participation;
 - Facilitated - teachers/facilitators encourage equal participation within the group, which can mean strengthening some voices while moderating others;

- Supportive - teachers/facilitators acknowledge the sensitivity of material and are mindful that many people in any audience have had direct or indirect exposure to the issue of sexual assault; therefore continually provide options for support and debriefing.
- Sessions conducted in **separate gender groups** but with flexibility within the program to also conduct some mixed groups (for example in final week of program).
- **Group size** can be maintained between 10 and 25 young people, as groups larger than this are often unwieldy and unproductive.
- If possible young people can be involved in **selecting their own groups**.
- Program sessions delivered by **adults who are known to students**, as these adults have an ongoing role in the school community.
- Sessions conducted by **two facilitators** to allow for better group facilitation and management.
- Sessions conducted by both **male and female** facilitators, no matter what the gender of students, to allow for modelling of appropriate behaviours and also representation of a range of views.
- Teachers/facilitators **self-nominate to participate** in program as this can indicate enthusiasm for program and comfort with the topic.
- Teachers/facilitators are provided with **specialist training** in:
 - Information and issues relating to sexual assault
 - Delivering education on sex, relationships, violence and gender
 - Program materials and content.
- Teachers/facilitators involved in program delivery and support must have access to **time and resources for preparation and debriefing** (organisation-wide)
- Teachers/facilitators work with same group for entire program to allow **continuity and rapport-building**.
- **Content** of program must:
 - Provide information (eg law, definitions, support options) as well as opportunities for discussion and debate around attitudes, choices and behaviours
 - Create opportunities for students to recognise that gender-based violence occurs in a social context - rather than presenting it as a problem solely of individual behaviour and choices - and feel empowered to play a role in addressing the underlying causes of sexual assault
 - Reflect a structural feminist understanding of unequal power relationships in society and how these relate to sexual assault, ie
 - Sexual assault is a gendered crime, ie involves men's use of violence or abuse of power usually against women and children but sometimes also against other males.
 - Women, including young women are often in positions of less power or strength in sexual situations and are more likely to experience coercion, fear and pressure. However, victim/survivors are often blamed for their experience of sexual assault or expected to have stopped it.
 - Young people cannot be expected to contribute to the prevention of sexual assault unless others in their community and particularly adults and leaders contribute to the prevention of sexual assault.
- **Parents/guardians** are given information about the commencement and content of the program however their consent may not be deemed necessary for students to participate in the program.

STUDENT EDUCATION PROGRAMS that aim to prevent or address sexual assault can provide opportunities for *reinforcement and peer-based learning*:

■ During program:

- Sessions include multiple opportunities for students to **work together** and discuss the issues with each other in pairs/small groups
- Students have opportunities to **review and revise** previous session's content before moving on to the next topic
- Senior, trained students (eg Peer Educators) are involved in activities and discussion.

■ After program

- Students are involved in **evaluation** processes (such as focus groups) as this can help to consolidate the program's key messages
- Students are provided with the opportunity to continue to be engaged with the program and the goal of sexual assault prevention.

■ School context

- Structures should be developed to provide support, incentives, reinforcement and role modelling for students to choose positive and respectful behaviours.
- School can publicise the availability and expertise of trained Peer Educators particularly for younger students seeking support
- Structures can also be developed to support teaching and support staff to participate in the program.

Evaluation

Evaluation should be considered and included at the planning stages of the program and throughout, until - and ideally even beyond - its completion. Evaluation is essential at all stages of a program and, in the context of gender-based violence, can be most effective if participants have familiarity with topic, evaluators and each other.

Specific issues to consider

Evaluation of gender and/or violence-related programs is different to other kinds of research/evaluation and there are specific aspects to consider that may affect the design:

- The prevalence of gender-based violence is high and it is likely that a number of any-age participants will have had direct or indirect exposure to violence;
- Whether or not they have been directly affected by violence in the past, most participants are likely to mentally recall a range of emotions and experiences while in the group;
- The sensitivity of the issues/topics can affect participants' responses and willingness to participate;
- Many participants will feel reluctant to share their views honestly unless the evaluators encourage (and demonstrate) confidentiality and anonymity (ie what is shared in the room stays in the room, participants know that their names will not be identified in published findings);
- Trust/familiarity may be more important to allow participants to feel comfortable contributing to discussion.
- Data and results may need to be collated and analysed separately according to gender, as males and females can respond differently to the materials.

The question of 'evidence'

While the goal of the program may be to reduce the actual incidence of sexual or other violence, there are a range of issues with measuring this over time. Firstly prevention is a long-term project and the outcomes may not be immediate. In addition, following a program, the reporting of violence may increase but this may represent an increase in access to support rather than an actual increase in incidence of violence; likewise, if reporting seems to decrease it may be that participants are choosing to disclose to different people than before rather than not disclosing at all. Finally, collecting accurate data about young people's experience of victimisation or perpetration of sexual assault is difficult and presents a range of ethical issues.

There are a range of other measures available to monitor a prevention program's impact over time, including changes in the school-wide environment. These may include shifts in participants' understanding of strategies to prevent sexual violence; creation of dialogue about the issue of sexual assault across the school community; changes in school policies and responses to sexual assault; or changes in participants' willingness to intervene in sexual violence as a bystander.

Evaluation is an intervention

In the context of violence prevention, evaluation provides additional education or intervention for participants; that is, an opportunity to reinforce learning and further reflect on key issues. It is important, therefore, that the process is respectful and thorough, that accurate information is available, and that appropriate support, debriefing and referral are offered.

Feedback and evaluation results should be incorporated into how the program is developed, modified and improved. This can help ensure that the program is more suited to the target community's needs. It can also help to further engage participants on the issue of violence prevention as they can feel empowered from knowing their views are being listened to and acted upon.

Key questions to consider in evaluation of gender-based violence prevention programs:

Who should CONDUCT the evaluation?

Evaluators should be familiar with:

- The program's vision, aims, materials and content
- Aims of the evaluation
- The nature and incidence of gender-based violence and the conceptual frameworks used to shape responses to it
- Specific needs of participant group (eg young people).

Who should we invite to PARTICIPATE?

Evaluation groups and participants should include:

- People who are interested enough in the topic to actively contribute to discussion, whether the topic is sexual assault, prevention or program development
- People who feel comfortable speaking openly with each other and who represent a diversity of social and cultural groups
- Enough people to ensure there is a lively discussion but also opportunities for ALL participants to be heard (ideally 5-8 people per group).

How do we DESIGN the discussion?

Evaluation questions and prompts should:

- Be determined by the specific evaluation/research questions
- Use simple and accessible language
- Use open-ended questions as well as prompt or sub-questions
- Combine discussion with hands-on activities
- Allow opportunities for follow-up
- Some familiarity with evaluators is ideal (eg may need multiple meetings)
- Group rules/agreements to ensure the process is respectful and productive (eg ensure confidentiality, no put downs, no disclosures).

