Preventing Sexual Violence:

A Stocktake of Tauiwi & Bicultural Primary Prevention Activities 2013

**Tauiwi Prevention Project,
Tauiwi Caucus of TOAH-NNEST**

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TOAH-NNEST

Te Ohaakii a Hine - National Network Ending Sexual Violence Together

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Primary prevention of sexual violence – or stopping sexual violence before it starts – makes sense.

Sexual violence is a huge and serious social problem in Aotearoa New Zealand, with approximately 29% of women and 9% of men reporting they experience unwanted and distressing sexual contact over their lifetime.[1] Māori women and young women are almost twice as likely to experience sexual violence.[2] Experiencing child sexual abuse for girls increases the likelihood of re-victimisation in adulthood of both intimate partner violence and sexual violence.[3]

The impacts of sexual violence are serious and potentially long-term. Sexual violence has been correlated with almost every indicator of deprivation and poor health, as well as other 'social problems' including increased smoking, drug and alcohol overuse, relationship breakdowns, truancy, teenage pregnancy, the ability to parent well, and suicidality.

Sexual violence is also one of the most costly crimes to individuals and society, with a New Zealand Treasury working paper in 2003 estimating the costs to the New Zealand economy at $1.2 billion each year.[4]

In 2005 Te Ohaakii a Hine - National Network Ending Sexual Violence Together (TOAH-NNEST) was established as a national network of those providing specialist services for sexual violence prevention and intervention. TOAH-NNEST has a Te Tiriti o Waitangi-based structure with two whare/houses, Ngā Kaitiaki Mauri (kaupapa and tikanga Māori services) and Tauiwi Caucus (all other specialist services).   The two houses work autonomously as well as together on common concerns in accordance with their own worldviews and priorities.

Between 2007 and 2009, TOAH-NNEST partnered with ten government agency senior managers in the Taskforce for Action on Sexual Violence. The final report from the taskforce '*Te Toiora Mata Tauherenga – Report of the Taskforce for Action on Sexual Violence*' was published in 2009 by the Ministry of Justice. The report set out over 70 key actions and recommendations to better prevent and respond to sexual violence in Aotearoa New Zealand.

The Taskforce report structured recommendations into three priority areas – preventing sexual violence (focussed on primary prevention), developing effective specialist frontline services for victims and offenders, and reforming criminal justice. In the area of primary prevention, a key recommendation was the completion and circulation of a national sexual violence prevention plan. In addition, TOAH-NNEST called for a detailed stocktake of specialist sexual violence prevention programmes.

Ngā Kaitiaki Mauri and Tauiwi Caucus established national primary prevention projects, working in parallel in 2011. This report details the stocktake of Tauiwi and Bicultural prevention activities undertaken by Tauiwi Caucus in 2012.

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[1] **Mayhew, P. and Reilly, J., (2009), Ministry of Justice,** *The New Zealand Crime and Safety Survey 2006*.

[2] **Fanslow JL., Robinson EM., Crengle S., Perese L. (2007).** *Prevalence of child sexual abuse reported by a cross-sectional sample of New Zealand women.*

[3] **Ministry of Women's Affairs, (2012),** *Lightning Does Strike Twice: Preventing Sexual Revictimisation.* A comparable study of boy's experiences of child sexual abuse does not yet exist in New Zealand.

[4] **Roper, T. and Thompson, A, (2006),** *Estimating the costs of crime in New Zealand in 2003/04, New Zealand Treasury Working Paper 06/04*.

Preventing Sexual Violence in Aotearoa New Zealand Survey

This extremely valuable survey highlights that specialist sexual violence intervention agencies and other prevention stakeholders have been doing their best to provide prevention initiatives in their local communities without sufficient or sustained resources, and without a national infrastructure to support and co-ordinate their efforts.

Key points from this survey include that the primary prevention of sexual violence is mainly driven by the specialist community sector. Despite its best efforts, this sector has struggled with limited capacity, capability, resources and infrastructure to develop, sustain and co-ordinate primary prevention initiatives and meet community needs.

Perhaps as a consequence of the lack of investment in specialist primary prevention, there are few national programmes available and able to be fully taken up. The survey findings provide a picture of a sector stretched too far. Most agencies have only a single staff member, working in isolation, focusing on a wide range of prevention activities, with limited resources to consult and co-ordinate with others doing similar work, and also with those from diverse sectors. Lacking this capacity risks wasted efforts - having to 'reinvent the wheel' in each community - and therefore reduces national efficiencies.

Lack of sustained funding also wastes efforts when agencies are funded to pilot new projects but then are not given on-going funding to deliver them.

Most programmes are not delivered at the optimal length to effectively promote behavioural change. With sexual violence primary prevention reaching approximately just over 26,000 people on average per year, overall social change is likely to be extremely slow.

On a positive note, through this survey the sector reports being keen to employ more staff to work on primary prevention, develop appropriate resources, properly evaluate their work, and build their skills and capacity to meet their community's needs. The sector wishes to share resources such as programmes, evaluation tools, and public awareness campaigns, and desires a national strategy to support collaborative working relationships at local and national levels.

Given these findings it is essential that government continues to fund at the very least the national co-ordination infrastructure developed by TOAH-NNEST, so that prevention efforts throughout the country may be co-ordinated and shared. Ideally however government would go further and would follow the recommendations from this survey. It would properly resource sexual violence primary prevention initiatives so that practitioners throughout the country could build their capabilities, capacities and achieve their desire to deliver programmes and initiatives based on best-practice, to every community throughout the country.

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Executive Summary

In 2011 with funding from the Ministry of Justice, Te Ohaakii a Hine – National Network Ending Sexual Violence Together (TOAH-NNEST) established two parallel primary prevention projects, for Ngā Kaitiaki Mauri and Tauiwi Caucus. One key outcome area for Tauiwi Caucus was completing a national stocktake of community groups and state sector agencies delivering or participating in any kind of primary prevention of sexual violence in Tauiwi and Bicultural communities.[5] The field of "primary prevention" is relatively young, with specific funding in New Zealand in place for just four years from the Ministry of Justice, though it builds on decades of prevention knowledge held predominantly by the specialist sexual violence sector.

This national stocktake was completed in 2012 by Tauiwi Caucus. The stocktake survey defined primary prevention of sexual violence as:

> *"Activities that seek to prevent sexual violence before it occurs by educating people about the issue of sexual violence and by promoting safe and respectful environments, behaviours and social norms."*

This report from the Tauiwi Caucus of TOAH-NNEST summarises data gained from the stocktake survey, begun by 52 respondents. Forty-four respondents answered a majority of questions. The analysis in the report reflects only these 44 "active" responses.

Led by the community sector

Overall the stocktake shows the majority of sexual violence prevention activities are being carried out by the community sector (84% of active responses), and in particular, specialist sexual violence agencies. This pattern continues with primary prevention programmes, defined in the stocktake survey as *"a set of planned and coordinated activities undertaken by your organisation to prevent sexual violence."* Of the 25 primary prevention programmes delivered within Tauiwi and Bicultural communities, 23 are delivered by community agencies. New Zealand Police and the Ministry of Social Development deliver one primary prevention programme each.[6]

....with limited capacity

There are 25 full-time members of staff from the community sector working in the primary prevention of sexual violence in New Zealand. Most agencies have one prevention staff member. Funding and resources were described as the most serious barriers to effective prevention for the vast majority of community respondents, as agencies struggled to sustain prevention activities in a funding environment in which pilot projects were funded but on-going programme delivery was not. Respondents wished to employ more staff focussed on primary prevention in order to meet community need; to develop appropriate resources and properly evaluate prevention work to ensure it is effective, and to grow capacity and skills. The majority of community agencies reported not having the resources to develop shared understandings of prevention within their communities, and not being able to respond to requests for prevention activities and programmes.

Strong understanding of social norms change

The knowledge within the sector is reflected by the strong understanding of the need for social change, education, community safety, and promoting strengths based approaches to underpin primary prevention activities.

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[5] Kaupapa Māori activities were not included as these are covered by Ngā Kaitiaki Mauri within TOAH-NNEST.
[6] The New Zealand Police deliver *Keeping Ourselves Safe* and the Ministry of Social Development deliver the *It's Not OK* social norms campaign focussed on family violence. *It's Not OK* does not feature explicit messages about sexual violence. Both have national coverage and capacity.

Respondents discussed community based prevention efforts to shift social norms which support and enable sexual violence:

"We believe that rape arises out of unequal power relations within our society, thus preventing rape is not only about giving individuals skills to negotiate ethical sex it is about addressing the wider social inequalities between men and women that allow rape to happen."

Towards social norms which enable and support respectful, equitable relationships:

"[We] aim to have a sex positive approach and we openly discuss aspects of healthy sexual relationships no matter what your gender or sexuality identity is. In our environment we have sexual violence prevention, domestic violence prevention, sexual health promotion, healthy relationship posters and fliers throughout our office. We actively engage in discussion with youth to promote healthy sexual relationships and support clients to seek relevant referral when any disclosure occurs."

"A couple of years ago, we were working with a local youth group - including young leaders - around "respectful sexuality". We had several sessions to explore positive sexuality, looking after friends and preventing sexual violence. The response from the young people was positive, and working from a prevention level was also positive and different from our usual work."

Mixture of prevention activities

Many agencies involved in sexual violence prevention provide a mixture of prevention activities – including primary prevention (influencing social norms at a population level); secondary prevention (working with at risk groups) and tertiary prevention (preventing re-victimisation). Most respondent agencies are interested in or undertaking a wide range of primary prevention activities, including sexual violence education, public policy advocacy, public sexual violence awareness raising activities and delivering programmes. Within current resource levels there is a risk of agencies being stretched too thinly, particularly when they are also involved in other kinds of prevention.

Focus on raising awareness rather than changing behaviour

The most common sexual violence prevention activity is sexual violence education to provide information about local services; the characteristics, impacts and prevalence of sexual violence; and processes to deal with disclosures.

The need for providing information may reflect low knowledge about sexual violence in many communities in New Zealand, particularly for areas without specialist sexual violence services. Raising awareness of sexual violence is also seen as important for communities or groups for whom discussing sexual violence was relatively new (queer communities, male survivors, some ethnic minority communities). However, primary prevention offers the chance to develop skills, change behaviours, social norms and systems in ways that prevent sexual violence and change rape culture.

Need for national leadership

Respondents reported a national sexual violence prevention strategy would help them address barriers to effective prevention, as would collaborative relationships on a national level which could support and replicate relationships at a local level. There was also significant interest in developing shared resources nationally – programmes, activities, public awareness campaigns, evaluation tools and programmes for specific community groups – to avoid every agency having to reinvent the wheel. The greatest interest in future prevention activities was in public awareness campaigns.

...and cultural diversity

Respondents, particularly those from the community sector, are unlikely to be working with specific communities or cultural groups on sexual violence prevention strategies or programmes. This is concerning in terms of developing the most effective cultural responses to preventing sexual violence. In particular, over one third of respondents have no partnerships or relationships with faith communities, LGBT/queer groups, student organisations, disabilities groups, polytechnic/universities and culturally specific communities.

Respondents also reported a lack of sexual violence prevention materials for specific communities (bicultural groups, cultural communities, languages other than English, oral or non-literacy based, queer and trans*, child friendly and youth friendly).

Prevention programmes are available to the general population and cater for diversity through a number of strategies including using inclusive images, examples and case studies; delivery by facilitators of diverse ages, ethnicities, sexualities and genders; and seeking cultural advice.

Twenty-five primary prevention programmes in Aotearoa New Zealand

The survey showed 14 community organisations deliver 23 programmes, and two Government agencies deliver one programme each. Three programmes are social norms campaigns delivered community wide. The remaining 22 programmes are delivered by facilitators to specific audiences, mostly specific to a city, town or region. Eight programmes are available nationally, but uptake is patchy and dependent on local relationships.

Most programmes are delivered over three sessions or less. The most common programme length (8 programmes) is just one session. This does not reflect best practice, which suggests longer duration programmes are more effective in promoting behaviour change.

Most programmes have been delivered less than 20 times in the last year (16). Of the seven respondents who delivered programmes more than 50 times, two were Government agencies. Slightly fewer than 26,000 people attended a sexual violence prevention programme in the previous year. Nearly half of participants attended one programme. The median number of attendees per programme was 210.

The majority of programmes (18) target teenagers and just six programmes work with children under the age of 12. The most popular venues for sexual violence prevention programmes are educational settings, from early childhood centres and kohanga reo through to universities/polytechnics.

Respondents use a wide variety of programme materials, including visual, written, activities and discussions and workshops. Staff members delivering sexual violence prevention programmes receive a mixture of internal and external training, including training in dealing with disclosures.

Significant challenges in evaluating primary prevention effectively

Publically available evaluation of existing prevention activities is limited. This is concerning for the growth of best practice in sexual violence prevention in New Zealand. Most respondents who deliver programmes self-evaluate (19 programmes), some combining with outside evaluation. Evaluations include a variety of methods, with observations and pre and post surveys the most popular.

Evaluations are usually based on participant satisfaction (all respondents) rather than behavioural intent (6 respondents) or actual behaviours (4 respondents). Respondents also less frequently measure sexual violence knowledge and attitudes. Research indicates that moving to measure behavioural intent and actual behaviours is important to prevent sexual violence.

Recommendations and looking to the future

The specialist sexual violence sector has developed a range of primary prevention activities and programmes from within a very limited resource base. There is significant interest in further developing shared understandings of primary prevention and shared resources from a national perspective which can be rolled out around the country. Pockets of local good practice in a range of prevention activities exist, but there is no national consistency.

Prevention programmes mostly focus on educational settings, targeting teenagers. A small number of programmes are specific to preventing child sexual abuse. Developing national consistency in messages young people are receiving in schools or other places of learning about respectful relating including consent must be a priority in future prevention planning.

There are a wide range of community stakeholders with whom other partnerships exist but no current prevention activities or programmes are taking place, including health networks, education providers, New Zealand Police and child protection agencies. Training, capacity building and developing institutional prevention responses in these professional settings will result in effective sexual violence prevention.

Expanding organisational training in bystander interventions and dealing with disclosures will build on existing pockets of local good practice and ensure more workplaces, community based settings such as sports and faith-based groups, and social settings become skilled in preventing sexual violence.

The approach to preventing sexual violence in diverse cultural communities is currently one of adapting programme content to cater for diversity. This approach in the context of limited resources is inventive and very characteristic of New Zealand. However, in an ideally resourced situation, both approaches – culturally specific programming and inclusive programmes – would be utilised to promote cultural safety and develop the most effective prevention activities.

Prevention activities must move from solely raising awareness of sexual violence to shift social norms and systems and change behaviour. Well-resourced sexual violence primary prevention would:
1. Develop community understandings and reach agreement about desired prevention activities
2. Plan and take action to promote respectful social norms around gender, race, sexuality, disability and age – with particular attention to sexual relating and sexual safety
3. Implement activities which promote respectful social norms
4. Implement policies and institutional processes which promote respectful social norms
5. Monitor and evaluate impacts of actions in terms of behavioural intent and behaviour change
6. Change activities as required based on evaluation feedback.

Investing in primary prevention will have significant positive impacts in terms of reducing the incidence of sexual violence, the most costly crime per incident in New Zealand.[7] More generally, it will enhance the wellbeing and resilience of our communities.

This stocktake demonstrates pockets of knowledge and skills exist around the country, but every community should have access to sexual violence prevention activities and programmes, because every community is affected by sexual violence. It is also crucial that programmes, information and activities are available in our communities across the life span which promote healthy relating and undermine social norms that enable sexual violence.

At the moment in New Zealand, on the evidence of this stocktake, this is not the case.

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[7] **Ministry of Justice (2009),** *Te Toiora Mata Tauherenga – Report of the Taskforce for Action on Sexual Violence.*

1. Methodology

The Tauiwi Prevention Project for TOAH-NNEST is supported by two Project Advisory Groups of community and statutory stakeholders, and academics and researchers.[8] After reviewing New Zealand and international research into prevention activities,[9] **Preventing Sexual Violence in Aotearoa New Zealand Survey** (the Survey) was drafted and sent to both Project Advisory Groups for feedback and adaptation.

Their advice was invaluable to balance the capacity of community agencies to respond about their prevention activities with the desire for a robust and wide range of information. Feedback led to a number of changes in survey design, ordering of information and more appropriate language and categories to capture complexity.

The Tauiwi Prevention Project selected online survey tool Survey Monkey for ease of use for potential respondents, and offered a hard copy option with additional support. The Survey was piloted using off-site volunteers following different instructions to ensure all aspects of the Survey were intuitive and operating as intended.

The Survey introduction[10] described the activities of interest as "sexual violence prevention and education work within Tauiwi and Bicultural communities," excluding kaupapa Māori sexual violence prevention activities.[11] Primary prevention was defined as the key area of interest.

The Survey was distributed via email and Facebook through a variety of networks, including through the **Imagining the Solution[12]** newsletter list; the two Advisory Groups; Government Ministries working in partnership with TOAH-NNEST; and specialist family and sexual violence networks, locally and nationally. The Survey was also available on the New Zealand Family Violence Clearinghouse and CommunityNet Aotearoa New Zealand websites. Advisory Group members targeted their national networks, sending it through member lists and newsletters focussed on their particular specialist areas. The Ministry of Pacific Island Affairs was contacted directly, in order to capture prevention activities taking place within Pasifika communities which may, for cultural reasons, not be envisaged as specific to sexual violence.

The Survey was open for six weeks, with one reminder email sent two weeks before completion date. Specific groups involved in primary prevention work were encouraged to respond in person for three weeks after this date if a response had not been received.   Several agencies contacted the Tauiwi Sexual Violence Prevention Co-ordinator for assistance in filling in the Survey over the telephone. These results were stored in the online format.   No agencies requested the hard copy format.

Survey Monkey analysis tools were utilised to examine the responses received. While we cannot claim every agency involved in primary prevention in New Zealand answered this Survey, it does provide a snapshot of primary prevention activities currently being delivered by a wide range of agencies. As with any research, it must be remembered there may be a difference between actual behaviour and reported behaviour.

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[8] Members of both Project Advisory Groups can be found in Appendix 1.

[9] **Ministry of Education, New Zealand, (2008),** *Stocktake of Prevention and Education Programmes Aimed at Preventing Sexual Violence Report*; and **Townsend, S. (2010);** *Year 1 Report: National Strengths and Needs Assessment, National Sexual Violence Resource Center*, **United States.**

[10] See Appendix 2.

[11] These are covered by Ngā Kaitiaki Mauri, the kaupapa and tikanga Māori whare of TOAH-NNEST.

[12] **Imagining the Solution** is the bimonthly newsletter for the Tauiwi Prevention Project.

2. Demographics

The survey received 52 responses. The majority of those answering the survey described themselves as Community/Non-Governmental Organisations (40). A further six responses were received from Government Agencies, and two responses from agencies identifying as Local Government Agencies. There were two responses from Networks of Agencies, and two agencies described themselves as "Other," a University and a District Health Board.

2a)   Active Responses

Eight of the 52 respondents began the survey and filled in only demographic information, presumably because they realised their work was not applicable. For analytical purposes, respondents who filled in only demographic information have been removed from the active responses database.

Family and Community Services at the Ministry of Social Development (MSD) filled in the survey twice, for different aspects of its work. New Zealand Police also filled in the survey twice for different aspects of its prevention activities.

Chart 1: Agencies Involved in Primary Prevention

- Community organisation
- Government – national level (e.g. Ministry)
- Government – local level (e.g. Council)
- Network of agencies

5%
5%
11%
79%
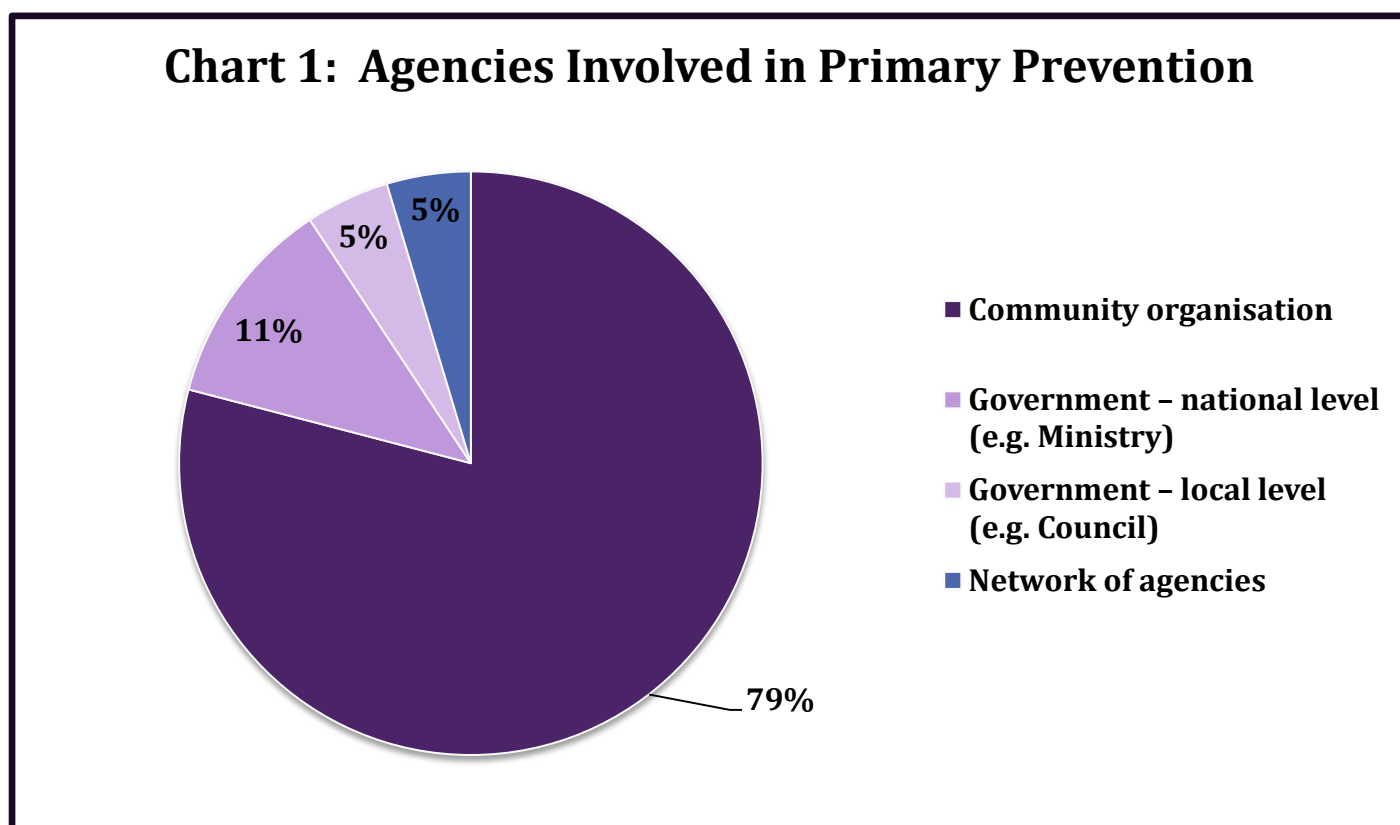
Forty-four responses were subject to analysis, of which **34** responses were from **Community Agencies, two** were **Networks of Agencies** (and have been coded under Community as all members were Community Agencies); **four** were **Government Agencies (responses from MSD and New Zealand Police analysed separately); two** were **Local Government Agencies.**

2b)   Specialist Sector

80% of Community Agency respondents had the prevention of sexual violence as one of their aims, purposes, objectives or goals. This was not restricted to primary prevention, but indicates that primary prevention activities are mostly being delivered by specialist sexual violence sector agencies. **67%** of Government and Local Government respondents had the prevention of sexual violence as one of their aims, purposes, objectives or goals.

2c)   Staff Working in Primary Prevention

Respondents were asked about their staffing resources in terms of full-time, part-time and volunteer staff focussed on the primary prevention of sexual violence. Resources were very different between Community and Government respondents. Three Government agencies answered these questions, but one agency has answered twice with different parts of the agency in mind, so these responses have been noted separately. One agency reported 120 full-time employees and one 160 in a mixture of full and part time roles. One Government agency reported six part-time employees focussed exclusively on the primary prevention of sexual violence, and another one part-time employee.

Two Local Government agencies responded, one of whom reported seven part-time employees and one volunteer, and one of whom reported one part-time employee.

The Community respondents indicated far fewer staff members focussing on preventing sexual violence before it occurs. Many organisations had employees in more than one category.   The data indicate the workforce currently involved in the prevention of sexual violence within the community sector is very small, with nearly six times as many staff members working part-time than full-time. Volunteers make a significant contribution to primary prevention work. The most common response was for agencies to have two part-time members of staff and no full-time or volunteer staff.

Table 1: Primary Prevention Staff Members in the Community Sector

	Full Time	Part Time	Voluntary
Total	25	123	89
Most Common Response	0 (n=14)	2 (n=6)	0 (n=12)
Most Common Number of Staff	1 (n=5)	2 (n=6)	4, 9, 10 (n=2)

The following Analysis Sections analyse data in four areas:

Section 3: Prevention Strategies – how respondents define and practice the primary prevention of sexual violence

Section 4: Prevention and Education Activities – the primary prevention and education programmes aimed at reducing sexual violence delivered in the previous twelve months by respondents

Section 5: Prevention Partnerships and Networks - the partnerships and networks respondents used to prevent sexual violence

Section 6: Information, Resources and Assistance Needs – the barriers and supports to sexual violence primary prevention work.

3. Analysis: Prevention Strategies

This section asked respondents how they define and practice the primary prevention of sexual violence. All quotes are from Community Agencies unless indicated otherwise, in the exact words of respondents.

3a)   Defining Preventing Sexual Violence

Respondents were asked to describe how they define preventing sexual violence. Thirty-three agencies answered and a number of key themes emerged. Seventeen respondents or 51% stated that **social change** was necessary to prevent sexual violence.

> *"We believe that rape arises out of unequal power relations within our society, thus preventing rape is not only about giving individuals skills to negotiate ethical sex it is about addressing the wider social inequalities between men and women that allow rape to happen."*

> *"As we work mainly with male victim/survivors our main message is for society to accept males as victims of sexual crime. Until we accept this is a major issue as a society it makes it harder for us in doing our prevention work."*

> *"Working towards greater gender equality and also trying to work towards changing wider social conditions so that women and girls are free of oppression. This includes at a policy, media and societal level. Need to challenge the myths around sexuality and women, which are framed from a male perspective only. It needs to be reframed to include more diversity so there is greater understanding of other people's needs. Prevention of sexual violence needs wide societal solutions."*

Fifteen agencies (45%) described **education** as key to the primary prevention of sexual violence.

> *"Our role is to teach young people to live safe abuse-free lives. We teach them that it is wrong to force ourselves on to another person with consent and we teach them about healthy sexual relationships as well as healthy friendships."*

> *"Preventing sexual violence before it occurs by teaching skills and providing knowledge that address attitudes, behaviours and social norms which support the prevalence of sexual violence in our society."*

Nine agencies (27%) described the importance of **safety** in terms of prevention of sexual violence.

> *"[Our agency] is also conscious of the high rate of re-victimization in NZ and seeks to assist sexually abused people to develop skills to maximize their future safety."*

Sexual violence prevention was also described as promoting **human rights** by eight respondents (24%)**.**

> *"Using terms from UN CEDAW, UNCROC articles. Sexual violence framed in contexts relevant to cultural practices that are human rights violations eg. Forced marriage/child/under-aged marriage, marital rape, unplanned (due to lack of one party's consent to) pregnancy, incest and child abuse (using power/control wheel) Health effects (reproductive and sexual health)."*

Four respondents (12%) described using a **strengths based approach** in their prevention work.

"[We] aim to have a sex positive approach and we openly discuss aspects of healthy sexual relationships no matter what your gender or sexuality identity is. In our environment we have sexual violence prevention, domestic violence prevention, sexual health promotion, healthy relationship posters and fliers throughout our office. We actively engage in discussion with youth to promote healthy sexual relationships and support clients to seek relevant referral when any disclosure occurs."

3b) Prevention Success Stories

Respondents were asked to describe examples of their success in prevention work, and 35 agencies answered, most naming several success stories. It was clear that most respondents are involved in prevention work across the spectrum of working with people after sexual violence has occurred, working with at risk groups, and working with communities more broadly. Eight agencies (22%) named **preventing revictimisation** through tertiary and secondary prevention activities (working with people after sexual violence has taken place) as an example of their success.

Fifteen agencies (42%) discussed **collaboration** with other groups to develop better prevention strategies as their highlight. This included bringing sexual violence awareness to efforts to prevent family violence:

"Partnerships with sexual violence services to increase the awareness and discussion within the FV (family violence) sector."

Thirteen agencies (37%) were proud of their **community relationships**, and the wide range of prevention options this opened up:

"How we work together, how we connect to our communities, specifically in our local community. Getting the message out to people through a multi pronged approach. Face to face korero to small groups and large audiences marketing at very large events in an innovative way."

"20 odd years of providing small workshops for a huge variety of participants (eg. parents, OSCAR youth workers, Kohanga Reo whanau, Refuge workers, Gymnastic school staff, teachers, CYFS social workers, church groups, early childhood centres, nanny school, teachers college students, counselling students, NGOs....) where participants learn what SV is, how to identify signs and how to take action to assist."

Seven agencies (20%) discussed **schools based prevention** as an area in which they were most satisfied, partly because gaining access to schools is not guaranteed. A small minority of respondents are now delivering sexual violence prevention workshops in all local secondary schools in their area.

"At the moment we are probably most proud that we got access into most of the single sex male schools. Research shows that over 80% of perpetrators are in fact male, therefore prevention seems most effective in this area. We are also proud that this is the first year we did Rape and Sexual Abuse Awareness workshops for all of the R.A.'s in the Halls of Residence at the University."[13]

Six agencies (17%) discussed the benefits they could see from basing their practice around the idea of **healthy relationships:**

"A couple of years ago, we were working with a local youth group - including young leaders - around "respectful sexuality". We had several sessions to explore positive sexuality, looking after friends and preventing sexual violence. The response from the young people was positive, and working from a prevention level was also positive and different from our usual work."

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[13] R.As are Residential Advisors, who support students living in halls of residence throughout the year.

3c)   Primary Prevention Activities

Respondents were asked about specific primary prevention activities in the last twelve months.   The activities most likely to be taking place currently were:

- **Sexual Violence Education – 81%** (rape myths, laws, risk reduction, dealing with disclosures)
- **Public Policy Advocacy – 59%** (input into central or local government policy relating to sexual violence prevention)
- **Public Sexual Violence Awareness Raising Activities – 58%** (eg hui, fono, rallies, lectures, community based discussion groups)

Most activities were areas in which the majority of respondents were interested or planning to be involved, suggesting there is considerable interest in developing further primary prevention activities, given appropriate resources.

Table 2: Primary Prevention Activities

	Not Doing This and Not Interested	Not Doing This But Interested	Planning To Do This	Yes	Before the last Twelve Months
Sexual Violence Education	0%	14%	6%	**81%**	68%
Public Policy Advocacy	16%	25%	0%	**59%**	40%
Public Sexual Violence Awareness Raising Activities	11%	19%	11%	**58%**	48%
Training Professionals to do Primary Prevention	6%	31%	17%	**46%**	32%
Systems and Organisational Change	6%	37%	14%	**43%**	40%
Research and Evaluation on Primary Prevention	9%	34%	16%	**41%**	32%
Youth Sexual Violence Primary Prevention Programmes	12%	33%	18%	**36%**	32%
Developed Social Norms Campaigns to Prevent Sexual Violence	9%	47%	12%	**32%**	48%
Prevention Strategies with Specific Communities/ Cultural Groups	10%	43%	17%	**30%**	40%
Child Sexual Abuse Primary Prevention Programmes	21%	41%	12%	**27%**	24%

The following activities were of interest to more than half the respondents:
- **Prevention Strategies with Specific Communities/ Cultural Groups – 60%**
- **Developed Social Norms Campaigns to Prevent Sexual Violence – 59%**
- **Child Sexual Abuse Primary Prevention Programmes – 53%**
- **Youth Sexual Violence Primary Prevention Programmes – 51%**
- **Systems and Organisational Change – 51%**
- **Research and Evaluation on Primary Prevention – 50%**

Respondents were also asked about activities they had been involved in the previous five years but before the last 12 months. In most primary prevention activities respondents reported more activity in the most recent 12 months. The two areas where this is not the case were in **developing social norms campaigns to prevent sexual violence** (48% before the last 12 months; 32% in the last 12 months) and **prevention strategies with specific communities/cultural groups** (40% before the last 12 months; 30% in the last 12 months).

Respondents were asked to indicate if they had plans to introduce or re-introduce some sexual violence primary prevention activities. One Government agency wished to hold an **education hui** with interested external stakeholders and review their current sexual violence prevention programmes in schools which focus on preventing child abuse.

The other 20 responses to this question were all from Community agencies, and the greatest area of interest for future prevention activities was in **public awareness campaigns.** Nine respondents had plans to introduce or reintroduce campaigns, with focuses on preventing child abuse; sexual violence within the queer community; teaching skills in "ethical bystanding" or intervening in situations which are precursors to sexual violence; and promoting social norms which protect against sexual violence.

> *"Would love to get back to public campaigns - in the past have used only yes means yes campaign materials in cinema toilets. Also would love to have billboard campaign which raises some of the questions that it would be helpful for our community to engage with."*

Seven agencies wanted to focus future prevention activities on the **primary prevention of child sexual abuse**, and listed a variety of plans, from schools based work to public awareness campaigns.

> *"Holding public meetings focusing on "grooming" of children by paedophiles. More public messages ie bus campaign and posters in relation to 90% of offenders are known to the child and family."*

Six respondents were interested in holding **education hui** in their communities for general awareness raising around sexual violence and preventative strategies, including specific programmes and "Sexual Violence 101" type information.

The remaining kinds of primary prevention were planned by fewer respondents. Three respondents planned to continue or redevelop their prevention work in **schools;** three wanted to develop prevention relationships and strategies with local **Tangata Whenua.** Two respondents were interested in further **public policy advocacy** and **systems and organisational change.** Some respondents talked about wishing to develop primary prevention strategies and activities with particular population groups (**people with disabilities**, two respondents; **people from ethnic minority groups,** two respondents; **people in the queer community,** one respondent). Another two respondents were developing **social media** primary prevention tools, and two respondents wanted to ensure all their staff were trained in principles of sexual violence primary prevention.

The following sub-sections discuss current reported sexual violence prevention activities.

3d)   Primary Prevention Activities - Sexual Violence Education

Sexual violence education is currently the most common area of primary prevention in New Zealand, provided by 81% of respondents. The most popular topics were **education on local services**; **the characteristics, impacts and prevalence of sexual violence**; and **dealing with disclosures**.

Chart 2: Sexual Violence Education

Topic	Value
Rape myths	19
Dealing with disclosures	22
The law and sexual violence	19
Services for survivors and those with harmful sexual behaviour	23
Issues for particular survivor groups	12
Characteristics, impacts and prevalence of sexual violence	22
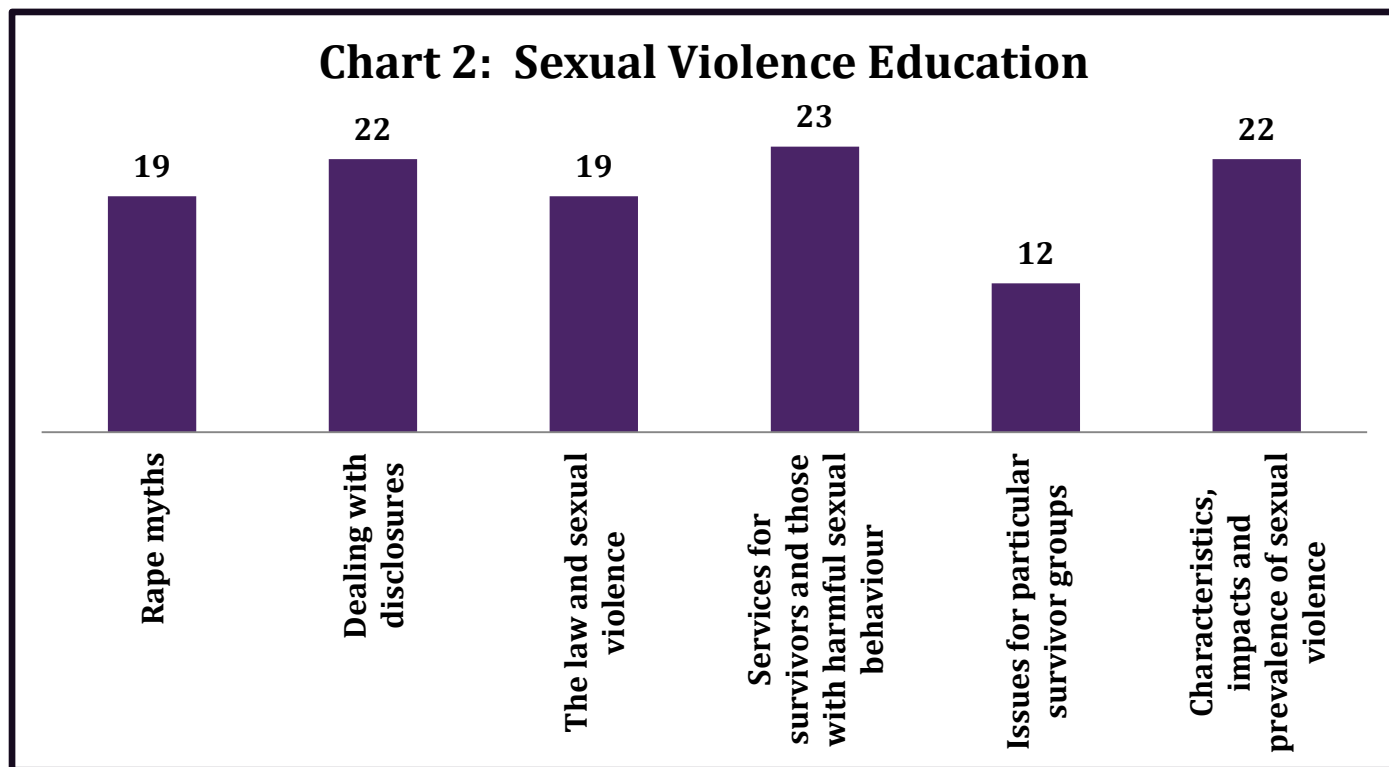
Ten respondents added other education topics, including self-defence skills workshops and child and youth focussed sexual violence prevention information they provided in their community.   The majority of education topics added to this question concerned specific work in promoting respectful relating skills, including explicit exploration of consent as a strengths-based sexual violence prevention approach.

> *"Looking after your own needs (ie do you really want to do this?), looking out for the needs of your partner (ie do you know if your partner really wants to do this?), looking out for your friends (do you think your friend is feeling ok and if not how can you help safely?)"*

3e)   Primary Prevention Activities - Public Sexual Violence Awareness Raising

Respondents took part in a range of public sexual violence awareness raising activities. The most popular activity was the production of **leaflets and posters** (17 respondents), followed by **community discussions, public lectures** and **media briefings**. Other responses included:

> *"We travel up and down the entire West Coast, for three or four days a year. About 100 organisations are part of this, though we do not necessarily see all of these every year."*

> *"Our project has included three aspects; launch of a poster campaign using schools, media, G.P's, Social Service Agencies and Libraries; a website and booklist (and associated collection of self help books held in local council libraries); resourcing local generalist agencies to better respond to child sexual abuse inquiries."*

> *"Events held in our local parks one event hosted 7000 young people, children and their families. We did a survey with youth, also held a talent quest and gave out flyers."*

Chart 3: Public Awareness Raising Activities

5	14	15	17	14
Participating/helping organise rallies	Hosting/helping organise lectures/public talks	Community discussion forums, hui or fono	Production and distribution of leaflets/posters	Media briefings
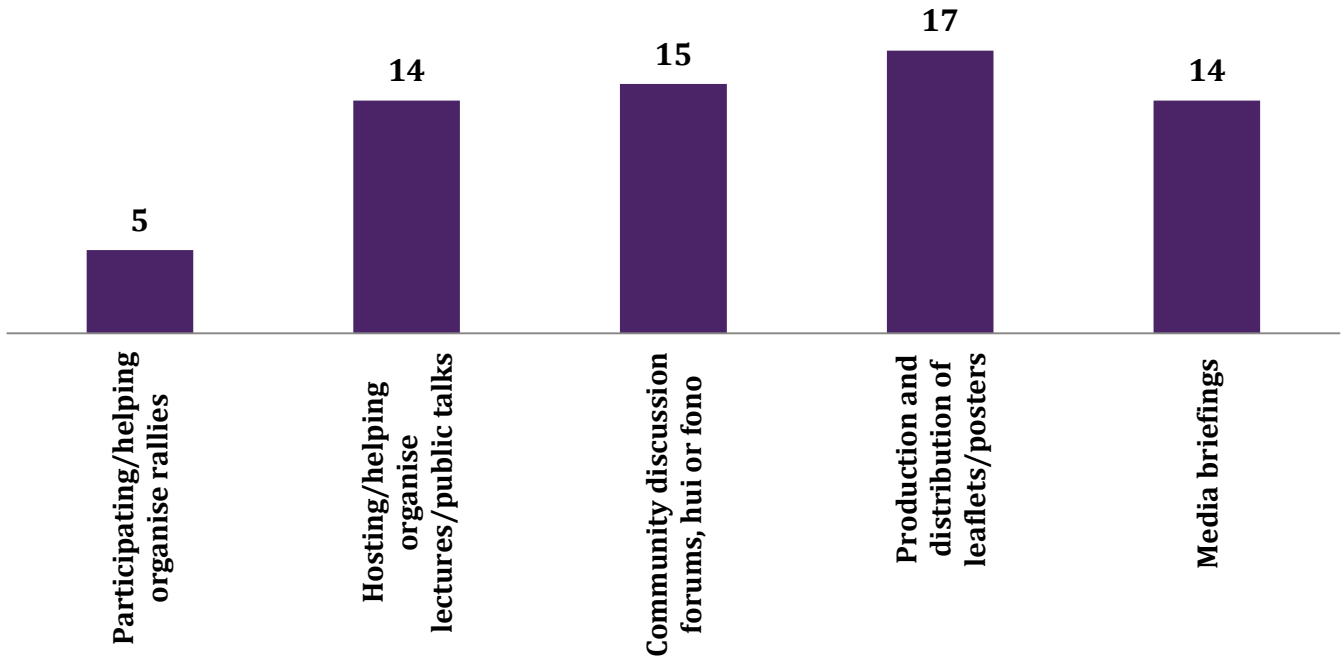
3f)   Primary Prevention Activities - Training, Systems and Organisational Change

Respondents were involved in training of other professionals and providing advice around systems and organisational change to reduce sexual violence occurring in communities, schools/educational settings and workplaces.   Most frequently, agencies provided support in developing policy for **managing disclosures of sexual violence,** closely followed by assisting in the **development of training plans** for organisations to deal with sexual violence.

Chart 4: Types of Systems and Organisational Change

12	5	10	5	3	3
Policy for Disclosures	Input into Strategic Planning	Developing training plans	Policy for survivor support	Policy for people with harmful sexual behaviour	Policy for sexuality and gender identity and healthy relationships

9
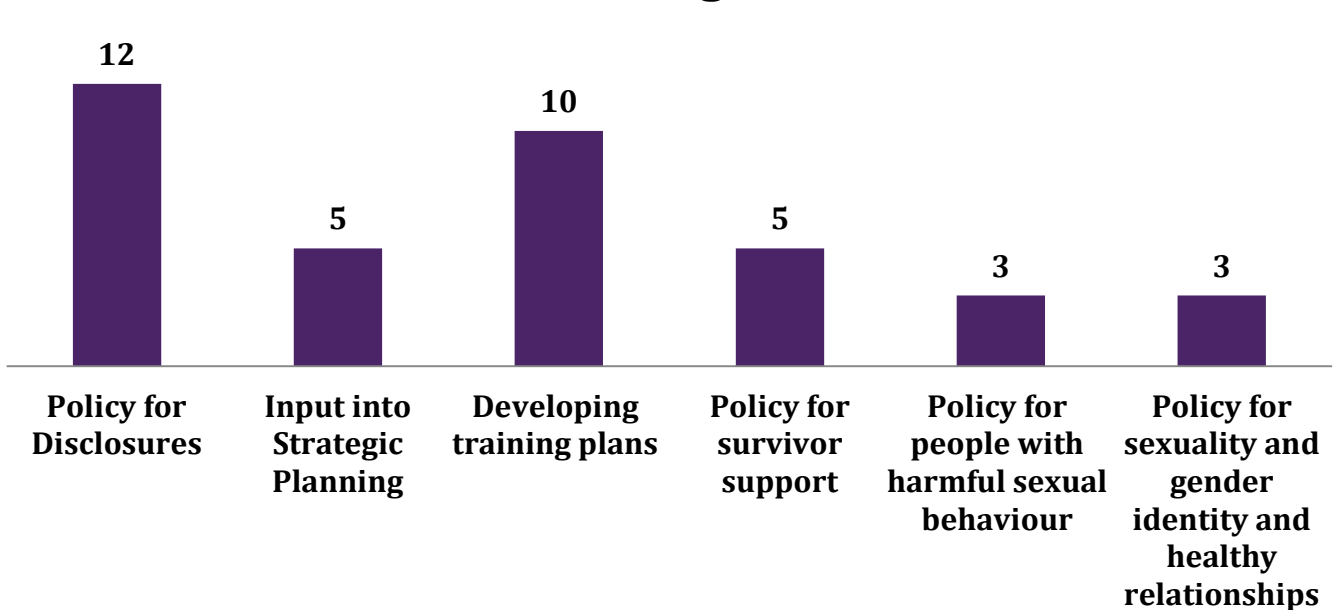
Chart 5: Prevention Work with Other Organisations

Organisation	Systems and Organisational Change Support	Prevention Training for Staff
City Councils	1	0
Sports Clubs	1	0
Security Staff	0	1
Counsellors	0	1
Media	2	3
Hospitality Sector	4	5
Police/Community Safety Workers	7	6
Clergy/Religious Leaders	5	2
Youth Workers	7	9
Educators	14	9
Social Service Providers	12	8
Health Care Providers	8	7

■ Systems and Organisational Change Support ■ Prevention Training for Staff

Educators and **youth workers** were the most likely groups to receive training. Most respondents delivered training to multiple professional groups, but training was available only in very small numbers for any profession; almost without exception only in a local context. Respondents most frequently provided systems and organisation advice to **educators** (in schools and university contexts) and **social services providers**.

Specific staff training – targeted to particular needs within an organisation – was delivered most frequently, followed by training in **gender roles** and **bystander interventions**.

Chart 6: Training Topics

Training Topic	Count
Group Facilitation	3
Specific Programme Delivery	5
Diverse Survivor Groups	4
Gender Roles and Diversity	7
Specific Staff Training	8
Media Training	1
Bystander Interventions	7
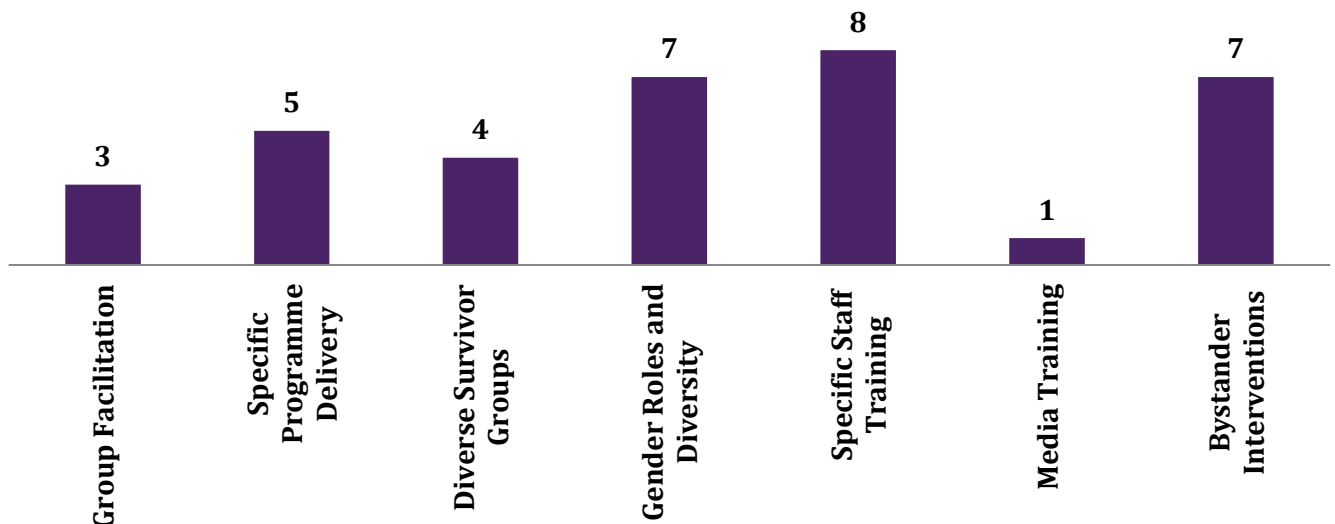
3g)   Research and Evaluation on the Primary Prevention of Sexual Violence

Thirteen respondents indicated they had undertaken research in primary prevention, such as evaluating programmes they were delivering, in the previous year. Respondents were asked to list their research, and indicate if it was publically available. [14] One Government agency listed five pieces of publically available research.   One Community agency listed three pieces of publically available research, and one piece of research only available "in house" to guide practice. A further three Community agencies have one piece of research that is publically available; another Community agency has one piece of research that is only available "in house;" and one Community agency has research due to published within the next year.

3h)   Social Norms Campaigns

Respondents were asked the targets of their social norms campaigns. Each campaign tended to challenge a number of social norms which support or enable sexual violence. The most popular were **promoting community responsibility to prevent sexual violence**; **participating in broad anti-violence campaigns** (such as White Ribbon Day) and **promoting respectful relationships**.

Chart 7: Challenging Social Norms
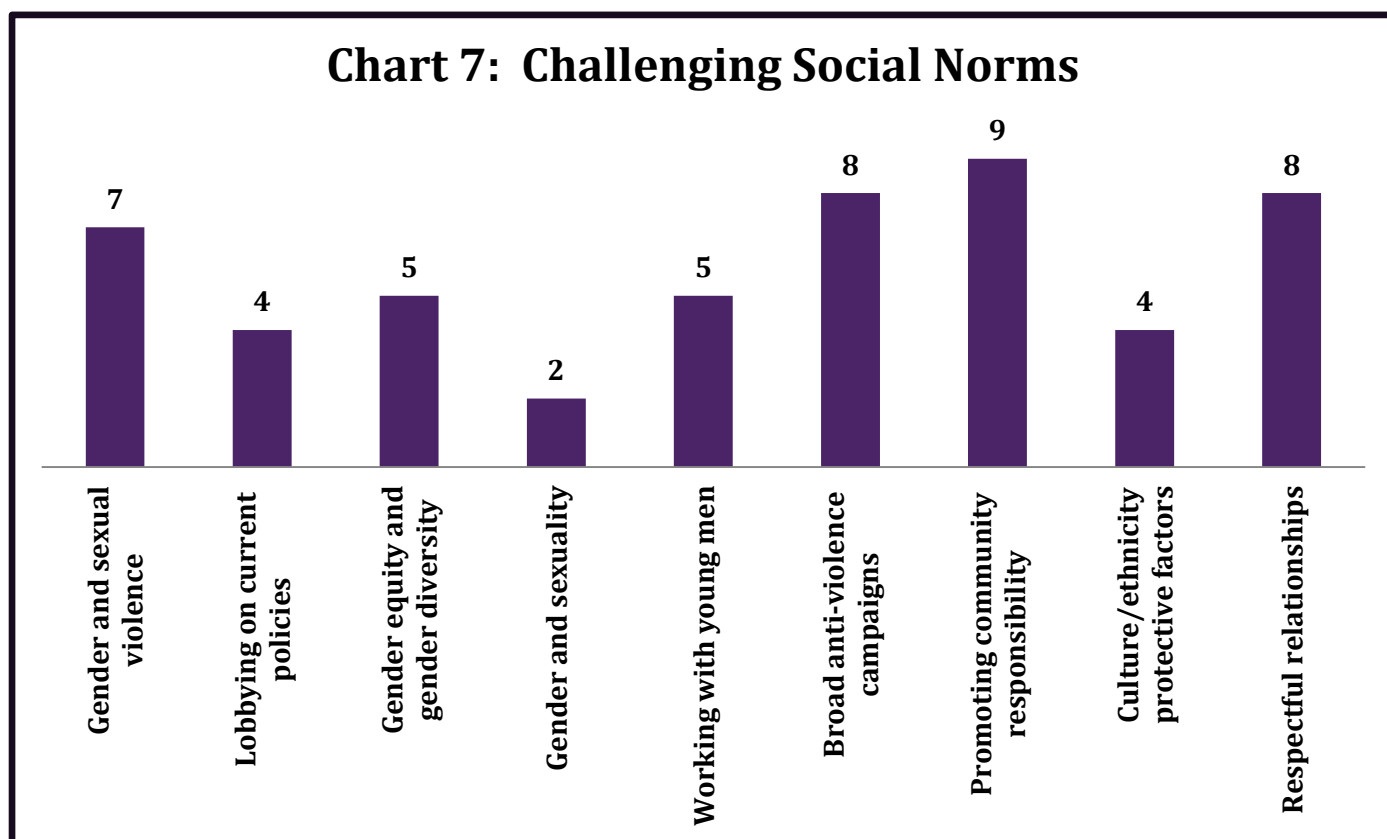
3i)   Prevention Strategies with Specific Communities or Cultural Groups

Just eleven respondents, three of whom were Government agencies, indicated they are currently working with specific communities or cultural groups on sexual violence prevention strategies. This figure is concerning in terms of prevention strategies needing to mobilise culturally relevant protective factors in order to be effective.

The specific cultural communities named by respondents who answered this question were Tangata Whenua (seven including two Government agencies); refugee and migrant (six including two Government agencies); Pacific (four including one Government agency); people with disabilities (two including one Government agency); youth (two including one Government agency); and the elderly (one Government agency response).

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[14] See Appendix 3 for a list of all publically available evaluations published in 2011-2012.

Section 3: Prevention Strategies Findings Summary

- Respondents to this survey conceptualise preventing sexual violence in terms of **social change; education;** improving community **safety,** promoting **human rights** and promoting **strengths based approaches** to support healthy and respectful sexual relating

- Respondents were most proud of **collaboration** and **community relationships** supporting their prevention activities, an encouraging sign when primary prevention initiatives must mobilise community in order to effectively shift social norms

- Many agencies involved in sexual violence prevention provide a mixture of prevention activities – from primary prevention (influencing social norms) to secondary prevention (working with at risk groups) to tertiary prevention (preventing revictimisation)

- The most common sexual violence prevention activity in Aotearoa is **sexual violence education,** delivered by 81% of respondents in their communities. Topics most frequently covered are **providing information about local services, dealing with disclosures** and **discussing the characteristics, impacts and prevalence of sexual violence.**

- Providing information and awareness raising may reflect low knowledge about sexual violence in many communities in New Zealand. This would usually be seen as a necessary precursor to activities and campaigns focused on skills building and changing social norms and behaviours

- More than half of respondents are also engaged in **public policy advocacy** and **public sexual violence awareness raising activities.** Most common were the **production and distribution of leaflets and posters,** and holding **community discussions and lectures**

- Most respondent agencies are interested in or undertaking a wide range of primary prevention activities, showing strong commitment. Within current resource levels there is a risk of agencies being stretched too thinly, particularly when they are also involved in other kinds of prevention

- The greatest interest for future prevention activities was in **public awareness campaigns**

- Efforts to provide training, systems and organisational change to other organisations, typically targeted for the audience, are taking place in small scale ways. **Educators** and **youth workers** are most likely to receive **sexual violence prevention** training. Organisational training is most often focussed on **gender roles and diversity** and **bystander interventions. Disclosures policies** and **developing training plans** are most often the focus of organisational change

- Publically available evaluation of existing prevention activities is very limited. This is concerning for the growth of best practice in sexual violence prevention in New Zealand

- Local **social norms campaigns**, though small scale, target a range of social norms relevant to sexual violence, including **promoting community responsibility, promoting respectful relationships** and participating in **broad anti-violence campaigns**

- Respondents, particularly those from the community sector, are unlikely to be working with specific communities or cultural groups on sexual violence prevention strategies. This is concerning for developing the most effective cultural responses to preventing sexual violence

4. Analysis: Prevention and Education Programmes

This section asked about primary prevention and education programmes aimed at reducing sexual violence delivered in the previous twelve months. "Programme" was defined as "a set of planned and coordinated activities undertaken by your organisation to prevent sexual violence." Respondents were asked to include only primary prevention and education programmes that take place to prevent initial victimisation or perpetration of sexual violence.

One response was deleted from the analysis as it described a 24 hour residential programme for youth with harmful sexual behaviour, an example of tertiary prevention rather than primary prevention.

Sixteen organisations, one of whom is a national umbrella group, reported delivering at least one primary prevention programme using this definition. Six organisations reported delivering at least two primary prevention programmes; three organisations reported delivering at least three primary prevention programmes; two organisations reported delivering at least four primary prevention programmes; and one organisation reported delivering five primary prevention programmes. Sexual Abuse Violence Education (SAVE) from National Rape Crisis is analysed as one programme with four delivery sites.

In total this allows us to examine 25 primary prevention programmes currently being delivered in Aotearoa New Zealand by organisations who responded to this survey within Tauiwi and Bicultural contexts. Every organisation gave its permission for its programme and organisation name to be available in this report.[15] Three programmes were social norms campaigns delivered community wide. Their responses are included where appropriate. The other 22 programmes are all delivered by facilitators to specific participant groups. The majority of organisations (14) delivering programmes were community sector agencies or networks. Two Government agencies delivered one programme each, the It's Not OK social norms campaign[16] and Keeping Ourselves Safe.

4a) Aims for Primary Prevention Programmes

Respondents described a variety of programme aims clustering around preventing sexual violence through raising awareness, teaching and practising skills in positive relationships.

> *"Raise awareness around legal definitions of rape and sexual abuse and clarify how these differ from rape crisis definitions; address rape myths; address gender/sex role stereotypes; increase empathy for survivors; increase awareness of effects of sexual violence; encourage discussion of personal boundaries and ethical sexual relationships; raise awareness of support services."*

> *"This is a five module drama education programme which aims to teach 3-5 year old children and the caregivers in their environments the skills to reduce the child's vulnerability to being sexually abused. This includes: i. Teaching children about feelings, appropriate names for body parts, general safety education, how to tell to get something to stop happening, assertion about their ownership of their bodies. ii. Teaching caregivers: what we are teaching children, the kinds of grooming that can be used to elicit child compliance with sexual abuse, safe practices with informal childcare, and how to hear and respond to something a child says which might be a disclosure."*

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[15] See Appendix 3 for a list of all primary prevention programmes.
[16] It's Not OK is a family violence prevention campaign which does not explicitly feature messages about sexual violence. Some community activities around the country in the campaign have had a sexual violence focus.

Other keywords included promoting safety, respect and boundaries in the community to establish relationships free from abuse. Many aims were extremely detailed and targeted, evidencing strong conceptual grasp of primary prevention, sexual violence, community education and development. The most commonly recurring words used in programme aims are illustrated in Figure 1.

Figure 1: Aims for Primary Prevention Programmes

4b)   Theoretical Models

Respondents were asked to describe which theoretical models underpinned their primary prevention programmes. The most popular theoretical base was the **ecological model,** followed by **feminist models.** One organisation also described utilising human rights models; another noted its work relies heavily on child learning and development models.

Chart 8: Theoretical Models for Prevention Programmes
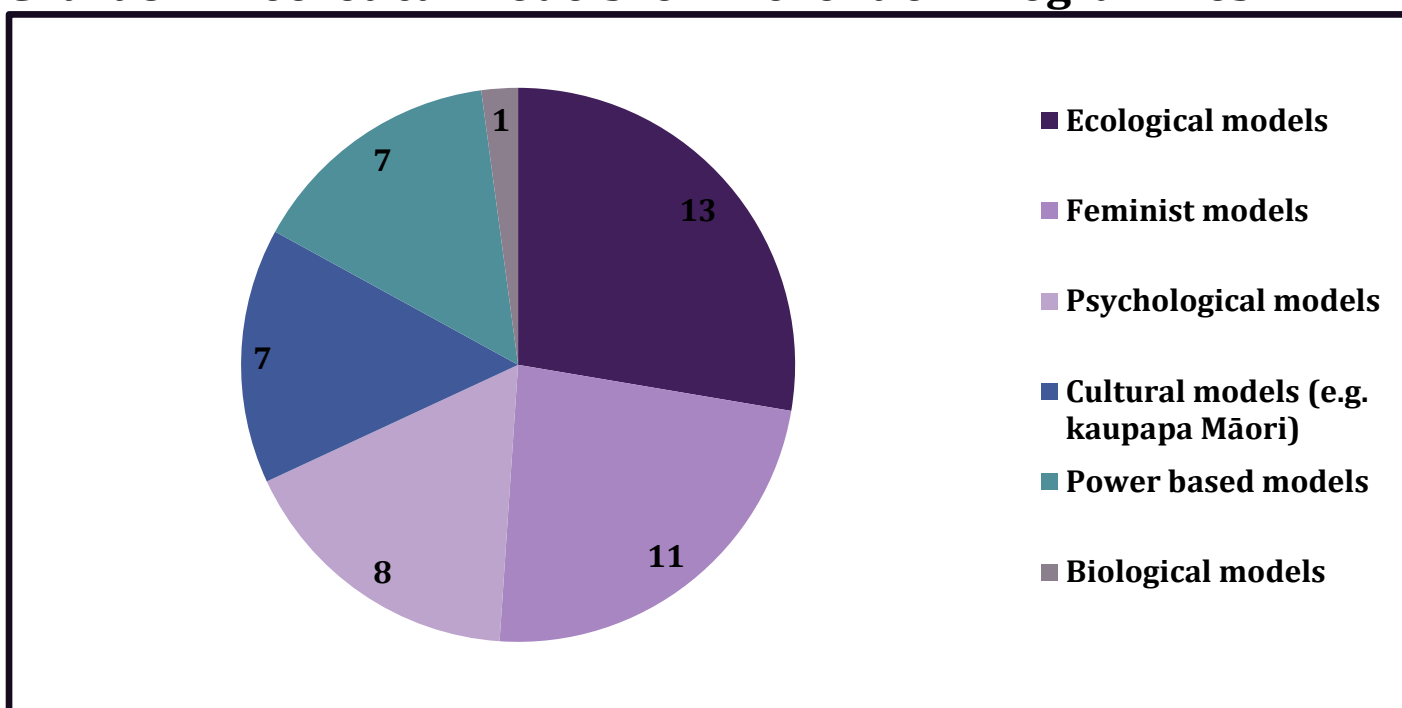
4c)   Length of Delivery of Programme

Respondents were asked to describe how long each of their programmes had been running. Answers were split between relatively new programmes (**less than one year** and **1-3 years)** and longstanding ones, with the highest number of programmes, eight, having been delivered for **17 years or more.**

Chart 9: Length of Programme Delivery

A bar chart showing the number of programmes by length of delivery. The y-axis ranges from 0 to 9. Values: Less than one year = 5; 1-3 years = 5; 4-6 years = 6; 7-10 years = 0; 11-13 years = 1; 13-16 years = 0; 17 years or more = 8.

4d)   Timing and Spacing of Programme Sessions

Respondents were asked to describe how many sessions each programme they delivered included, and how these sessions were spaced. Two respondents did not understand the question and described how many programmes they had delivered in a year. The three respondents describing social norms campaigns specified the use of local media, posters, a website and targeted messages in "advertisement" slots.

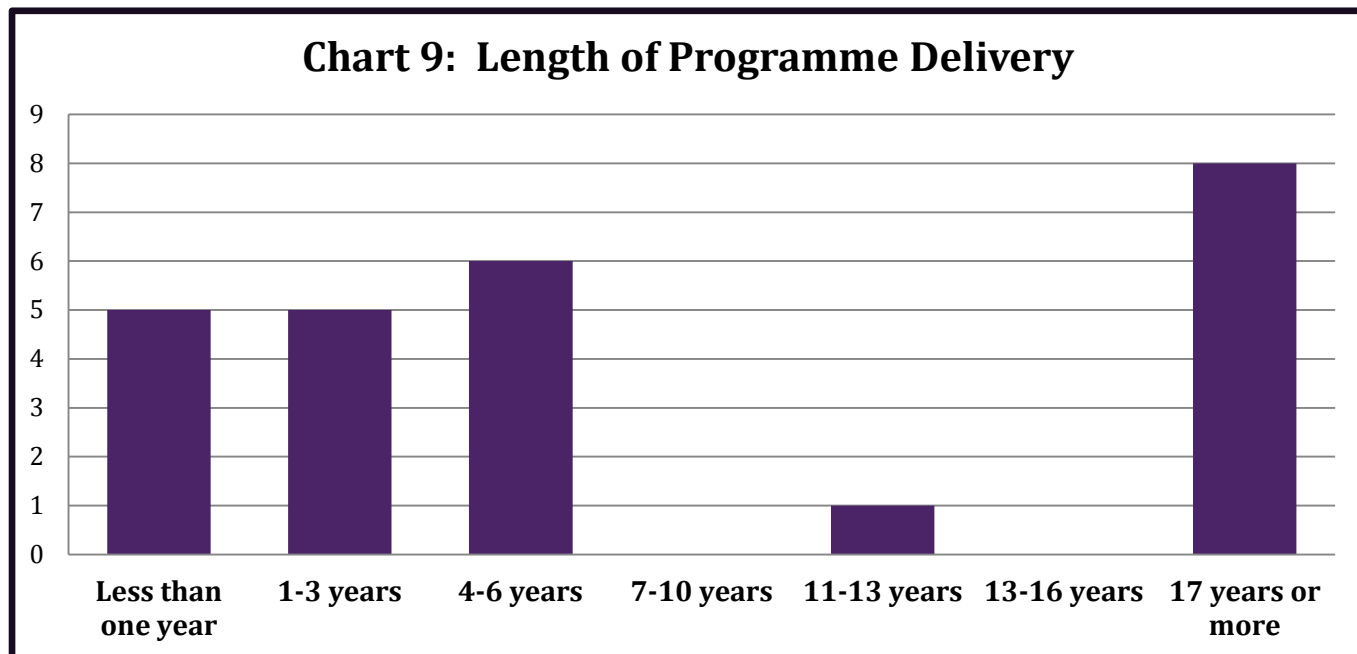The majority of programmes offer less than five sessions; nearly half of programmes offer one or two sessions. Several respondents indicated flexibility in terms of delivery, being prepared to run programmes over one day or over several sessions depending on the programme context.

Chart 10: Number of Programme Sessions

A bar chart showing number of respondents by number of sessions. The y-axis (Respondents) ranges from 0 to 9, x-axis labelled Number of Sessions. Values: One = 8; Two = 3; Three = 3; Five or more = 7; Unlimited = 2.
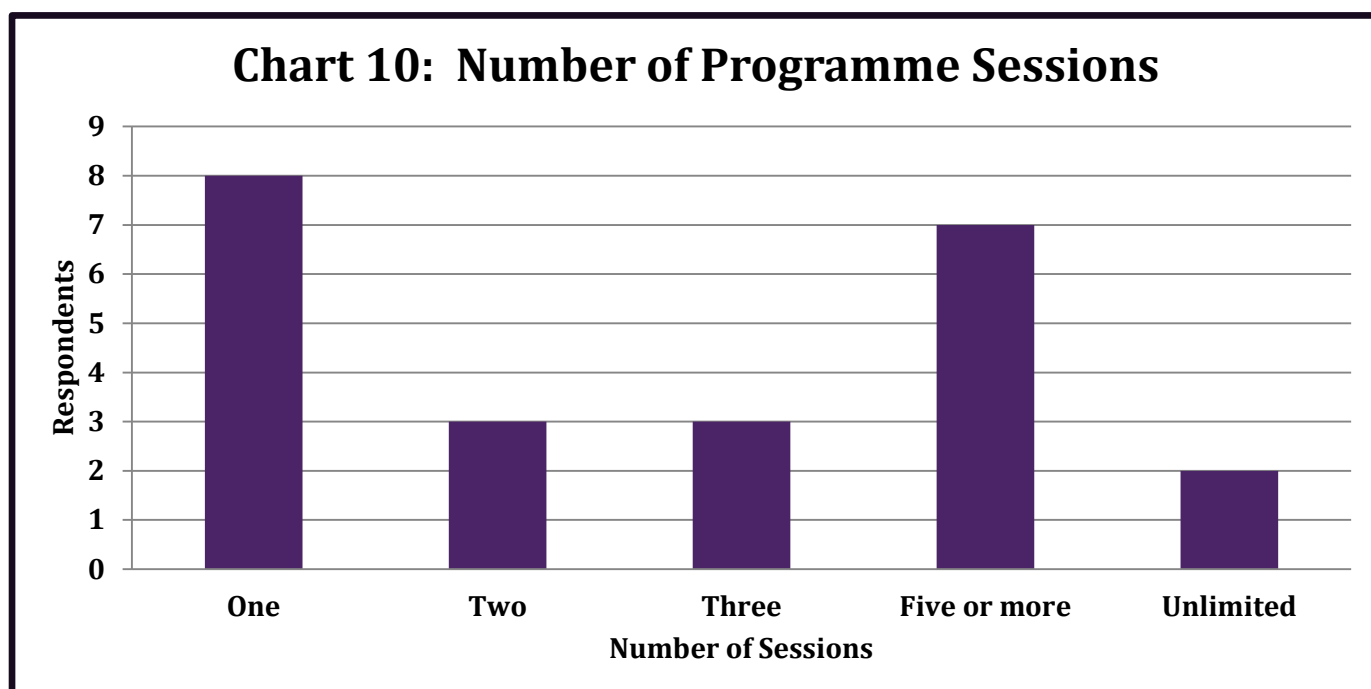
4e) New Zealand Coverage of Primary Prevention Programmes

Eight programmes in this survey are available nationally (Girls' Self Defence Project & Women's Self Defence; Kidpower, Teenpower and Fullpower programmes; Healthy Relationships; The Teenpower Violence Prevention Toolkit and the Teenpower Sexual Violence Prevention Project; Kidpower for Educators of Young Children; It's About Mana; It's Not OK and Keeping Ourselves Safe). However delivery is not in fact national, with the exception of the two Government programmes (It's Not OK and Keeping Ourselves Safe). Most programmes are delivered in specific cities, towns or regions.

Figure 2: New Zealand Coverage of Primary Prevention Programmes
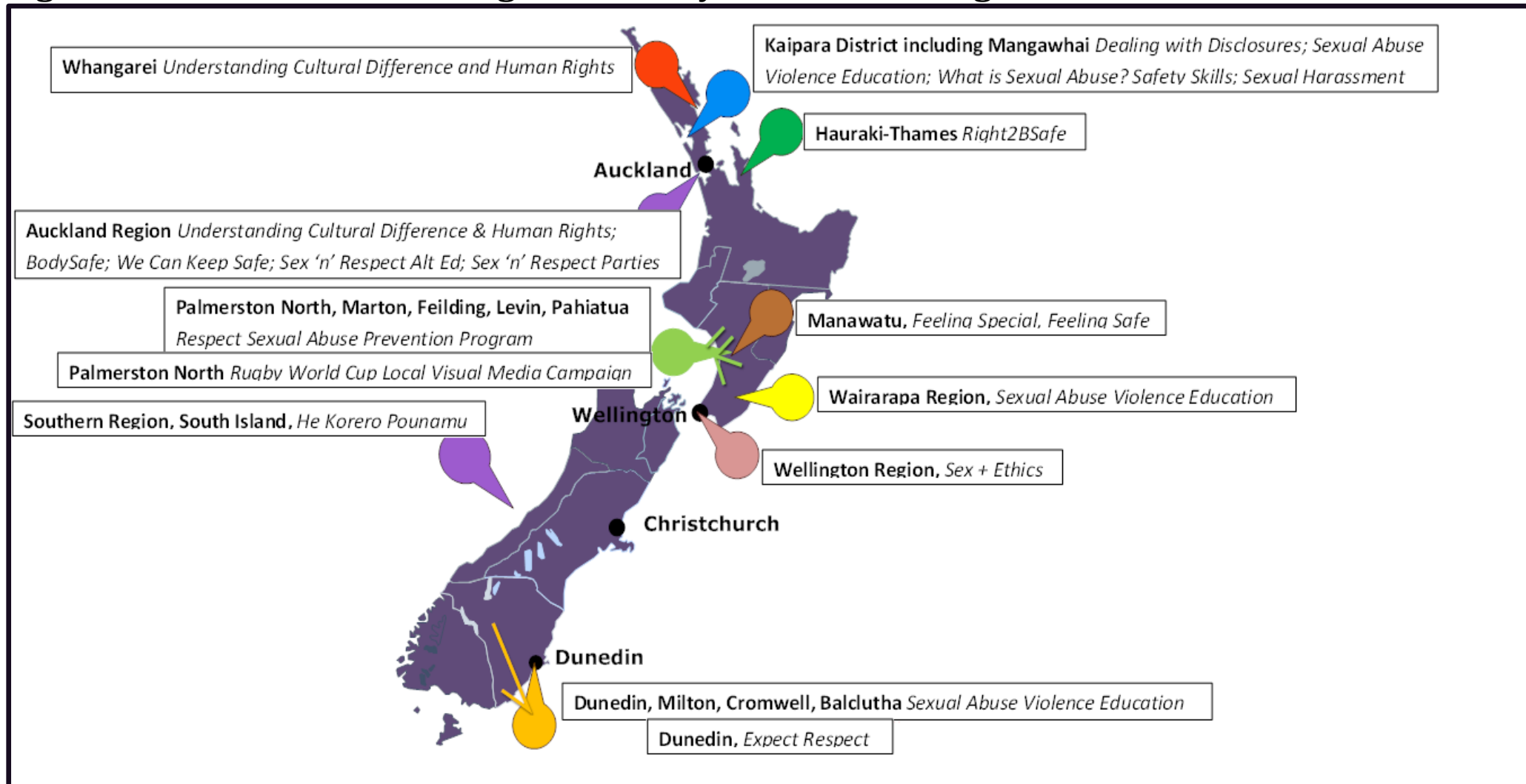
4f)   Frequency of Programme Delivery in the last Twelve Months

About half the programmes being delivered have been delivered less than ten times in the last twelve months, with six programmes delivered less than five times. Just ten programmes have been delivered more than twenty times. Of the seven respondents who delivered programmes in excess of fifty times, two were the Government agencies (one of which is a social norms campaign).

Chart 11: Frequency of Delivery in Previous Year
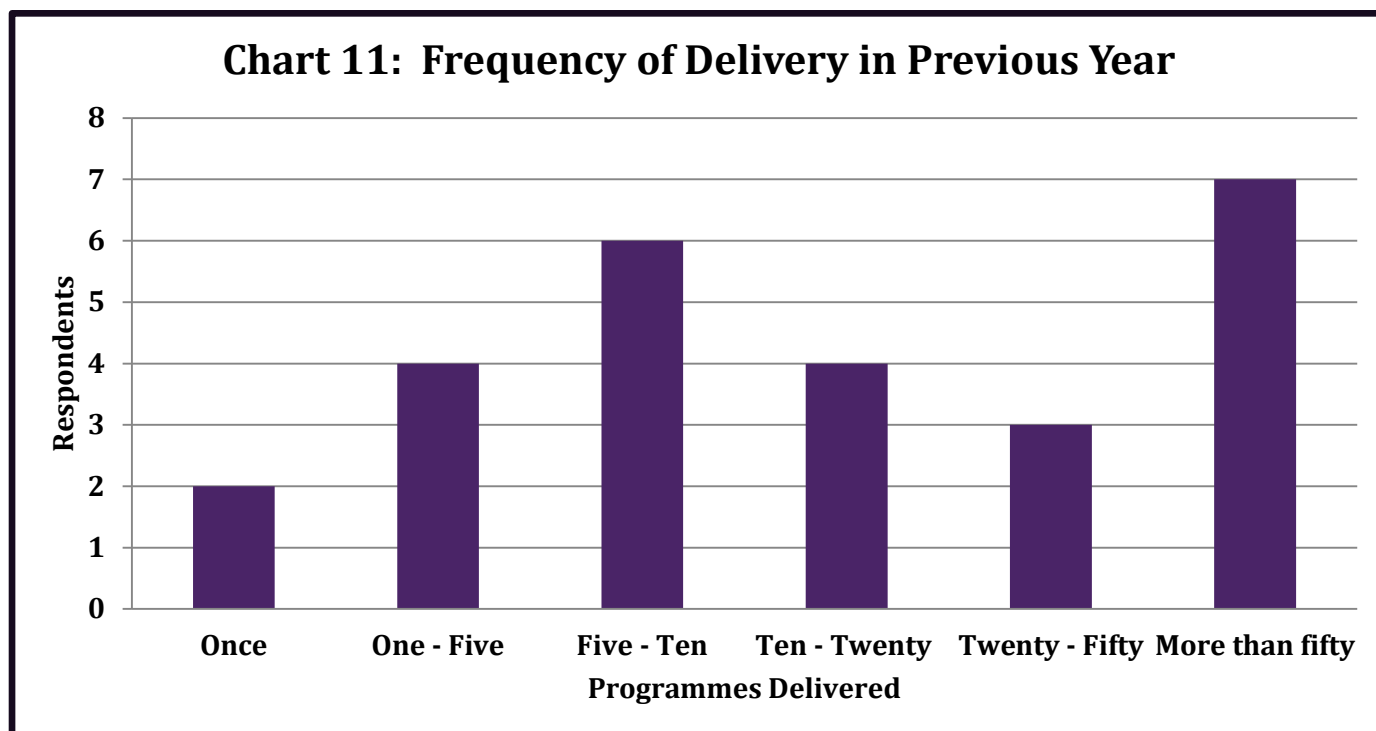
4g)   Numbers of Participants Attending Programmes in the last Twelve Months

The three social norms campaigns gave only estimations of their coverage and are excluded from Table 2.[17]   Of the remaining programmes (23 delivery sites), the range of numbers of participants attending each programme varied between 12 and 12,000 people. This means slightly fewer than **26,000 people** around New Zealand accessed a sexual violence primary prevention programme delivered by facilitators in the last twelve months, with a median of **210 participants** per programme.

Table 3: Participants Attending Programmes in the last Twelve Months

Participant Range	Participant Data
Up to 100	12, 20, 25, 25, 30, 40, 50, 60, 100, 100
Up to 500	200, 210, 270, 300, 400, 500
Up to 1000	600, 800, 1000
Up to 5000	1500, 2550, 5000
Over 5000	12000
TOTAL Participants	**25792**
Median Participants/Programme	**210**

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[17] The social norms campaigns described community wide reach; one suggested they had reached several thousand during the course of the campaign; one Government respondent reported 77% national awareness of the campaign; the other Government respondent reported on numbers of schools attended, not people.

4h)   Participant Age Groups

The three social norms campaigns were targeting either all ages (two respondents) or adults. The other programmes targeted a range of age groups, the most popular by far the **teenagers (13-17)**, with 18 programmes. Just six programmes over the entire country operate with children.

Chart 12: Ages of Participants

Category	Value
All ages	4
All children (0 to 17 years)	
All adults (18 years plus)	4
Infants (under 5 years)	3
Children (5 to 12 years)	3
Teenagers (13 to 17 years)	18
Young adults (18 to 24 years)	9
Adults (25 to 65 years)	7
Older people (66 plus years)	4
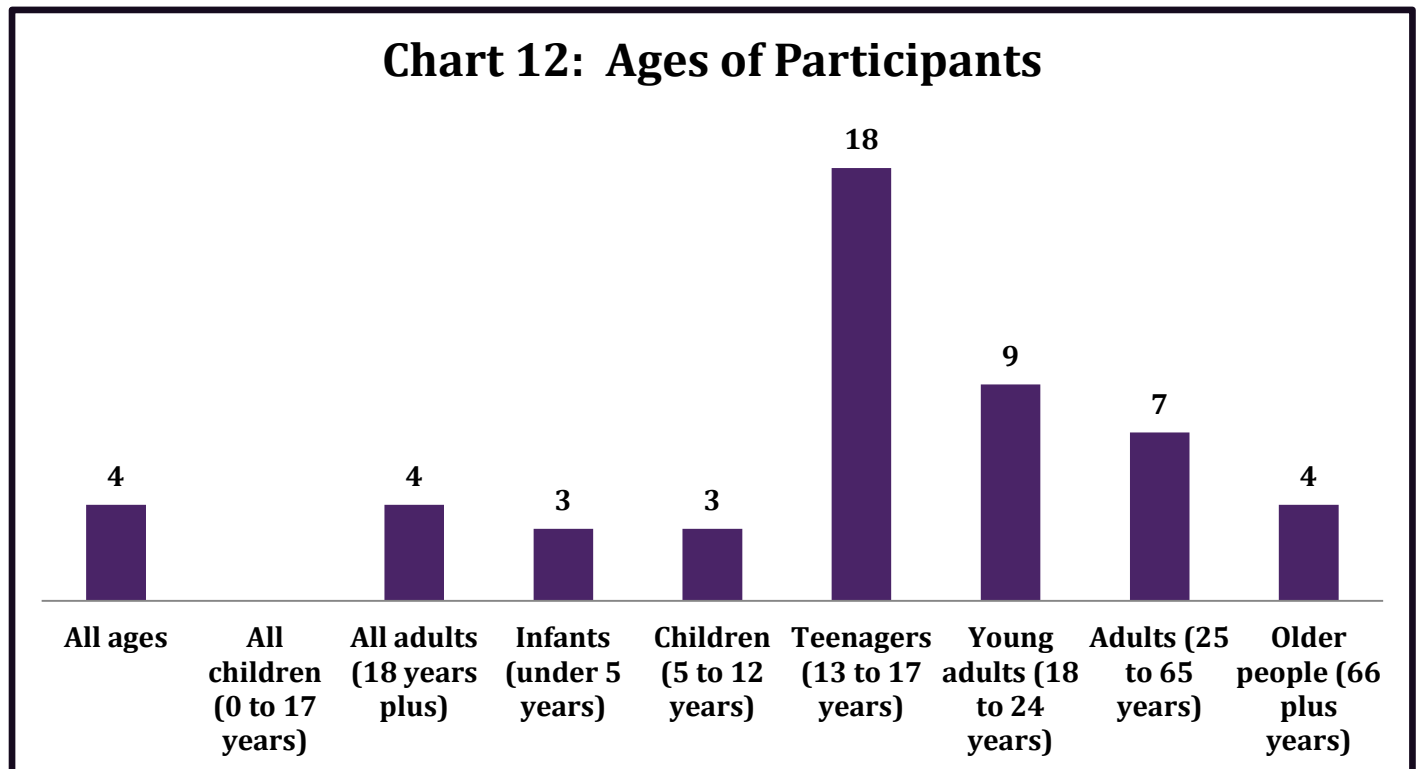
4i)   Audience for Prevention Programmes

Respondents were more likely to be targeting the **general population** for their prevention programmes than specific identified community groups. The programmes for specific communities may be even lower than represented in Chart 13, as two programmes reported their **general population** programme also met the needs of people with impairments. Programmes for lesbian, gay, bisexual, trans* people and sex workers were provided by only one general programme.

Chart 13: Audience for Prevention Programme

Category	Value
General population	23
Māori (Whānau/Hapu/Iwi)	6
Pacific	3
Asian	2
Recent migrants	2
Refugees	2
Physical/sensory…	4
Mental health impairments	3
Intellectual impairments	3
Males only	2
Females only	4
People with alcohol/drug…	2
Sex workers	1
Lesbian, gay, and bisexual	1
Trans* people	1
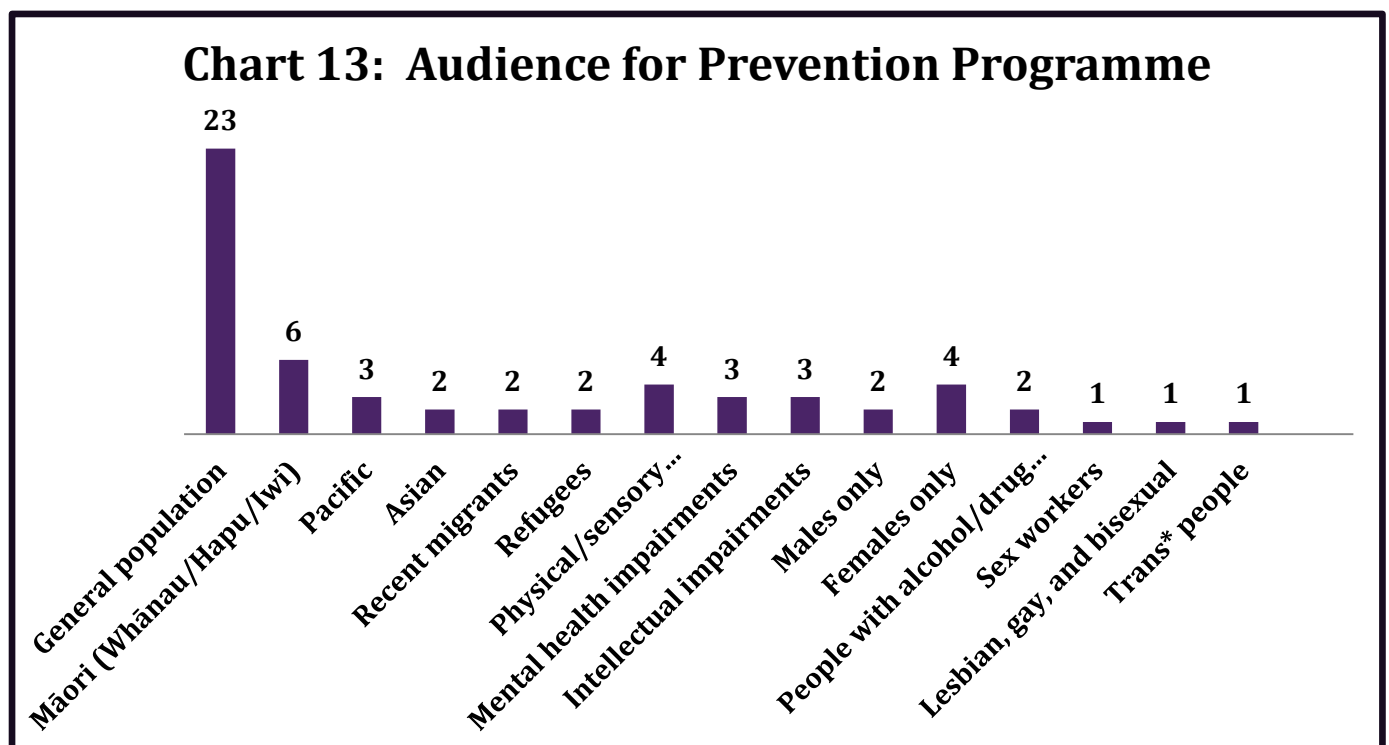
4j)   Programme Delivery Sites

The majority of respondents were delivering their primary prevention programmes in a variety of community based venues. The three social norms campaigns described their work as community wide. Programmes delivered in education settings dominated, particularly at **secondary schools,** but **early childhood centres, primary schools, kohanga reo, universities/polytechnics** and **alternative education centres** all also featured.

Chart 14: Programme Delivery Sites

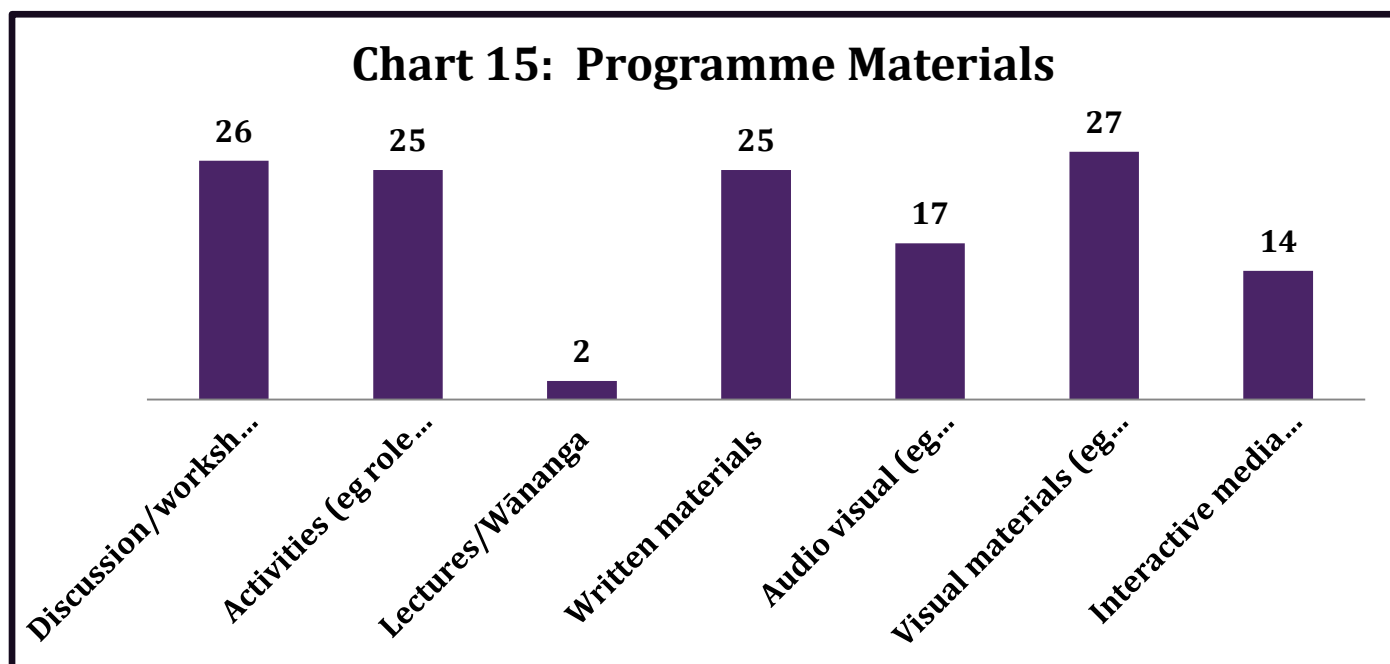| Delivery Site	Value
Early childhood centres	8
Primary schools	6
Kōhanga Reo	6
Secondary schools	18
Universities/Polytechnics	7
Parents Centres/Groups	9
Social Services Providers	7
Maori Organisations	6
Whānau/Hapu/Iwi-settings	5
Cultural Groups	7
Youth Centres	8
Recreation/sports groups	3
Health Centres	5
Community groups	7
Workplaces	6
Church/Faith Communities	7
Runanga/Trust Boards	1
Alt Ed Centres	3

4k)   Programme Materials

Including the three social norms campaigns, respondents use a range of media in programme delivery, with **visual materials (eg posters), discussions/workshops, activities (eg role plays)** and **written materials** being nearly universal. **Interactive media** were being used by about half the respondents.

Chart 15: Programme Materials

Material	Value
Discussion/worksh…	26
Activities (eg role…	25
Lectures/Wānanga	2
Written materials	25
Audio visual (eg…	17
Visual materials (eg…	27
Interactive media…	14

4l)   Delivering to Diverse Audiences

Every respondent reported employing multiple strategies to try to ensure their programmes were appropriate to diverse audiences. The most popular were **using inclusive images (e.g. of different ethnic groups)** and **using inclusive examples or case studies (e.g. positive examples of same sex relationships).** It was also common for respondents to employ diverse facilitators in terms of **ethnicity, sexuality, age** and **gender**.

Chart 16: Delivering to Diverse Audiences

| Category	Value
We do not cater to diversity	0
Inclusive images	22
Inclusive examples/case studies	18
Cultural advisors	14
Specific cultural approach	10
Facilitators with different ages	14
Faciltiators - diverse genders	11
Facilitators - diverse sexualities	14
Facilitators - diverse ethnicities	16
Modules for different ages	11
Translating materials	6

4m)   Staff Delivering Primary Prevention Programmes

Respondents were asked who was delivering their primary prevention programmes. All but two programmes (from the same community organisation with external educators) were delivered by staff directly employed by the respondent. Respondents were also asked to describe programme training for staff. Excluding the three social norms campaigns, nearly all respondents offered internal training, or a mixture of internal and external training.

Chart 17: Programme Training

Category	Value
Internal training	12
Formal external training	0
Internal and external training	12
No training	1
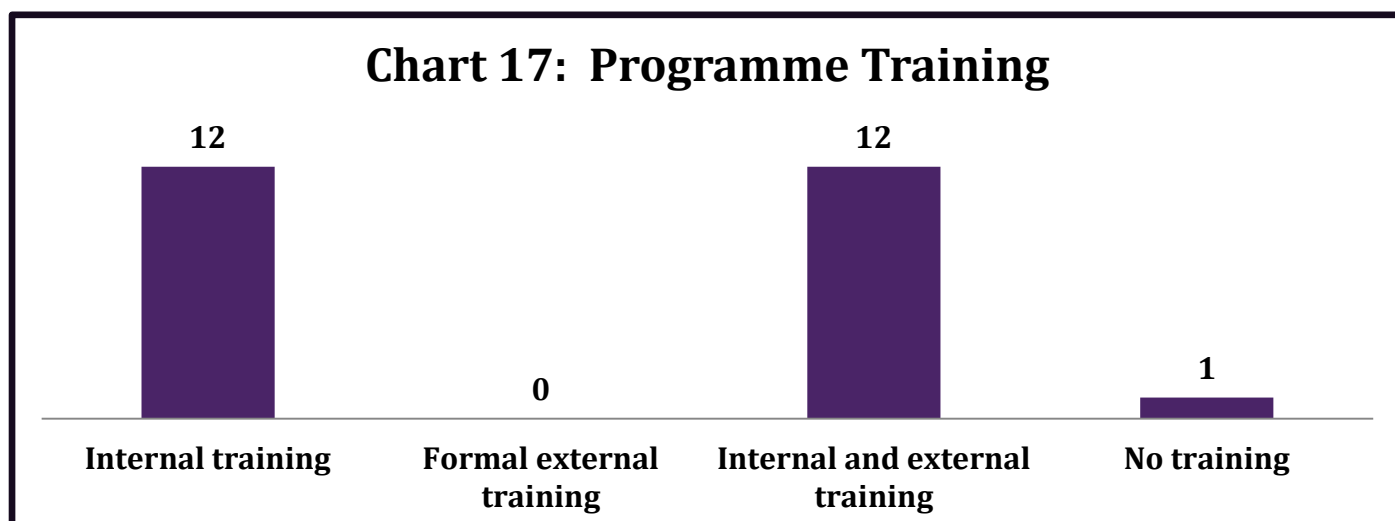
Three specific training and support areas were explored in more detail. Respondents were asked if they provided staff training in managing **disclosures of sexual violence** and in discussing **alcohol and drug use.** They were also asked if they provided **internal or external clinical supervision** to staff delivering primary prevention programmes.

Chart 18: Training and Supervision Support for Staff

■ Yes ■ No

	Clinical Supervision	Alcohol and Drugs	Training in Disclosures
No	8	9	4
Yes	20	18	24
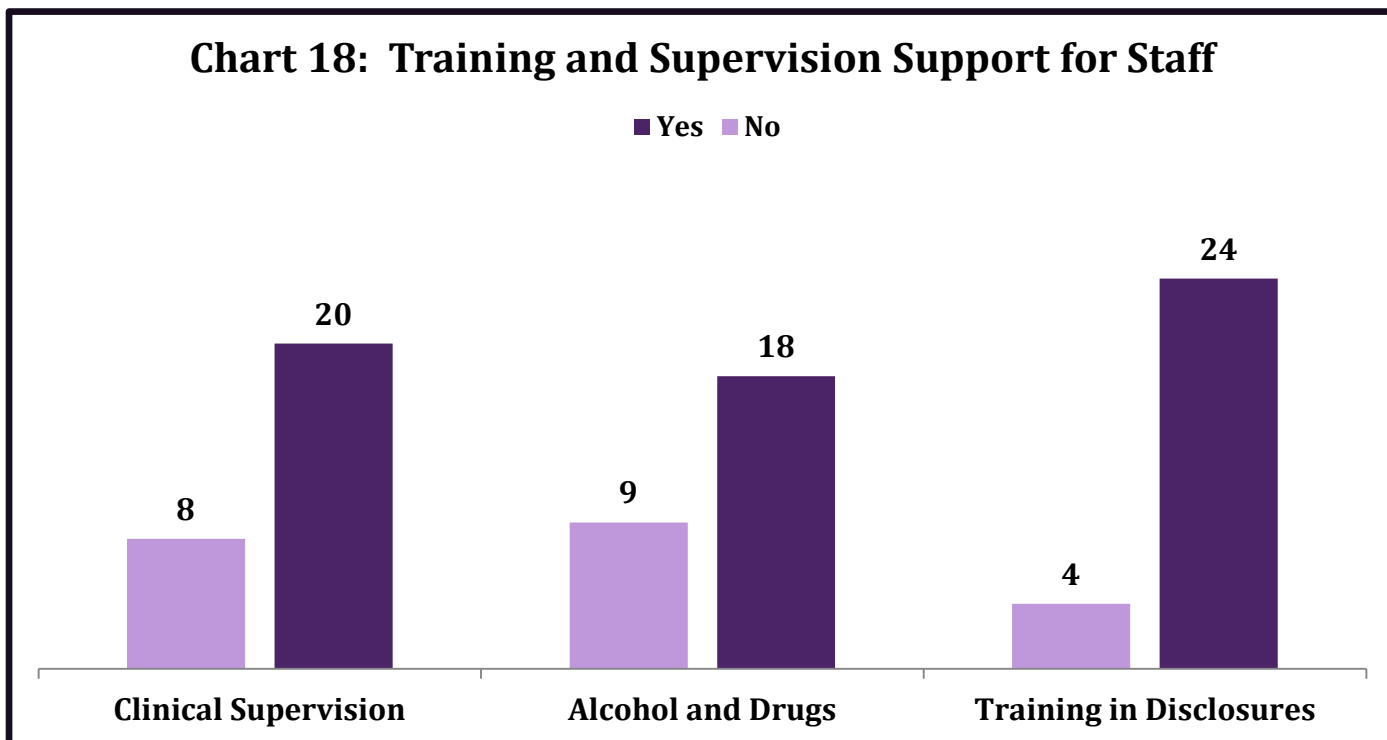
Most programmes were providing training in **disclosures of sexual violence**.   Of the nine programmes not providing training in discussing **alcohol and drug use,** all but two were targeting children or parents of children and were aiming to prevent child sexual abuse.
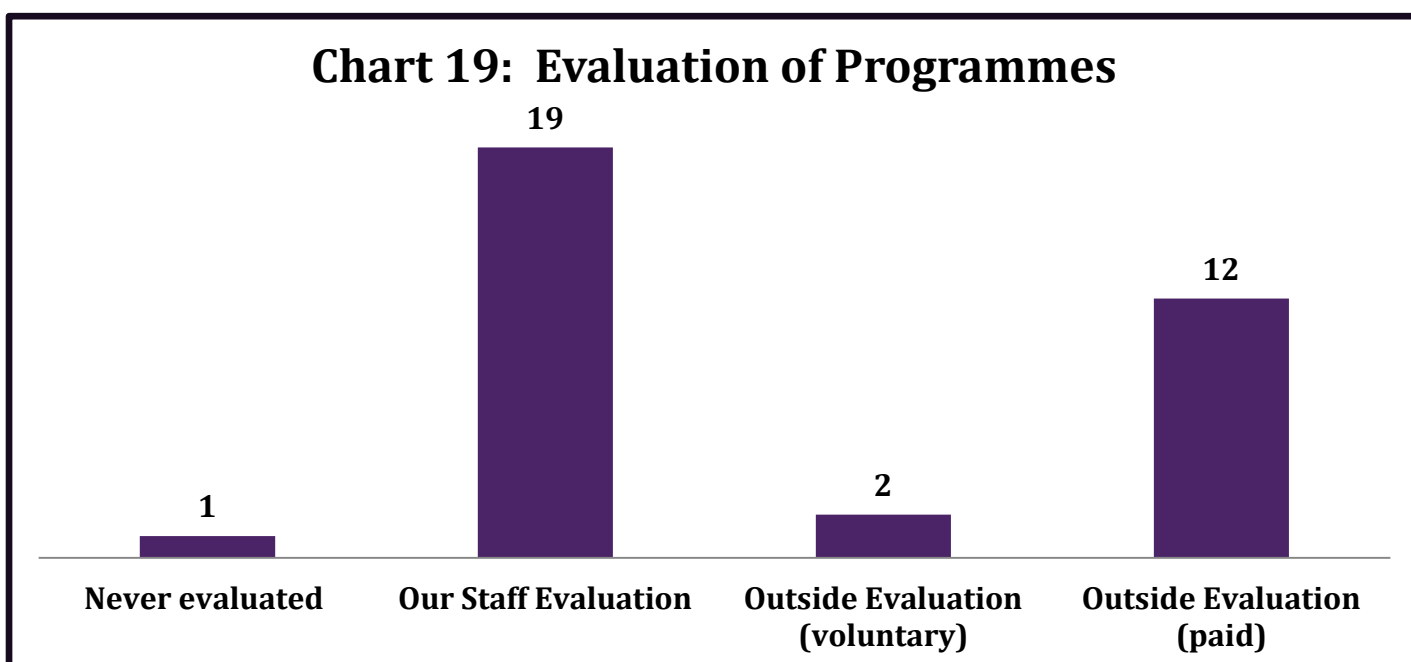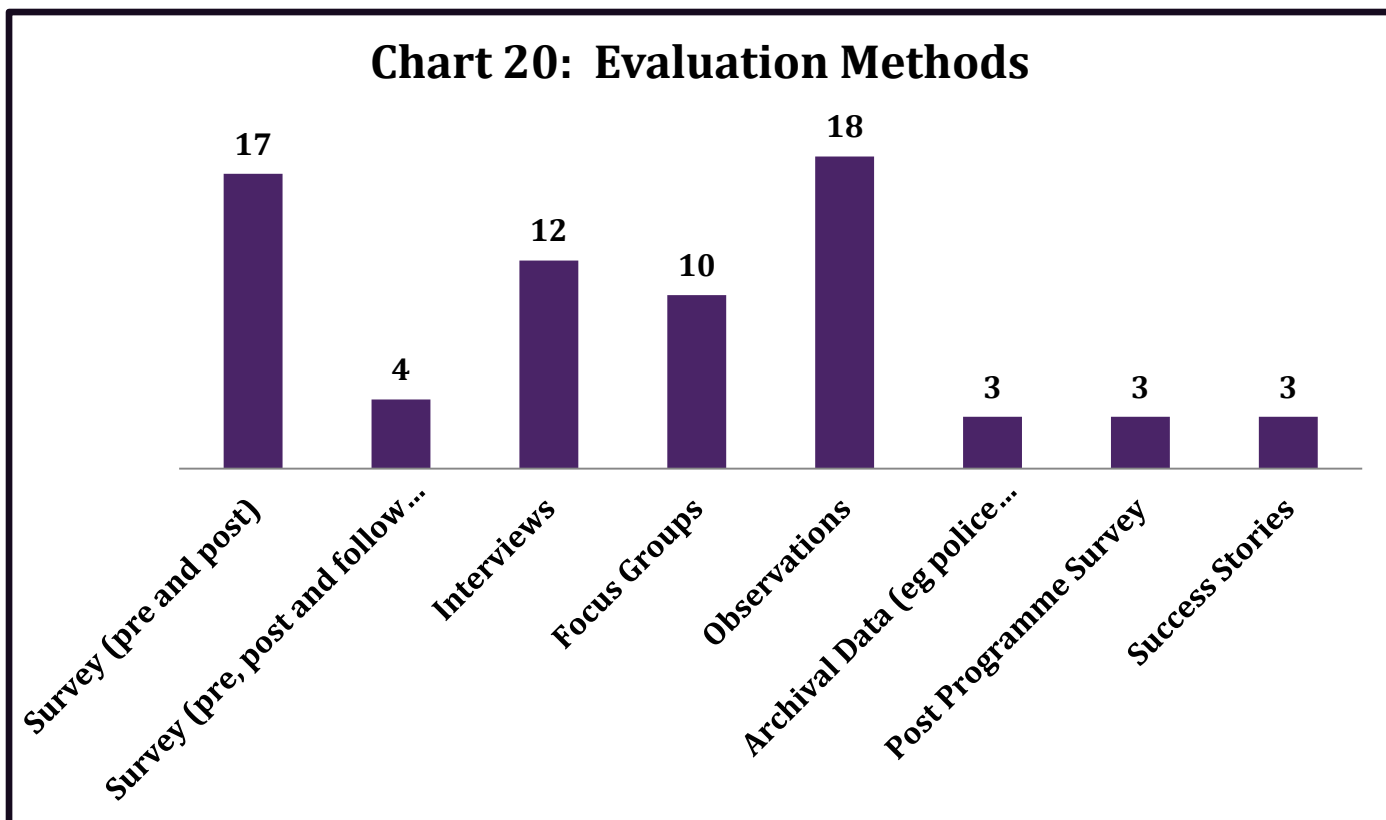
4n)   Evaluation of Primary Prevention Programmes

Respondents were how they evaluated their primary prevention programmes. Just one respondent had not evaluated their social norms campaign at all. Most groups evaluated programmes themselves and six respondents combined this with external evaluation. Both programmes run by Government agencies were externally evaluated by paid researchers.

Chart 19: Evaluation of Programmes

Never evaluated	Our Staff Evaluation	Outside Evaluation (voluntary)	Outside Evaluation (paid)
1	19	2	12

The majority of respondents utilised a variety of methods to evaluate programmes, demonstrating a great deal of effort being exerted to measure whether or not their efforts were having the desired impact. The most popular were **observations** and **surveys (pre and post programme delivery).**

Chart 20: Evaluation Methods

Method	Value
Survey (pre and post)	17
Survey (pre, post and follow…	4
Interviews	12
Focus Groups	10
Observations	18
Archival Data (eg police…	3
Post Programme Survey	3
Success Stories	3

Respondents were also asked to describe what their evaluations were seeking to measure. Most programmes sought to evaluate more than one outcome area. By far the most popular evaluation measure was **participant satisfaction.** Three respondents, all community agencies, accounted for 10 of the 16 evaluated programmes which measured **behavioural intent** and two respondents, both community agencies, accounted for seven of the ten evaluated programmes which measured **actual behaviours,** indicating these approaches to evaluation was unusual among respondents.

Chart 21: Evaluation Measures

Measure	Value
Participant Satisfaction	26
Sexual Violence Knowledge	15
Sexual Violence Attitudes	11
Behavioural Intent	16
Actual Behaviours	10
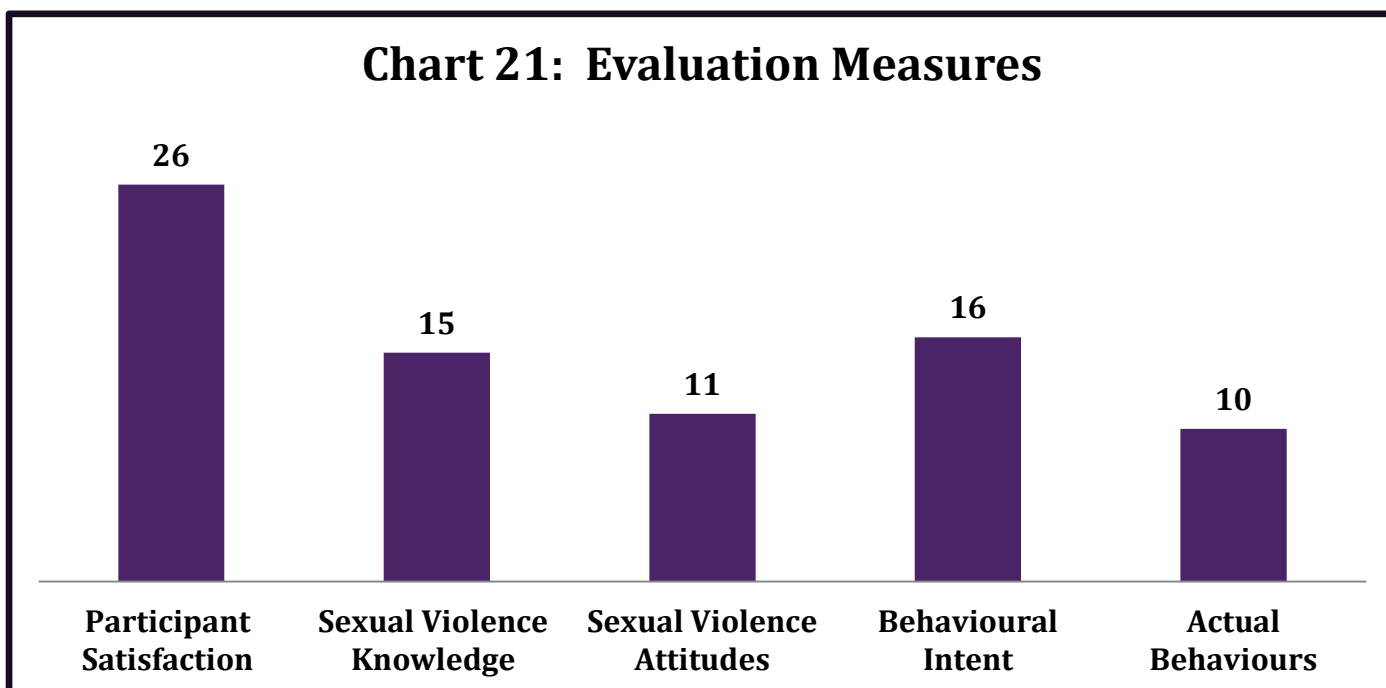
Section 4: Prevention and Education Programmes Findings Summary

- **Twenty-five primary prevention programmes** are currently delivered in New Zealand by respondents.[18] Fourteen community organisations deliver 23 programmes, and two Government agencies deliver one programme each
- Three programmes are social norms campaigns delivered community wide. The remaining 22 programmes are delivered by facilitators to specific audiences
- Prevention programmes in New Zealand are most commonly underpinned by the **ecological model** (13 programmes) or by **feminist models** (11 programmes)
- Ten programmes have been **delivered for less than three years**; and eight programmes for more than 17 years
- Fourteen programmes are **delivered over three sessions or less.** The most common programme length is just one session (8). This does not reflect best practice, which suggests longer duration programmes are more effective in promoting behaviour change[19]
- Eight programmes are available nationally, but take up is patchy and dependent on local relationships. Only the Government programmes It's Not OK and Keeping Ourselves Safe actually deliver nationally.[20] Most **delivery is specific** to a city, town or region
- Most programmes have been **delivered less than twenty times** in the last year (16). Seven respondents delivered programmes more than 50 times, two of which were Government agencies
- **Just under 26,000 people attended a sexual violence prevention programme** in the previous year. Nearly half of these participants attended one programme. The median number of programme attendees was 210
- The majority of **programmes (18) target teenagers**. Just six programmes work with children under the age of 12 over the entire country
- Prevention programmes do not tend to target specific community groups. Programmes are available to the **general population** and cater for diversity using a number of strategies including using **inclusive images, examples and case studies;** delivery by facilitators of **diverse ages, ethnicities, sexualities and genders;** and seeking **cultural advice.** This approach in the context of limited resources is inventive and very New Zealand. However, in an ideally resourced situation, both approaches – culturally specific programming and inclusive programmes – would be utilised to promote cultural safety and develop the most effective prevention activities
- Respondents deliver programmes in a wide range of community venues. Most popular are educational settings from **early childhood** and **kohanga reo** through to **universities/polytechnics**
- Respondents use a wide variety of programme materials, including **visual, written, activities** and **discussions and workshops**
- Programmes are usually delivered by staff members directly employed by respondents.
- Staff members are trained to deliver prevention programmes **internally**, or through a mixture of **internal and external training**. **Dealing with disclosures** training is received by nearly all staff. Staff delivering programmes to adults usually receive training in discussing **alcohol and drug use**
- Most respondents evaluate their programmes themselves (19); some also combine this with outside evaluation. Both Government agencies were able to pay external evaluators. Evaluations include a variety of methods, with **observations** and **pre and post surveys** the most popular
- Evaluations are usually based on **participant satisfaction** (all respondents) rather than **behavioural intent** (6) or **actual behaviours** (4). Respondents also less frequently measure **sexual violence knowledge** and **attitudes.** Research indicates that moving to measure **behavioural intent** and **actual behaviours** is important to prevent sexual violence

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[18] See Appendix 4 for the full list of programmes.

[19] See for example *Hassall, I. and Hanna, K. (2007); School-based violence prevention programmes: a literature review, Russell, N. (2008); What works in sexual violence prevention and education; VicHealth, (2009); Respectful Relationships Education: Violence prevention and respectful relationships education in Victorian secondary schools.*

[20] See Figure 2 for geographical coverage of programmes.

5. Analysis: Prevention Partnerships and Networks

This section asked respondents about the partnerships and networks which support their primary prevention work, using these definitions:

- **Collaborating Partners:** You meet regularly, plan sexual violence prevention work together, and do some type of jointly run prevention strategies.
- **Supporting Partners:** You meet at least occasionally, share ideas about sexual violence prevention work but do not jointly run prevention strategies.
- **Other Partnership:** You have a supportive or collaborative partnership but it is not focused on the primary prevention of sexual violence
- **No Partnership:** You have no formal connections

Table 4: Community Collaboration/Partnerships: Sexual Violence Primary Prevention

	Collaborating Partners	Supporting Partners	Other Partnership	No Partnership
Individual Schools	24%	**21%**	**42%**	12%
Polytechnic/Universities	3%	**24%**	**35%**	**38%**
Student Organisations	0%	**14%**	**41%**	**45%**
LGBT/Queer Groups	7%	21%	24%	**48%**
Disabilities Groups	10%	**16%**	**36%**	**39%**
Whanau, Hapu and Iwi Providers	18%	**18%**	**56%**	9%
Culturally Specific Providers	15%	**18%**	**47%**	21%
Culturally Specific Communities	13%	**13%**	**41%**	**34%**
Faith Communities	3%	10%	35%	**52%**
Domestic Violence Agencies/Networks	**33%**	**28%**	**31%**	8%
Sexual Violence Networks	**38%**	**35%**	**18%**	9%
Child Protection Agencies	26%	**32%**	**34%**	8%
Mental Health Services	8%	**19%**	**61%**	11%
Youth Health Services	15%	**24%**	**53%**	9%
Sexual Health/Family Planning Organisations	19%	**23%**	**45%**	13%
City Councils	17%	**17%**	**46%**	20%
New Zealand Police	28%	**34%**	**38%**	0%

While most respondents share and talk with at least some others with an interest in preventing sexual violence, organisations involved in primary prevention of sexual violence are operating in fairly isolated ways in New Zealand communities, with few joint actions taking place. Given the scarcity of staff resources, this is not surprising; nor is it unique to New Zealand, but the levels of partnerships here appear to be lower than in comparable surveys done elsewhere.[21] The New Zealand Police was the only organisation with whom every respondent had some kind of partnership.

The only community groups that were reported to be **collaborating partners** by a more than a third of respondents were:
- **Sexual Violence Networks (38%)** and
- **Domestic Violence Agencies/Networks (33%)**

Supporting and **other partners** are likely to be sectors or community groups with whom training and capacity building could result in effective primary prevention activities, building on existing shared understanding and commitment to working together. This is where most current relationships in New Zealand communities are operating, suggesting there is room for further development of prevention initiatives in this area. The community groups that were reported to be **Supporting** or **other partners** by the majority of respondents were:
- **Mental Health Services (80%)**
- **Youth Health Services (77%)**
- **Whanau, Hapu and Iwi Providers (74%)[22]**
- **New Zealand Police (72%)**
- **Sexual Health/Family Planning Organisations (68%)**
- **Child Protection Agencies (66%)**
- **Culturally Specific Providers (65%)**
- **Individual Schools (63%)**
- **City Councils (63%)**
- **Polytechnic/Universities (59%)**
- **Domestic Violence Agencies/Networks (59%)**
- **Student Organisations (55%)**
- **Culturally Specific Communities (54%)**
- **Sexual Violence Networks (53%)** and
- **Disabilities Groups (52%)**

Finally, there are a number of community groups with whom **no partnership** exists for more than a third of respondents:
- **Faith Communities (52%)**
- **LGBT/Queer Groups (48%)**
- **Student Organisations (45%)**
- **Disabilities Groups (39%)**
- **Polytechnic/Universities (38%)** and
- **Culturally Specific Communities (34%)**

Several respondents named additional community partnerships in this section, including Parenting Information Services; an international network of prevention agencies; Radio Network; community networks; District Health Board organisations and a Social Service Providers regional group.

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[21] **Townsend, S. (2010);** *Year 1 Report: National Strengths and Needs Assessment, National Sexual Violence Resource Center*, United States.

[22] Collaborating with Whanau, Hapu and Iwi Providers would ideally be done through Ngā Kaitiaki Mauri, the kaupapa and tikanga Māori stream of TOAH-NNEST.

5a) Strengths of Community Prevention Partnerships

Thirty nine respondents answered this question, often with several strengths, from which clear themes emerged. Thirty respondents or 76% named **community collaboration** as a key strength in their primary prevention activities. For some, this meant relationships with particular sites for prevention activities; for others ensuring all community stakeholders provided input into planning and delivering programmes.

> *"We meet at a Sexual Health Information Providers networking meeting, about every 6 weeks where we go over what kinds of prevention everyone is doing. This is really effective because we all have limited time for programs, therefore we make sure we don't overlap in content too much, yet all carry the same message."*

Ten agencies or 25% of respondents named a **sexual violence focus** as a prevention strength. This was described as helping develop prevention activities which understood the complex dynamics of sexual violence from the perspectives of working with both survivors and those with harmful sexual behaviour.

> *"We are more likely to have the wellbeing, needs and wishes of people who have experienced sexual violence at the center of our work. We can work together, in coordinated ways to improve people's wellbeing and prevent sexual violence."*

Nine agencies or 23% of respondents named a clear **strategic focus** on prevention as a strength, sometimes within a particular community (eg the queer and trans* communities; or in working with blind women). Other agencies described their prevention work as underpinned by strategies for social change.

> *"[Our] prevention partnership is very strong because it is very focused on its mission. Also we have a more holistic approach as it involves a survivor perspective and the harmful sexual behaviour perspective underpinned with a feminist analysis of sexual violence and the gendered nature of the issue."*

Two Government agencies saw their **national coverage** as a strength in terms of consistent prevention activities offered in a variety of communities, and the ability of national strategies to support and inform local initiatives.

5b) Challenges in Community Prevention Partnerships

Thirty-seven respondents answered this question, often with several challenges, from which one dominant theme emerged. Twenty-eight respondents or 75% of those answering this question named **funding, time and resources** as the key challenge to their community prevention partnerships.

> *"Resourcing - time and money. Lack of capacity/competency in effective partnership approaches Historical split between survivor and offender work can make partnership difficult."*

> *"Funding, procuring on going funding so that we can guarantee a free programme to schools each year."*

> *"Resources - in terms of money obviously but also time - a strong partnership relationship is built upon developing shared understandings, trust and a shared vision and this takes time to develop and to maintain. In addition it occurs in an environment that is still fundamentally competitive. Government models of contracting/funding have yet to match the current focus on collaborative models of working so groups still end up competing with each other and with themselves."*
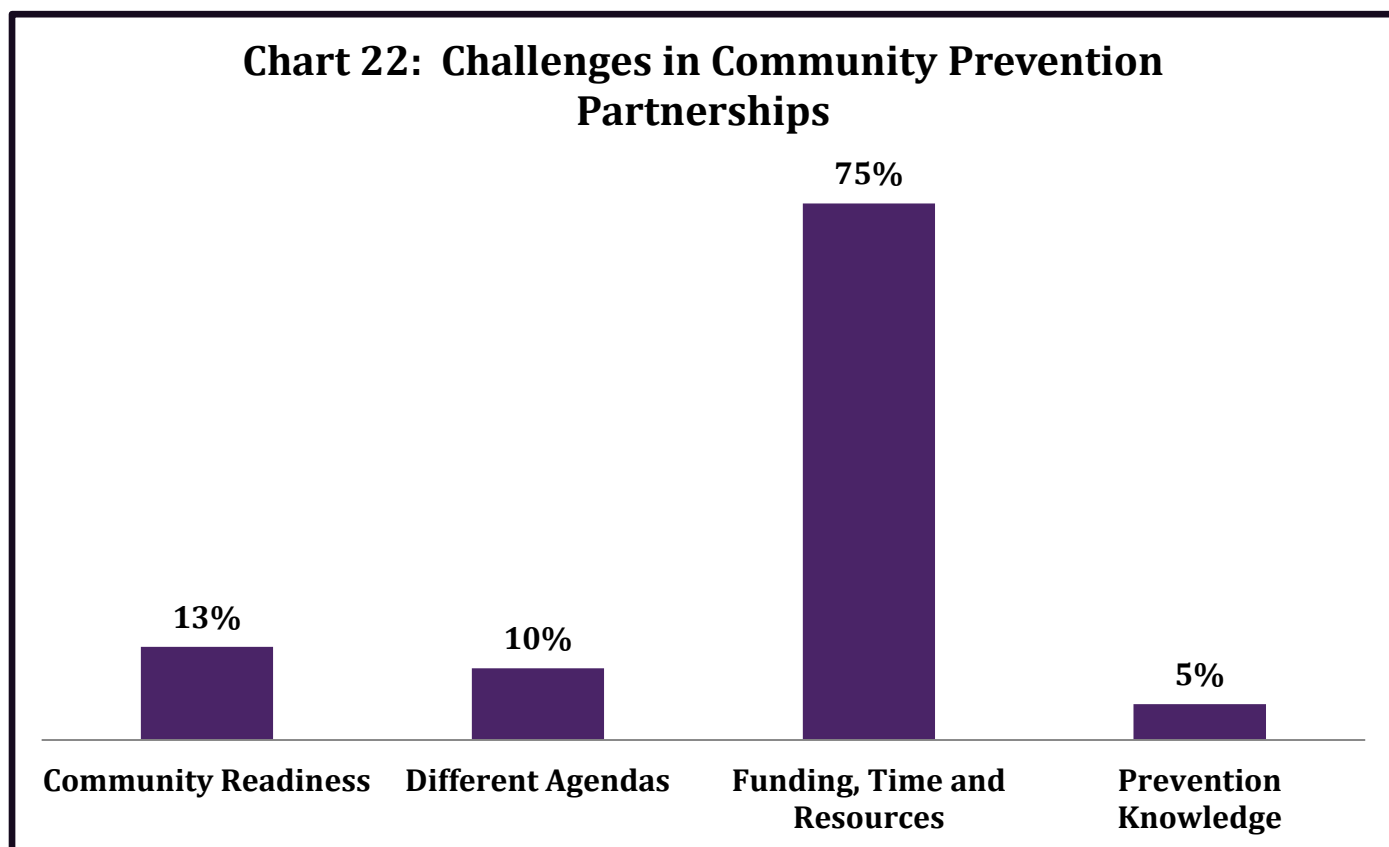
Five respondents or 13% named **community readiness** as a challenge in their community prevention partnerships. For some agencies this reflected a lack of awareness of risk for particular communities.

> *"If you are a worker in the community in Aotearoa today you have no training to deal with the identity and questioning behaviour of queer, takatapui or trans people let alone how to support people who have experienced or could be at risk of experiencing sexual violence. The community is considerably underfunded and under resourced but has a variety of high risk behaviors from a broad and diverse range of people."*

For respondents who were not specialist sexual violence sector agencies, key challenges related to a lack of a local specialist sexual violence intervention service, or competing community views on sexual violence more broadly driven by a lack of understanding. Related to this idea of competing views, four respondents named the **different agendas** in their communities as a challenge to their prevention work.

Two agencies also noted they believed a lack of knowledge of primary prevention – changing social norms to prevent sexual violence taking place at all – were a challenge for their prevention work.

> *"Primary prevention and early intervention are often not well understood. There is a need to raise awareness of how prevention works, what is already happening that helps prevent sexual abuse and what else could be done. There also is a lack of public understanding about the causes of sexual abuse. Many people are unaware that it is a behaviour not a person and that sexual abuse can be prevented."* **Government Agency**

Chart 22: Challenges in Community Prevention Partnerships

Challenge	Percentage
Community Readiness	13%
Different Agendas	10%
Funding, Time and Resources	75%
Prevention Knowledge	5%

Section 5: Prevention Partnerships and Networks Findings Summary

- Respondents reported relatively low levels of collaboration specific to their prevention activities. Most popular, with one third of respondents collaborating, were **sexual violence networks** and **domestic violence agencies/networks**

- There is room for developing connections with a wide range of other interested community stakeholders with whom **other partnerships** exist, including **health networks; education providers; New Zealand Police** and **child protection agencies.** Training and capacity building in these areas could result in effective sexual violence prevention given existing relationships

- There is **no partnership** for more than a third of respondents with **faith communities, LGBT/Queer groups, student organisations, disabilities groups, polytechnic/universities** and **culturally specific communities**

- Two Government agencies saw their **national coverage** as a strength. No community respondents provide true national coverage, though some offer programmes nationally

- **Strengths** of community prevention partnerships clustered around several key themes, including **community collaboration** to ensure prevention activities were appropriate; a **sexual violence focus** ensuring the complex dynamics of sexual violence were understood and responded to appropriately; and a **strategic focus on prevention**

- The key **challenges** for 75% of respondents in community prevention partnerships were **funding, time and resources.** These respondents, all from the community sector, said primary prevention, based on shifting social norms within communities, takes strong relationships with other community stakeholders and limited funding and staffing did not always allow the time to develop all-important shared understandings

- Another **challenge** was **community readiness,** particularly an issue in communities without a specialist sexual violence sector agency, and for communities for whom discussing sexual violence was relatively new (queer communities, male survivors, some ethnic minority communities). This raises the issue of the importance of awareness raising about sexual violence as part of primary prevention

- Two agencies, including one Government agency, described a **lack of knowledge about primary prevention** as **challenges** in their community prevention partnerships. Better information about how prevention works is required in addition to information and resource sharing about what is working in other communities to prevent sexual violence

# 6. Analysis: Information, Resources and Support Needs

This section asked questions about barriers and supports to sexual violence primary prevention work. In particular, respondents were asked the types of materials, skills, relationships, organisational capacity and evaluation tools they can access which support the primary prevention of sexual violence. Each area is represented separately and discussed below.

Thirty one respondents answered these questions to indicate whether each variable was a major support, minor support, neutral, minor barrier or major barrier to their prevention work.

6a) Sexual Violence Primary Prevention Materials
In three areas, respondents reported significant supports to their primary prevention activities:
- **Basic information on sexual violence prevention** (16 respondents)
- **Practical ideas on how to do primary prevention** (15)
- **Research on prevention** (14)

Chart 23: Sexual Violence Prevention Materials
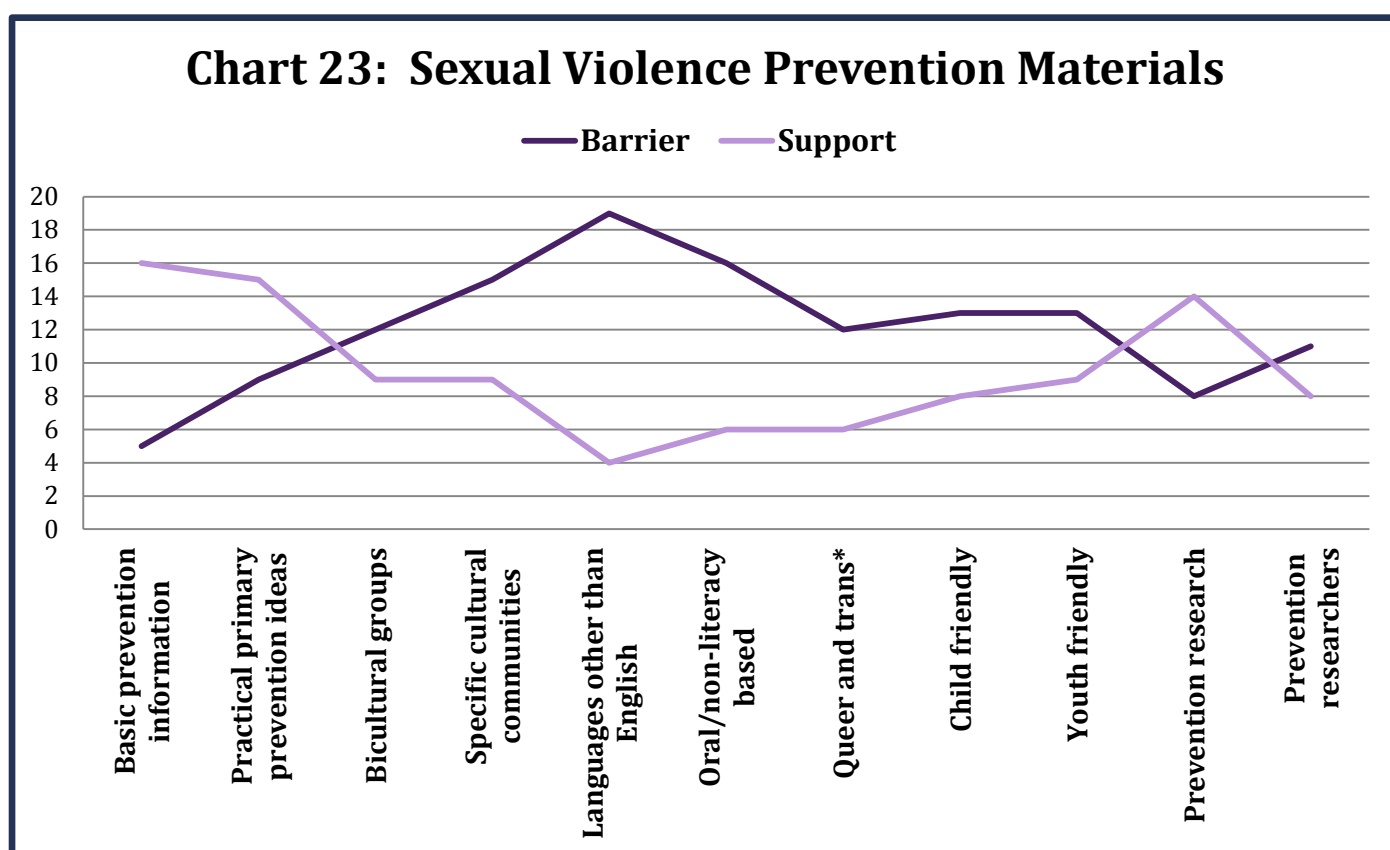
However, in every other area examined, significant numbers of respondents reported lack of access to particular kinds of prevention materials. Materials respondents appeared to have least confidence in their ability to access included **prevention materials in languages other than English**; **prevention materials that are oral or non-literacy based**; **prevention materials for specific cultural communities**; **bicultural prevention materials**; and **prevention materials for queer and gender diverse communities**.

Many agencies (13 for each) also reported accessing **child** and **youth friendly prevention materials** as a barrier to their work, although six agencies each also reported this as a major support.

Access to researchers willing to work collaboratively was answered as a support for eight respondents and a barrier for 11 respondents.

6b)   Sexual Violence Primary Prevention Skills

Respondents reported higher levels of confidence in their skills in particular prevention areas than in prevention materials available to them. In particular, the following primary prevention skills were reported as supports:

- **Dealing with disclosures of sexual violence** (21 respondents)
- **Ability to develop programmes based on research and best practice** (19)
- **Skills for using online technology** (18)
- **Skills to understand and use research** (16)

Chart 24: Sexual Violence Primary Prevention Skills
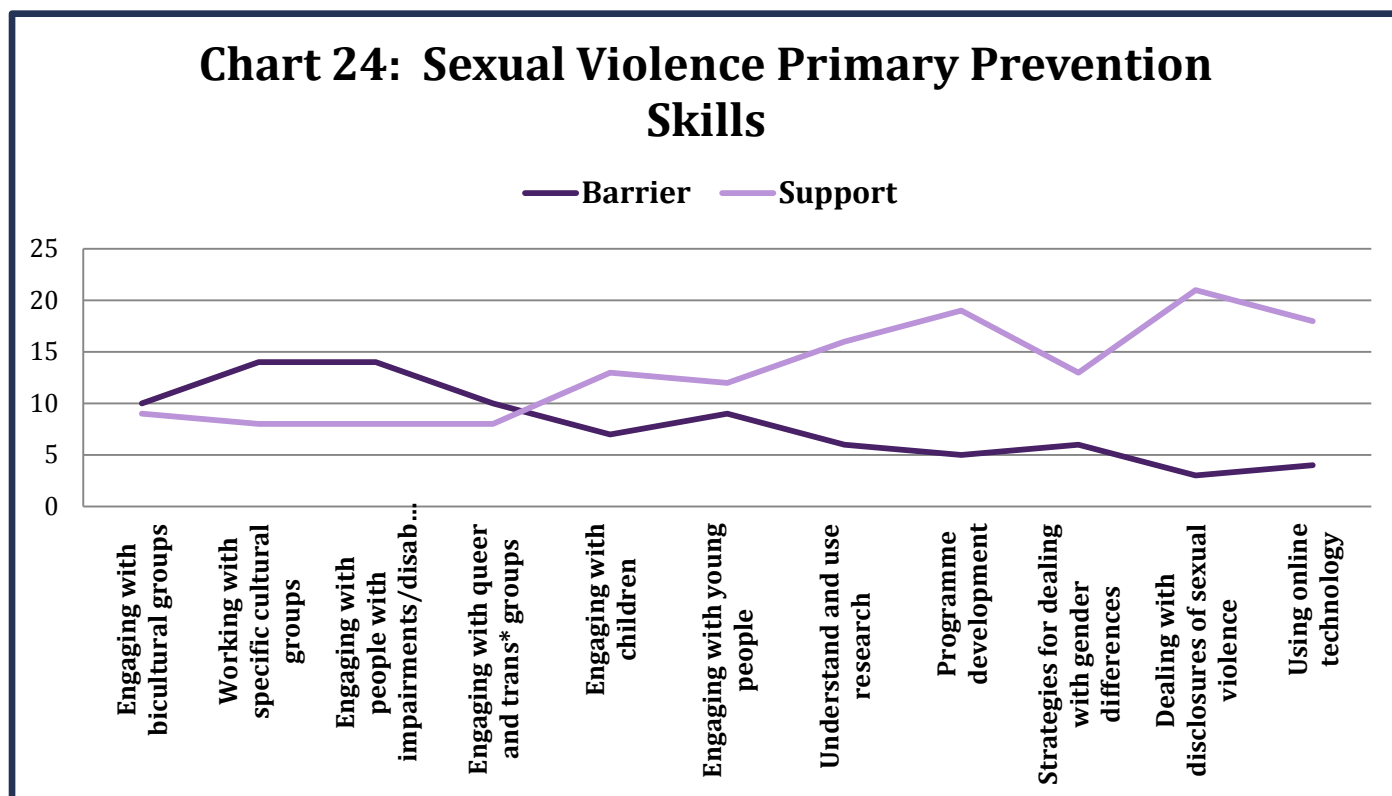
There were much lower levels of reported **skills in working with specific cultural groups; skills in working with people with impairments/disabilities; skills for engaging with bicultural groups** and **skills for engaging with queer and gender diverse communities.**
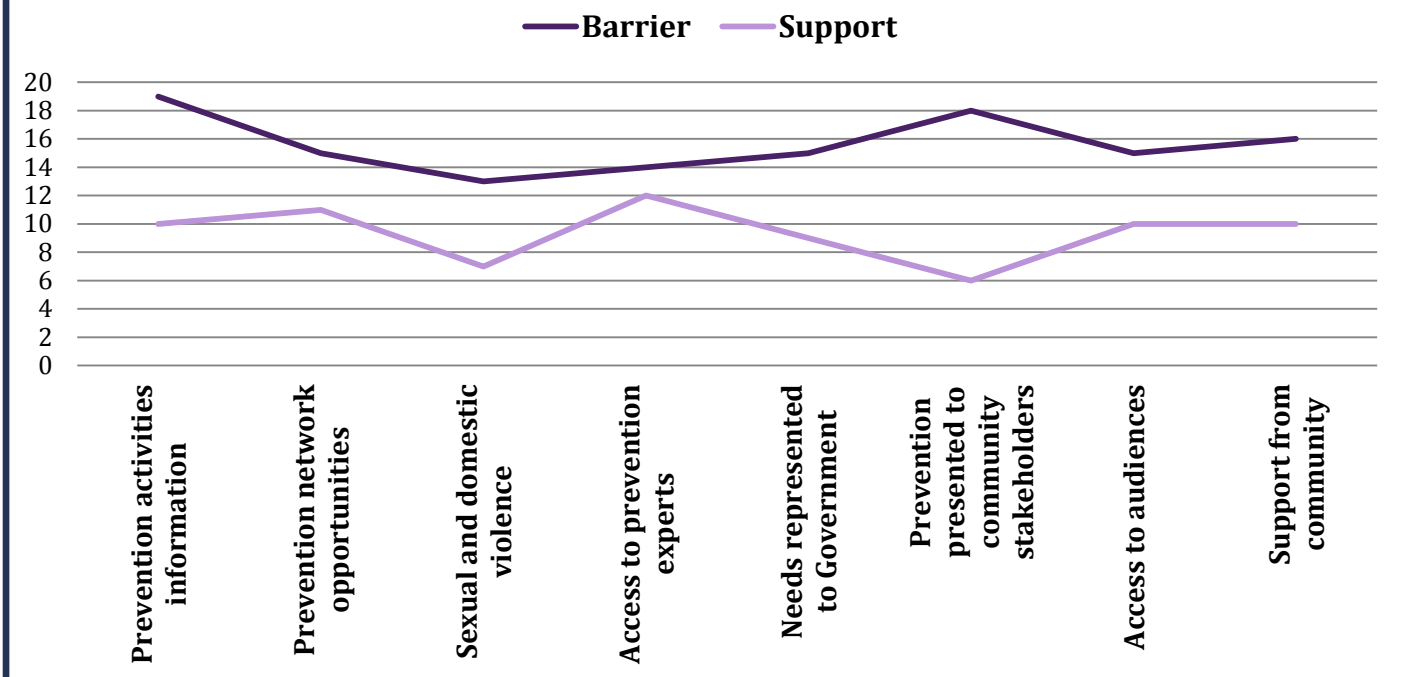
Skills for engaging with children and **strategies for dealing with gender differences in prevention work** were described as a support for 13 respondents, but as a barrier for seven and six respondents respectively. Finally, **skills in engaging young people** was reported as a support for 12 respondents and a barrier for nine respondents.

6c)   Sexual Violence Primary Prevention Relationship Factors

Respondents reported lower levels of confidence in their relationship factors which support primary prevention. The two areas respondents were most likely to report as supports were:

- **Access to prevention experts** (12 respondents)
- **Opportunities to network with other programmes/agencies** (11)

Chart 25: Sexual Violence Primary Prevention Relationship Factors

— Barrier   — Support

Y-axis: 0, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20

X-axis categories:
- Prevention activities information
- Prevention network opportunities
- Sexual and domestic violence
- Access to prevention experts
- Needs represented to Government
- Prevention presented to community stakeholders
- Access to audiences
- Support from community

Prevention relationship factors are more strongly reported as barriers to agencies engaged in primary prevention work than as Major Barriers or Supports. In particular the following were reported as barriers:

- **Information about other programmes/agencies** (19 respondents)
- **Representation of prevention issues to community stakeholders** (18)
- **Support for prevention activities from community** (16)
- **Opportunities to network with other programmes/agencies** (15)
- **Representation of our needs to Government** (15)
- **Access to audiences (eg teachers, youth workers, Police) who could benefit from sexual violence prevention programmes** (15)

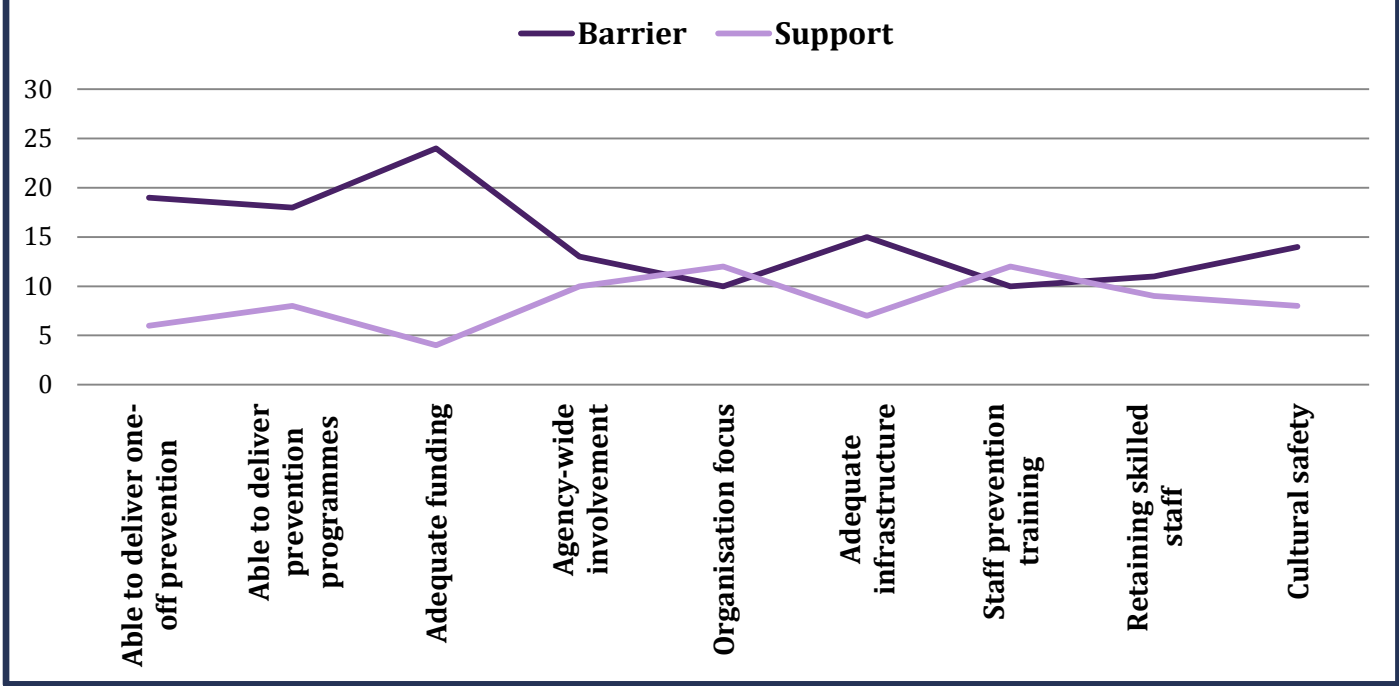## 6d)   Sexual Violence Primary Prevention Resources

As with relationship factors, respondents reported low confidence in primary prevention resources supporting their work. The two areas respondents were most likely to report as supports were:

- **Organisation focus on prevention** (12 respondents)
- **Strategies for staff training in sexual violence prevention** (12)

Significant numbers of respondents reported the following as barriers impeding their prevention work:

- **Adequate funding for prevention work** (24 respondents). This was the highest barrier named across all the variables, in any area.
- **Able to respond to one-off requests for prevention work** (19)
- **Able to respond to programme requests** (18). These two figures suggest agencies receive more community interest in the primary prevention of sexual violence than they are able to fulfil.
- **Adequate information technology and administrative infrastructure** (15)
- **Cultural safety, or being able to recruit appropriate staff members for prevention audience** (14)

Chart 26: Sexual Violence Primary Prevention Resources

Barrier — Support

Categories (x-axis):
- Able to deliver one-off prevention
- Able to deliver prevention programmes
- Adequate funding
- Agency-wide involvement
- Organisation focus
- Adequate infrastructure
- Staff prevention training
- Retaining skilled staff
- Cultural safety

6e)   Sexual Violence Primary Prevention Evaluation Tools

Respondents were more confident in their evaluation skills as supports than the other areas investigated in this series of questions. Evaluation skills most often described as supports were:

- **Use evaluation findings to improve prevention work** (19 respondents)
- **Define programme goals and objectives** (17)
- **Design an evaluation** and **Analyse numerical/quantitative data** (15)
- **Analyse open-ended/qualitative data** and **Develop/select outcome measurements** (14)

Chart 27: Sexual Violence Primary Prevention Evaluation Tools

Barrier — Support

Categories (x-axis):
- Define programme goals and objectives
- Design an evaluation
- Develop or select a way to measure outcomes
- Analyse numerical/quantitative data
- Analyse open-ended/qualitative data
- Use evaluation findings to improve work
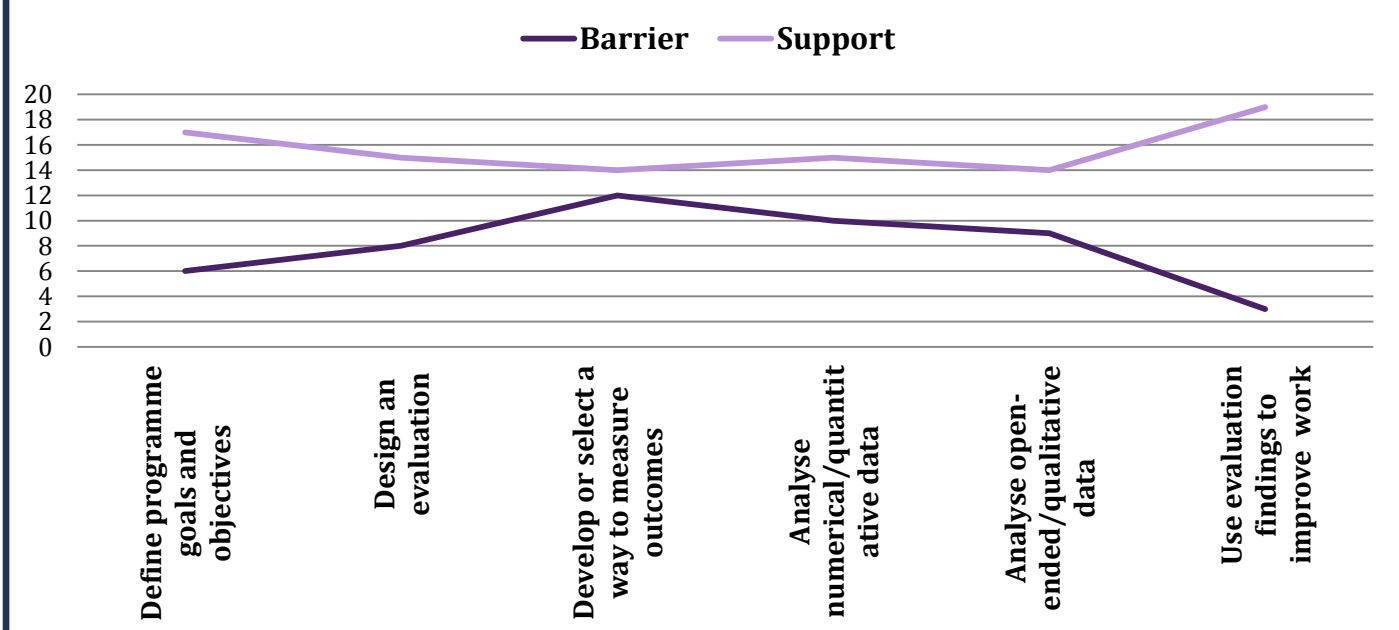
6f)   Overcoming Prevention Challenges

The Survey asked respondents to list three needs, in order of importance, which would help them to overcome challenges in delivering sexual violence prevention strategies, initiatives and programmes in their communities.   Answers were open-ended, but clear themes emerged.

The most common challenges reported were those related to **funding and resources.**   Many respondents mentioned the need for funding to move beyond pilot or one-off projects and into sustainable prevention initiatives. Respondents wished to employ more staff members dedicated to primary prevention, or increase part-time staff hours; deliver requested programmes to meet community requests; and have the capacity to develop resources appropriate for a New Zealand audience in terms of age, culture/ethnicity, sexuality and geographical location. They also linked funding to capacity for **evaluation** for existing programmes.

Chart 28: Overcoming Prevention Challenges
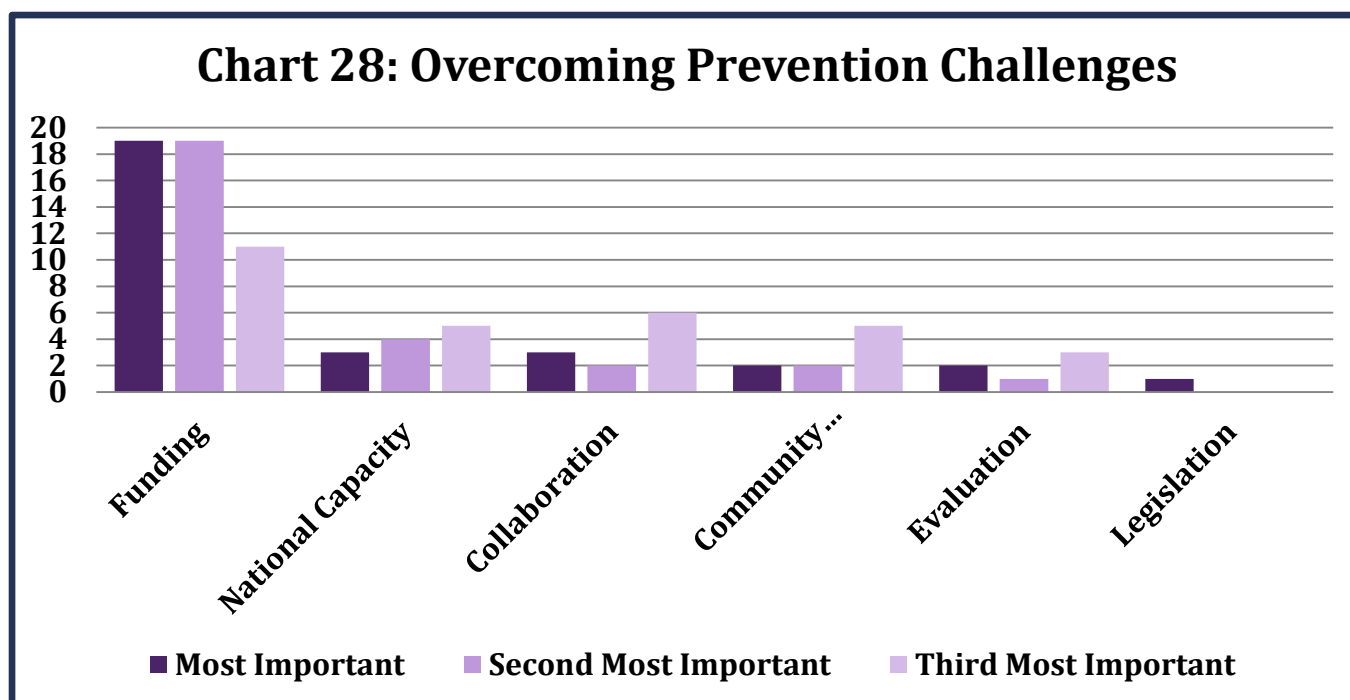
The next theme to overcome prevention challenges concerned **national capacity.**   Respondents described needing strategic overview and national resources to build effective prevention initiatives in their communities. Opportunities for local prevention activities were seen as flowing from national relationships supporting local collaborations and partnerships, particularly through the development of a national sexual violence prevention strategy.   Respondents wanted to see collaboration happening at a national level to support collaboration happening at a local level.

Collaboration included across different community networks, both locally and nationally; between Government departments; and between Government and community sector agencies. It also included respondents seeking collaboration within the specialist sexual violence prevention sector so prevention resources with evaluated, demonstrable positive outcomes can be shared to avoid reinventing the wheel.

Greater community understanding of sexual violence was seen as important in many communities. This was an issue within communities with no specialist sexual violence services, and also for communities for whom discussing sexual violence was relatively new (takatapui, queer and trans* communities, male survivors, and specific ethnicities). Respondents also felt the need for a broader understanding of primary prevention to be part of local community conversations. Most respondents linked **greater community understanding** specifically to the needs for **national capacity** and **collaboration.**

Section 6: Information, Resources and Support Needs Findings Summary

- **Supports** to primary prevention work listed by more than half of respondents were:
  - Dealing with disclosures of sexual violence
  - Ability to use programmes based on research and best practice
  - Use of evaluation findings to improve prevention work
  - Skills for using online technology
  - Define programme goals and objectives
  - Basic information on sexual violence prevention
  - Skills to understand and use research

- **Barriers** to primary prevention work listed by more than half of respondents were:
  - Adequate funding for prevention work
  - Ability to respond to one-off requests for prevention work
  - Prevention materials in languages other than English
  - Information about other programmes/agencies
  - Ability to respond to programme requests
  - Representation of prevention issues to community stakeholders
  - Prevention materials that are oral or non-literacy based
  - Support for prevention activities from community

- In the areas of **sexual violence prevention relationships factors** and **organisational resources,** respondents were more likely to report **barriers** than supports.

- Respondents were more likely to report **sexual violence primary prevention skills** and **sexual violence primary prevention evaluation tools** as **supports**. However, evaluation of programmes tend to measure participant satisfaction rather than behaviour change, and few evaluations are available publically

- **Sexual violence prevention materials** for specific communities (bicultural groups, cultural communities, languages other than English, oral or non-literacy based, queer and trans*, child friendly and youth friendly) are more likely to be **barriers**

- In order to overcome the barriers to effective sexual violence prevention, respondents reported **funding and resources** as the **most serious challenges**. Agencies struggled to sustain prevention activities in a funding environment in which pilot projects were funded but on-going programme delivery was not. Respondents wished to employ more staff focused on primary prevention in order to meet community need; develop appropriate resources and properly evaluate their prevention work to ensure it is effective, and to grow their capacity and skills to further develop their work

- Other suggestions for overcoming **challenges** concerned a desire for **national capacity** for strategic overview of prevention activities, including a national sexual violence prevention strategy; building **collaborative relationships** on a national level which can be replicated at a local level; and developing shared resources throughout the country to avoid reinventing the wheel

- Raising awareness of sexual violence was described as key to developing **greater community understanding** in communities without specialist sexual violence services, and for communities for whom discussing sexual violence was relatively new (queer communities, male survivors, some ethnic minority communities)

References

Hassall, I. and Hanna, K. (2007); *School-based violence prevention programmes: a literature review*

Mossman, E., MacGibbon, L., Kingi, V., and Jordan, J., (2009); *Responding to Sexual Violence: Environmental Scan of New Zealand Agencies*

Ministry of Education, New Zealand, (2008), *Stocktake of Prevention and Education Programmes Aimed at Preventing Sexual Violence Report*

Ministry of Justice, New Zealand, (2009), *Te Toiora Mata Tauherenga – Report of the Taskforce for Action on Sexual Violence*

Russell, N. (2008); *What works in sexual violence prevention and education*

Townsend, S. (2010); *Year 1 Report: National Strengths and Needs Assessment, National Sexual Violence Resource Center,* United States.

VicHealth, (2009); *Respectful Relationships Education: Violence prevention and respectful relationships education in Victorian secondary schools.*

Appendix 1: Tauiwi Prevention Project Advisory Groups

Tauiwi Prevention Project Advisory Group members are community and statutory stakeholders actively involved in the primary prevention of sexual violence in Aotearoa New Zealand, or with an interest in this field and expertise in related community issues. The members in 2012 were:

Shasha Ali (Shakti's Ethnic Family Services)
Cornelia Baumgartner (Kidpower Teenpower Fullpower Trust)
Ken Clearwater (Male Survivors of Sexual Abuse Trust)
Hannah Cranston (Wellington Sexual Abuse Network)
Tom Hamilton (Rainbow Youth)
Sheryl Hann (It's Not OK, Ministry of Social Development)
Sonya Hogan (Ara Taiohi)
Ruth Jones (Disability Representative on Taskforce for Action on Violence within Families)
Ann Kent (Abuse and Rape Crisis Support Manawatu)
Georgia Knowles (National Rape Crisis)
Liz Paton (Family Planning)
Sue Paton (Alcohol Advisory Council ALAC)
Gurmeeta Singh (Counselling Services Centre)
Aimee Stockenstroom (Auckland Sexual Abuse Help)
Poto Williams (WAVES Trust)
Tusha Penny (New Zealand Police)
Elizabeth Kerekere (Bicultural Advisor, Tiwhanawhana Trust)

Academic Advisory Group members are national and international academics who have agreed to support the Tauiwi Prevention Project. The group features specialists in sexual violence, primary prevention, and evaluation of prevention programmes. The Academic Advisory Group members in 2012 were:

Dr Nicola Atwool, University of Otago
Professor Victoria Banyard, University of New Hampshire, USA
Professor Moira Carmody, University of Western Sydney, Australia
Dr Pauline Dickinson, Massey University
Dr Janet Fanslow, University of Auckland
Associate Professor Nicola Gavey, University of Auckland
Associate Professor Jan Jordan, Victoria University of Wellington
David Lee, Director of Prevention Services, PreventConnect, Calcasa
Dr Teuila Percival, University of Auckland
Dr Neville Robertson, University of Waikato

Appendix 2: Introduction

The introductory page of the **Preventing Sexual Violence in Aotearoa New Zealand Survey**:

This is the Preventing Sexual Violence in Aotearoa New Zealand Survey designed by Tauiwi Caucus of TE OHAAKII A HINE - NATIONAL NETWORK ENDING SEXUAL VIOLENCE TOGETHER (TOAH-NNEST).

This survey is for any community group, ngo, or state sector agency delivering or participating in any kind of primary prevention of sexual violence in our Tauiwi and Bicultural communities. Kaupapa Māori activities are not included as these are covered by Ngā Kaitiaki Mauri within TOAHNNEST.

Primary Prevention of sexual violence refers to activities that seek to prevent sexual violence before it occurs by educating people about the issue of sexual violence and by promoting safe and respectful environments, behaviours and social norms.

Please take the time to fill in this survey if you are working to prevent sexual violence before it happens. You can complete the survey in one sitting, or save your answers and go back to it again from the same computer. We know that sexual violence prevention activities have been under-resourced or unresourced for decades, and we need to know where our sector is now in order to address gaps and better support local programmes and networks in effective sexual violence prevention.

You can complete the survey in one sitting, or save your answers and go back to it again from the same computer. The survey is confidential, and the responses will be seen only by the researcher, Sandra Dickson, who will summarise results to share with participants and the wider sector.

The survey is easy to use and will take most agencies a maximum of 45 minutes to complete, unless your organisation provides a wide variety of prevention programmes. You can save your responses, and come back to complete in more than one sitting. If you would prefer to complete a survey in paper form please contact Sandra at tauiwiprevention@toahnnest.org.nz or 04 385 9179.

The survey is divided into four sections. You will only have to answer questions relevant to your work:

Section One: Background – Your Organisation asks about your organisation and the partnerships and networks your organisation works within.

Section Two: Prevention Strategies asks about how your agency defines and practices the primary prevention of sexual violence.

Section Three: Information, Resources and Assistance Needs asks about the barriers and supports to your sexual violence primary prevention work.

Section Four: Prevention and Education Activities asks about your current primary prevention and education programmes aimed at reducing sexual violence. In this survey, a programme refers to a set of planned and coordinated activities undertaken by your organisation to prevent sexual violence.

Please answer all the questions in the survey that apply. Thank you very much for your time.

Appendix 3: Publically Available Evaluations

Research and evaluation of sexual violence primary prevention activities published in the previous year (2011 – 2012) which are publically available:

Creating Change Toolkit, *Ministry of Social Development*

Preventing Physical and Psychological Maltreatment of Children in Families, *Ministry of Social Development*

Community Action Toolkit, *Ministry of Social Development*

Evaluation of Public speaking/Telling Stories in Schools, *Ministry of Social Development*

Media Advocacy Evaluation, *Ministry of Social Development*

Healthy Relationships Programme for adults and older teens with intellectual disabilities – YEAR 1, *Kidpower Fullpower Teenpower Trust*

Healthy Relationships Programme for adults and older teens with intellectual disabilities – YEAR 2, *Kidpower Fullpower Teenpower Trust*

Healthy Relationships ONLINE Programme for adults and older teens with intellectual disabilities – YEAR 3, *Kidpower Fullpower Teenpower Trust*

We Can Keep Safe Personal Safety Programme, *Auckland Sexual Abuse HELP*

Breaking the Silence 2010 Evaluation Report, *Rape and Abuse Support Centre, Southland*

Report and Evaluation of the CAPS Hauraki Right2BSafe Child Sexual Abuse Primary Prevention Campaign, *Child Abuse Prevention Services Hauraki*

Appendix 4: Primary Prevention Programmes

Organisation	Programme 1	Programme 2	Programme 3	Programme 4	Programme 5
Shakti Legal Advocacy & Family Social Services Inc.	Understanding Cultural Difference & Human Rights				
National Collective of Rape Crisis and Related Groups Aotearoa	Sexual Abuse & Violence Education (SAVE)				
Women's Self Defence Network Wahine Toa	Girls' Self Defence Project & Women's Self Defence				
Family and Community Services, MSD	It's Not OK campaign				
Rape Prevention Education, Whakatu Mauri	BodySafe	Sex n Respect Alt Ed.	Sex n Respect Parties		
CAPS Hauraki Inc	Right2BSafe				
New Zealand Police	Keeping Ourselves Safe				
Kidpower Teenpower Fullpower Trust	Kidpower, Teenpower and Fullpower programmes	Healthy Relationships	The Teenpower Violence Prevention Toolkit and the Teenpower Sexual Violence Prevention Project	Kidpower for Educators of Young Children	
Auckland Sexual Abuse HELP Foundation	We Can Keep Safe				
Family Planning	It's about Mana	Feeling Special Feeling Safe			
Rape Crisis Dunedin	Sexual Abuse and Violence Education (SAVE)	Expect Respect			
Te Puna Oranga	He Korero Pounamu				
SOS Kaipara	Dealing with Disclosures	Sexual Abuse and Violence Education (SAVE)	What is Sexual Abuse?	Safety Skills	Sexual Harassment
Wellington Sexual Abuse Network	Sex & Ethics				
Wairarapa Rape & Sexual Abuse Collective inc	Sexual Abuse Violence Education (SAVE)				
Abuse & Rape Crisis Support Manawatu	Respect Sexual Abuse Prevention Program	Rugby World Cup Local Visual Media Campaign			