

## INVITATION TO SUBMIT PROPOSAL

<b>Project</b>	Development of evaluation strategy and full evaluative report for White Ribbon Australia's <i>Breaking the Silence</i> Schools Program
<b>Submission date</b>	5PM Tuesday 4 July 2017 Electronic lodgment to <a href="mailto:christina.jarron@whiteribbon.org.au">christina.jarron@whiteribbon.org.au</a>
<b>Contact person</b>	Christina Jarron T: (02) 9045 8438 E: <a href="mailto:christina.jarron@whiteribbon.org.au">christina.jarron@whiteribbon.org.au</a>
<b>Tender information</b>	<a href="https://www.whiteribbon.org.au/2017/06/06/tender-independent-evaluation-breaking-silence">https://www.whiteribbon.org.au/2017/06/06/tender-independent-evaluation-breaking-silence</a>

## Contents

1. Invitation .....	3
2. Background.....	3
2.1. About White Ribbon Australia .....	3
2.2. About <i>Breaking the Silence</i> Schools Program .....	4
3. Breaking the Silence Program Design .....	5
3.1. eLearning.....	5
3.2. Workshop 1 .....	6
3.3. Follow Up Support.....	6
3.4. Engagement in violence prevention activities and campaigns .....	6
3.5. Workshop 2 .....	7
3.6. Ongoing support and engagement .....	7
4. Project scope & requirements .....	8
4.1. Key Stakeholders.....	8
4.2. Areas of Inquiry .....	8
4.3. Evaluation Parameters .....	11
4.4. Project Timeframe and Ethics .....	11
5. What to include in your proposal.....	12
5.1. Content and format of proposal .....	12
5.2. Budget .....	12
6. Zero tolerance for men’s violence against women.....	13
7. Submitting your proposal.....	13
8. Evaluation Process .....	13
8.1. Shortlist process .....	14
8.2. Secondary evaluation process.....	14
9. Questions about this tender and updates to tender documentation .....	14
9.1. Questions about this tender .....	14
9.2. Registering your interest.....	14
10. Contact person .....	14

## 1. Invitation

In accordance with the instructions in this document, researchers/research teams are invited to submit a full proposal (of no more than 20 pages) to White Ribbon Australia to design and execute a comprehensive evaluation of the *Breaking the Silence* respectful relationships professional development program nation-wide for the period 2015/2016 -2016/2017.

## 2. Background

### 2.1. About White Ribbon Australia

White Ribbon is the world's largest movement of men and boys working to end men's violence against women and girls, promote gender equality and create a new vision of masculinity.

White Ribbon Australia (White Ribbon) is part of this global network. Our vision is 'a nation that respects women, in which every woman lives in safety, free from all forms of men's abuse'. White Ribbon engages men to make women's safety a man's issue too. It is a grassroots and community owned and driven social movement.

White Ribbon is dedicated to ensuring men are active advocates for changing the social norms, attitudes and behaviours that are at the root of men's violence against women. We engage men to stand up, speak out and act to influence the actions of men and demand change.

Through education, awareness-raising and creative campaigns, preventative programs and partnerships, we highlight the positive role men play in preventing men's violence against women and support them to be part of this social change.

This involves men and women working alongside each other, using the White Ribbon Campaign and Programs as a platform for raising awareness and creating the attitudinal and behavioural change required to end men's violence against women.

The White Ribbon movement and programs have a national footprint, including but not limited to:

- *Breaking the Silence* Schools Program
- Workplace Accreditation Program
- Ambassador and Advocates Program
- Diversity Program
- Year-long social media and marketing campaigns
- White Ribbon Day: 25 November
- White Ribbon Night: last Friday in July
- Training
- Advocacy
- Community engagement

More information on White Ribbon can be found at [www.whiteribbon.org.au](http://www.whiteribbon.org.au).

## 2.2. About *Breaking the Silence* Schools Program

White Ribbon's *Breaking the Silence* Schools Program is a professional learning initiative for Principals and teachers that provides foundational knowledge, tools and strategies to implement respectful relationships and violence prevention in schools. The Program supports schools to bring about a commitment to stop violence against women. It builds on existing initiatives to strengthen a culture of respect and equality at all levels of the school community – through curriculum, role modelling from staff, policies and procedures, domestic violence education programs and strengthened family and community partnerships.

*Breaking the Silence* takes a whole of community approach to preventing men's violence against women. This, together with the support of departments of education and other education sector bodies in each State and Territory, contributes to the achievement and sustainability of program outcomes.

The program logic in Appendix 1 outlines the activities and short, medium and long term outcomes of *Breaking the Silence*.

*Breaking the Silence* was piloted in the NSW Department of Education & Communities Sydney region in 2009. Over 400 schools across Australia have completed the Program, which has reached 220,000 students and over 16,150 principals and teachers. The Program has been independently evaluated twice:

- An independent evaluation of the pilot was undertaken, and a report was submitted in 2011.
- A second independent evaluation of the Program was completed in 2014.

As a result of these evaluations and consultation with key stakeholders, *Breaking the Silence* has been strengthened in the following areas:

- The Program model has been enhanced into a blended learning format of online and face-to-face learning extended over two years. This is to support a slow burn approach of sustainable implementation, and meets time and resource constraints of schools.
- Facilitators are all current or former Directors or Principals of leading White Ribbon Schools, allowing access to mentors with a strong understanding of both the issue of men's violence against women and primary prevention within a school context. This also allows leadership opportunities for Principals who have completed the Program.
- Development of an Online Library, allowing participants to access materials, resources, and best practice documents, and build a repository of resources developed by and for schools.
- Development of an Online Forum, providing access to a network of participating schools across jurisdictions to share learning, discuss challenges, receive updates, promote activities, and highlight achievements and success stories.
- Additional face to face and remote support to schools provided by the White Ribbon Schools team and program mentors throughout program delivery and beyond.
- Evaluation conducted throughout program delivery and upon program completion.

### 3. Breaking the Silence Program Design

White Ribbon engages the Department of Education and other education sector bodies in each state and territory to facilitate both systemic engagement and local capacity building. White Ribbon works alongside the Department to deliver *Breaking the Silence* to ensure that program implementation meets state and territory education frameworks, strategies and priorities. This also enables ongoing relationship building and sustainability.

The professional learning component of *Breaking the Silence* requires an initial 12-18 month commitment from schools over a two year period and is delivered to principals and senior teachers. It includes an eLearning component, access to an Online Forum and Library, two facilitated workshops, and ongoing support with continuing primary prevention action over the long-term working towards normative change.

The workshops provide participants with resources and strategies to best implement initiatives into their respective schools. As such, the Program is contextualised according to a school's community, resources and place in the culture change journey, and is adaptable to the cultural sensitivities of each school.

The Program takes the unique White Ribbon approach of facilitating and enhancing respectful relationships within the school culture, filtering in to class-room activities and engaging students in learning and experiencing respectful relationships.

In order to continually develop and improve *Breaking the Silence*, White Ribbon engages in ongoing internal evaluations through the collation of participant surveys and feedback to assess the strengths and weaknesses of the Program, its format and its delivery. Appendix 2 outlines the points at which data has been collected from participants.

Program stages and activities are described in greater detail in sections 3.1-3.6.

#### 3.1. eLearning

In Term 2, Program participants (Principal/Executive and teacher) complete Step 1: eLearning: *"Getting Started: Violence Prevention and Respectful Relationships through a Whole of School Approach"*.

The eLearning aims to provide an understanding of:

- the issue of men's violence against women, including the different forms of violence that occur and the impact it has on Australian communities;
- the drivers of men's violence against women and violence supportive attitudes;
- the role of primary prevention and best practice for violence prevention and respectful relationships education in schools using a whole of school approach;
- the three pillars of implementing *Breaking the Silence* in schools; and
- ideas to consider in preparation for implementing the *Breaking the Silence* Program in schools.

Following the eLearning component, school representatives take their learning back to their broader executive team, meet with staff to develop initial plans for implementation using *Breaking the Silence* resources and supportive planning templates, access materials from the Online Library, and network with other schools on the Online Forum. White Ribbon staff provide ongoing support to schools through the Online Forum.

### **3.2. Workshop 1**

Throughout July to September, face-to-face workshops are delivered across Australia, facilitated by White Ribbon's Lead Facilitation and Engagement Manager and program facilitators (Directors or Principals from leading White Ribbon Schools). School representatives engage in interactive activities and discussion, access curriculum materials, and develop a working plan for implementing *Breaking the Silence* in their school community. The workshop aims to provide:

- a deepened understanding of the issue and key drivers of men's violence against women;
- enhanced knowledge of best practice principles for implementation of primary prevention initiatives;
- practical knowledge, tools and strategies to integrate respectful relationships using a whole of school approach; and
- an opportunity to develop a working strategy/plan for White Ribbon Day and initial planning for a whole of school approach.

School representatives also network with local White Ribbon Ambassadors and/or Committee Members as well as local services as part of community development model, connecting with local initiatives to support schools.

### **3.3. Follow Up Support**

Following the successful completion of Workshop 1, White Ribbon supports schools to take learnings back to their school community to engage staff, students and the broader school community in their implementation of the Program. Throughout this period:

- Schools begin to implement programs and initiatives within their school community.
- School representatives are contacted via email and phone to provide follow up support and discuss their experiences, initial plans, and assistance for White Ribbon Day and the 16 Days of Activism.
- Schools are encouraged to share learning, questions, and initial plans via the Online Forum.

### **3.4. Engagement in violence prevention activities and campaigns**

The White Ribbon Schools Team encourage and support schools to participate in activation opportunities throughout the year, for example International Women's Day and Domestic Violence Prevention Month.

White Ribbon Day is another platform for schools to engage in the issue of men’s violence against women and gender equality as part of broader curriculum delivery. It is also a valuable opportunity to form community partnerships and engage the broader community in their whole-of-school prevention initiatives. Throughout Term 4, school representatives share a number of activities in the lead up to White Ribbon Day and the 16 Days of Activism as part of implementing the Program in their school communities.

White Ribbon provides support to schools through Ambassador speaking engagements, marketing and communications support, event support, showcasing of activities, and facilitation of ideas on the Online Forum and via email and telephone.

### **3.5. Workshop 2**

Throughout Term 1, face-to-face workshops will be delivered across Australia. School representatives prepare a presentation and case study of their experiences implementing *Breaking the Silence* at their school and lessons learnt. They engage in interactive discussions, planning activities, and explore future directions for continuing the culture change journey within their school community. The workshop aims to:

- provide an opportunity to reflect on school implementation, activities, and share learning;
- provide a benchmark for progress to embedding primary prevention initiatives across;
- provide support for schools to develop a program logic;
- facilitate future planning to embed sustainable initiatives; and
- provide future directions and avenues for ongoing support.

Networking opportunities at the workshop supports schools to form community partnerships that support sustainability and resourcing of White Ribbon initiatives.

### **3.6. Ongoing support and engagement**

Upon completion of the Program, schools receive a Certificate of Recognition as a White Ribbon School, get use of the White Ribbon School logo, and receive acknowledgment in White Ribbon publications and website.

White Ribbon Schools have ongoing access to the *Breaking the Silence* Online Hub to maintain engagement. Schools also receive ongoing support from the White Ribbon Schools team via the Online Forum, email and telephone support, additional face to face workshops, Ambassador, event and marketing and communications support, and networking with White Ribbon committees and local stakeholders.

Highly engaged and active Principals who have completed the professional learning are identified and supported to become mentors to new program participants and/or become *Breaking the Silence* facilitators.

## 4. Project scope & requirements

White Ribbon seeks researchers to undertake a rigorous evaluation of White Ribbon's *Breaking the Silence* respectful relationships professional development program from 2015/16 – 2016/17 and to prepare a comprehensive evaluative report. This report should include data analysis drawn from surveys, interviews and case studies, as well as recommendations for future program development, including evaluation processes, and recommendations on the feasibility of/methods for measuring longitudinal change among participating schools. White Ribbon also seeks recommendations on future engagement with the Department of Education and program sustainability.

Proposals are invited that detail an evaluation strategy to analyse *Breaking the Silence* program delivery, participation and impact over the evaluation period. It is important for applicants to note this evaluation will be substantively different from former evaluations on account of the new program model implemented in 2015 and the significant expansion of the Program nationally.

### 4.1. Key Stakeholders

The key stakeholders for this evaluation will be:

- Departments of Education.
- School Principals.
- Senior leaders and teachers who have undertaken the Program during the evaluation period and in 2014 (prior to implementation of the new program model).
- School staff (teaching and non-teaching staff).
- Parents/families from participating schools.
- Broader community members/leaders and organisations involved with school program activities.
- White Ribbon Ambassadors and Committees.
- School students (primary and secondary).

### 4.2. Areas of Inquiry

White Ribbon regards the following areas of inquiry as articulating the scope of, and providing a framework for, the evaluation process. Alignment with the areas of inquiry and the program logic in Appendix 1 should underpin the evaluation strategy detailed in your proposal:

<b>Program effectiveness and ongoing engagement</b>
What were participants' responses to, and experiences of, the eLearning and workshops? How have they accessed ongoing support? Are they satisfied with the professional learning and the ongoing support provided?

<b>Program implementation</b>
<p>What were participants' experiences implementing the Program?</p> <p>What challenges did they face?</p> <p>What activities/approaches were most successful?</p> <p>Were schools able to engage the wider community?</p> <p>How successfully did the program material align with, support and complement the existing curriculum areas of ethical behaviour, and personal/social competencies?</p> <p>To what extent are schools implementing <i>Breaking the Silence</i> through a whole of school approach?</p> <p>Identification of best practice strategies, approaches and implementation.</p>
<b>Culture change occurring in schools</b>
<p>How prepared were schools to implement respectful relationships initiatives?</p> <p>Have participants noticed a cultural change in their schools following engagement with the Program?</p> <p>Has there been evidence of behavioural and attitudinal change in students?</p> <p>How are they measuring this?</p> <p>What kinds of milestones have been achieved following program engagement?</p>
<b>Effectiveness of changes to program structure and components</b>
<p>Does the new delivery and facilitation model better support delivery of program outcomes by improving the quality of the Program and making the Program more locally relevant?</p> <p>How can White Ribbon effectively support the implementation of this Program in schools across the country, given regional variation, travel constraints and other such delivery challenges and considerations?</p> <p>Does the revised program structure and additional resources better meet participant requirements and better support achievement of program outcomes and program sustainability?</p> <p>Does the revised Facilitation model better meet participant requirements and better support achievement of program outcomes and program sustainability?</p> <p>Are mentoring relationships beneficial to mentors and mentees?</p>

<b>Capturing diversity</b>
<p>Do schools in regional and remote areas find the Program and resources accessible and relevant?</p> <p>Do schools for students with additional and/or complex needs find the Program accessible and relevant?</p> <p>Is the Program contributing to the aims of the White Ribbon Diversity Program by effectively engaging schools with high populations of Aboriginal and Torres Strait Islander and culturally and linguistically diverse students and communities?</p>
<b>Evaluation tools and social impact measurement</b>
<p>Does the program logic adequately reflect the aims and outcomes of the Program?</p> <p>Reviewing existing data collection instruments and making recommendations for improvements to align these instruments with the White Ribbon Social Impact Measurement Framework.</p> <p>Testing data collection instruments with research participants (including young people) to ensure effectiveness and uptake.</p> <p>Recommendations for how White Ribbon can better monitor outcomes of the Program without adding a significant reporting burden on schools.</p> <p>Recommendations on capturing ongoing sustainability of program outcomes and feasibility of/methods for measuring longitudinal change.</p>
<b>Sustainability of implementation of respectful relationships initiatives</b>
<p>How does Breaking the Silence, the broader White Ribbon social movement and the whole-of-community approach to preventing men's violence against women integrate?</p> <p>Are community stakeholders/parents and families aware of <i>Breaking the Silence</i>?</p> <p>Are they involved in other White Ribbon or primary prevention activities?</p> <p>What do they see as its connection to other efforts to prevent men's violence against women?</p> <p>Do White Ribbon's current relationships with departments of education and other education bodies contribute to long term program outcomes and sustainability? (e.g. collaboration for delivery, program facilitators, participation in the White Ribbon Workplace Accreditation Program) How can White Ribbon further ensure effective program expansion and sustainability?</p> <p>How can White Ribbon work with the Department of Education and other education bodies to further support the Department to embed respectful relationships and gender equality throughout the Department's system, policies, programs and strategies?</p>

**NOTE:** Specific evaluation survey and interview questions will be developed by the appointed research team in consultation with White Ribbon. The above questions are offered as suggestions only, and should function as a guide to the kinds of concerns White Ribbon would like the evaluation to address.

### 4.3. Evaluation Parameters

White Ribbon would like the evaluative process to include surveys, in-depth interviews, case studies, and rigorous data analysis. This will require:

- Visiting schools and developing relationships with participants.
- Identifying a maximum number of participants.
- Review survey instrument(s) and design additional data collection instruments.
- Analysing existing data (e.g. the data outlined in Appendix 2).
- Conducting surveys.
- Identifying key interview participants.
- Devising an interview schedule.
- Conducting interviews.
- Identifying and producing case studies.
- Undertaking data analysis.
- Completion of a full and comprehensive report and executive summary, with recommendations drawn from research.
- Recommendation for future evaluation tools and approach.
- Quarterly progress reports to White Ribbon throughout the evaluation project.

We invite you to devise an evaluation strategy and project timeline that meets these requirements. Your proposal should give full details of an evaluation strategy, including the design and approach of evaluative processes. Provisional survey and interview questions must also be included, but may be listed in appendices not counted towards the page limit of the proposal.

For specific proposal preparation and submission instructions, see Sections 5 and 7 below.

**NOTE:** White Ribbon will provide the appointed research team with details of participating schools during the program evaluation period, as well as key contacts and other relevant information, including data collected at program points listed in Appendix 2.

### 4.4. Project Timeframe and Ethics

The evaluation will cover a 24 month period of the Program's progress (2015/06 - 2016/2017). The project (including research, data collection and analysis, and writing of a final report) will be conducted over a 12 month period. The project timeline will commence on the receipt of full ethics approval.

**NOTE:** It is the responsibility of the appointed research team to apply for and secure full ethics clearance for this project. The full report should be submitted to White Ribbon no more than 12 months from the date of receipt of full ethics approval. A full provisional project timeline must be detailed in your proposal.

## 5. What to include in your proposal

### 5.1. Content and format of proposal

Proposals must address the specific sections outlined in Section 4, and must include:

- A proposed evaluation framework/strategy
- Outline of proposed data collection and analysis process
- A proposed evaluation timeline
- A proposed list of survey and interview questions (these may be included as appendices)
- Budget (see 5.2 below for details)
- Description of project personnel, their expertise and evidence of Working with Children checks.

You are requested to prepare your proposal and accompanying documents as follows:

- Proposals should not be more than 20 A4 single-sided pages in length (not including appendices).
- Proposals must be submitted electronically (see Section 7 below for details).
- Proposals must be accompanied by a completed Applicant Information Form and a cover letter no longer than one A4 page.
- Proposals must be accompanied by a separate CV for each for proposed research team members, demonstrating experience in qualitative research design and execution. CVs will be considered as separate documents, and will not be counted in the proposal page limit.

You may choose to submit additional supporting materials, such as:

- Examples of prior and relevant evaluation work you have done.
- Written references or referee contact details.

### 5.2. Budget

You must provide an estimated budget for the completion of this evaluation. Please include a full breakdown of costs associated with the design of your evaluative processes, covering all design, approval, data collection, analysis and reporting. Ensure costs associated with any required equipment, materials, support staff and travel are detailed.

White Ribbon is a not-for-profit organisation. One of the key criteria deployed in evaluating proposals will be the determination of a budget that represents best value for money. However, please provide a realistic budget that accurately reflects the funds you need to complete the evaluation effectively and to the specifications outlined in this document.

## **6. Zero tolerance for men's violence against women**

Tenderers should be aware that White Ribbon does not accept any form of men's violence against women. White Ribbon expects all contractors, including the successful tenderer, to embrace White Ribbon's zero tolerance approach to men's violence against women.

The contract between the successful tenderer and White Ribbon will include a clause to ensure parties adopt a zero tolerance approach to men's violence against women. This is achieved through understanding that men and women are entitled to equal opportunity and behaving respectfully, safely and supportively to all organisational stakeholders. The contract will specify expectations of ethical and appropriate behaviour and communicate the consequences for breach of these expectations.

## **7. Submitting your proposal**

The closing date for submitting a proposal is 5PM on Tuesday 4 July 2017.

An electronic copy of the cover letter, Applicant Information Form, proposal and team member CV documents must be submitted electronically to [christina.jarron@whiteribbon.org.au](mailto:christina.jarron@whiteribbon.org.au).

All electronic copies must be virus checked before electronic lodgment.

If respondents need to modify any part of the submitted document(s), the whole proposal must be re-submitted.

## **8. Evaluation Process**

Proposals will be evaluated for full compliance with any mandatory requirements identified in Sections 4, 5 and 7 of this document.

The following general criteria will guide the evaluation process:

- Overall level of compliance with the instructions detailed in this document.
- Proposed research approach, methodology and timeline.
- Research capability and capacity that could include viability, prior experience and performance, and staff resources.
- A value-for-money determination.
- Demonstrated ability to provide the services.
- Proposed personnel or capability of staff.
- Ability to manage risk.

Successful respondents will be notified by Wednesday 26 July 2017.

### **8.1. Shortlist process**

White Ribbon reserves the right to short-list a limited number of respondents and continue detailed evaluation of this smaller group of respondents to the exclusion of all others.

### **8.2. Secondary evaluation process**

There are occasions when a secondary evaluation process is required. This may occur as a part of the original plan or be necessary to differentiate between short listed submissions.

A secondary process may include, but not be limited to:

- Presentation of the intended project / methodology.
- Clarification of particular aspects of the submission.
- Additional information on some aspect of the tender.
- Negotiations on personnel, project delivery, milestones and price.

Short-listed tenderers will be notified of any secondary process.

## **9. Questions about this tender and updates to tender documentation**

All tender documentation will be published on the White Ribbon website. White Ribbon urges all potential tenderers to register their interest in the tender by emailing [christina.jarron@whiteribbon.org.au](mailto:christina.jarron@whiteribbon.org.au) to receive updates to tender documentation by email.

### **9.1. Questions about this tender**

If you have any questions about this document or require additional information, please contact Christina Jarron. Answers to questions received will be posted every Monday prior to the tender closing date on the [White Ribbon website](#) and emailed to all registered tenderers. **The last date for queries is 5PM Friday, 30 June 2017.** Please check the website regularly to ensure you have the most up-to-date information on this tender.

### **9.2. Registering your interest**

Please register your interest in this tender, and receive updates to tender documentation to your inbox, by emailing [christina.jarron@whiteribbon.org.au](mailto:christina.jarron@whiteribbon.org.au).

## **10. Contact person**

The contact person for this project is Christina Jarron, Research and Social Impact Manager.

Phone: (02) 9045 8438

Email: [christina.jarron@whiteribbon.org.au](mailto:christina.jarron@whiteribbon.org.au)

# Appendix 1: *Breaking the Silence*™ program logic

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Sphere of interest

Sphere of influence

Sphere of control

White Ribbon Vision: A nation that respects women, in which every woman lives in safety, free from all forms of men’s abuse

White Ribbon purpose: Engaging men to make women’s safety a man’s issue too

Schools are vehicles of social change in gender equality and the PMVAW.

Culture of respect and gender equality is embedded/strengthened in school and local communities.

School staff across diverse settings are role models and leaders in primary prevention, gender equality respectful relationships.

Strategies for PMVAW, strengthening a culture of respect and gender equality are embedded across the whole of school and continuously improved.

Men and boys working alongside women and girls for PMVAW, gender equality, and respectful relationships.

Young men and women practice safe and active upstanding behaviours.

Respectful relationships and gender equality is embedded in Education Department system, policies, programs and strategies (and across education sectors).

Schools and communities across diverse settings are undertaking collaborative and sustainable prevention initiatives.

Schools across diverse settings are committed to PMVAW, gender equality, and strengthening a culture of respect.

School staff across diverse settings have an improved understanding of MVAW, gender equality, and respectful relationships.

School staff across diverse settings support the implementation of whole of school strategies to affect cultural change.

School staff across diverse settings have the knowledge, tools and strategies to role model and integrate respectful relationships into their roles.

School students across diverse settings have an improved understanding of MVAW, gender equality, and respectful relationships.

Schools engage men and boys to work alongside women and girls to prevent MVAW and foster respectful relationships.

Strategies and initiatives in place are age appropriate and culturally sensitive.

Violence supportive attitudes among staff and students decrease.

Students across diverse settings are equipped with the knowledge and skills to safely challenge disrespectful behaviour.

Supportive networks are formed between participating schools, services and the community.

Education Department takes practical steps to facilitate schools embedding strategies for PMVAW, respectful relationships education & strengthening gender equality

School leaders across diverse settings are engaged in PMVAW, gender equality, and strengthening a culture of respect in schools.

School leaders across diverse settings have a foundational knowledge of MVAW, primary prevention and gender equality.

School leaders across diverse settings are equipped with knowledge, tools and strategies to affect cultural change using a whole of school approach.

Tailored and targeted strategies to engage men and boys working alongside women and girls are established.

Community stakeholders identified and a partnership dialogue established with schools across diverse settings

Engagement and delivery is supported by the Department of Education and other education sectors.

Teachers and schools are equipped to safely respond to disclosures.

**Outputs**

Online Portal (eLearning, online forum, online library and supplementary materials) – mentor opportunities and resources – marketing materials - research reports – evaluation reports

**Activities**

Resource development – workshops – Facilitator training – establishing mentoring relationships between schools – Education Department engagement (and across sectors) - school engagement and support – community partnerships established - Ambassador, event and marketing support – monitoring and evaluation – additional workshops

**Inputs**

Staff – existing research – expertise of individuals and organisations working in education, respectful relationships education, the prevention of men’s violence against women, cultural diversity, gender studies, crime prevention – facilitators from within Department of Education – White Ribbon Ambassadors

**Challenges**

Gender inequality – gender stereotypes – cultural norms – backlash – time constraints and competing demands of teachers/Principals – departmental buy-in – school resources – evaluation capacity and response rates – Program resourcing – diversity of community contexts – broader community engagement – supporting national reach – long term engagement

Appendix 2: *Breaking the Silence*™ data collection points



Date	Pre-program	Term 1, Year 1	Term 2, Year 1	Term 3, Year 1	Term 1, Year 2
<b>Activity</b>	Expression of interest	Registration	eLearning	Workshop 1	Workshop 2
<b>Data collection points</b>	Expression of interest form: <ul style="list-style-type: none"> <li>• School name</li> <li>• Teacher name</li> <li>• Reason for interest</li> <li>• Previous White Ribbon activities</li> </ul>	School registration form: <ul style="list-style-type: none"> <li>• School name</li> <li>• Number of students</li> <li>• School and student demographics</li> </ul>	Participant survey: <ul style="list-style-type: none"> <li>• Personal and school motivations for involvement</li> <li>• Expected benefits of/changes from program participation</li> <li>• Level of support for participation among school staff, students &amp; parents</li> <li>• Awareness of violence against women</li> <li>• Ability to identify forms of abuse</li> </ul> Planning template.	Workshop evaluation survey: <ul style="list-style-type: none"> <li>• Satisfaction with program content and resources.</li> </ul>	Workshop evaluation survey <ul style="list-style-type: none"> <li>• Satisfaction with program content and resources</li> </ul> Case studies and presentations of school implementation.  Materials developed by schools and shared at workshop 2, by email and on forum.  Program evaluation survey: <ul style="list-style-type: none"> <li>• Satisfaction with program content and resources</li> <li>• Perceived changes in attitudes and behaviours in teachers and students</li> </ul>