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Attorney-General's Department

Social Inclusion Division

Family Violence Prevention Legal Services

Community Legal Education Workers Workshop
Report

Canberra

18 and 19 March 2009

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Executive Summary

The annual Community Legal Education (CLE) workers workshop was facilitated by the Family Violence Prevention Legal Services (FVPLS) of the Attorney General's Department (the Department) and held at the Heritage Hotel in Canberra on 18 and 19 March 2009.

The workshop was facilitated by Luke Piotrowicz (Senior Program Officer, Attorney General's Department) and officially opened with a welcome presentation and an overview by Margaret Beattie, Director of the FVPLS program. A workshop dinner was held at the Hotel Heritage Restaurant on the evening of 18 March 2009 attended by workshop participants and Luke Piotrowicz.

The main thrust of the workshop was a day and a half of facilitated discussion, debate and group activities led by the independent consultant, Grant Sarra. These sessions proved to be a dynamic and positive experience for participants, combining an examination of past practices, current dilemmas and challenges and proactive strategies to tackle future issues. The sessions were also notable as they allowed participants to actively listen and directly engage with Grant, the Department staff and their colleagues.

Day two featured guest presenters from Bravehearts, Hetty Johnston and Carol Ronken discussing child care protection. Their session was an amazing mixture of high emotion, complex and compelling subject matter and uplifting stories. Hetty and Carol also provided participants with a range of practical tools and mechanisms to take back to their workplaces to integrate into their education programs.

Luke Piotrowicz presented a very useful and pragmatic approach to improving the preparation of education materials and tools as well as methods to more effectively undertake programming. This was supported by clear and user friendly handouts and on-line assistance.

The workshop concluded with an overview of the past two day's events and outcomes and a discussion of future challenges and possible themes for further conferences. This concise summing up and scene setting for the future was provided by Margaret Beattie.

At the cessation of both days of the workshop, Department staff provided an overview of the day's events and outcomes and highlighted common themes and issues. The final day also included open discussion regarding the participant's views of the workshop, feedback on topics and presenters, and ideas for the next workshop scheduled for 2010. Overall, the feedback from the group was most positive, in fact nearly all participants sought mechanisms for further interaction and contact within their group. A more detailed analysis of the feedback is provided in Appendix A which examines the evaluation forms collected after the close of the workshop.

The following report provides detailed information on individual sessions and presentations.

1. The FVPLS Program and History

- 1.1 The Department provides funding for FVPLS units to assist Aboriginal & Torres Strait Islander adults and children living in rural and remote areas who are victims-survivors of family violence and sexual abuse, or who are at immediate risk of such violence. The FVPLS program improves access to legal services and provides holistic and culturally appropriate responses. The primary function of FVPLS units is the provision of legal assistance, casework, counselling, court support, information and referrals, and community promotion.
- 1.2 FVPLS units are controlled by Aboriginal and Torres Strait Islander communities. Local Aboriginal and Torres Strait Islander communities take a lead role in the development of the units through representation on management committees, steering committees and auspice bodies.
- 1.3 The FVPLS program was established in 1998 with an allocation of \$4.8 million by the Aboriginal and Torres Strait Islander Commission (ATSIC). The program was piloted in Kempsey, and later a further 12 units were established in predominately remote and rural areas of high need around Australia. The FVPLS program was transferred to the Department with the closing of ATSIC / ATSI in 2004–05.
- 1.4 In 2004–05, the Australian Government approved an expansion of the FVPLS program, \$22.7 million over for years, to allow an increase in FVPLS units from 13 to 26. In 2006–07, the Government announced a further increase in funding, \$23.6 million over four years, for another expansion of the Program from 26 to 31 FVPLS units. This funding is also to be used to expand additional FVPLS units in 2007–08, allowing for a second FVPLS funded solicitor to provide a wider range of legal services (in civil and family law matters), and the Early Intervention and Prevention Program (EIPP). NB In 2009-10, the program guidelines have changed to one program being the FVPLS. EIPP will now be part of the overall program and not a separate program.
- 1.5 The Department developed the EIPP as a means to deliver programs in rural and remote Indigenous communities, which prevent the occurrence of family violence and sexual abuse by changing the behaviours and attitudes of individuals and the community. Focus areas for the program include, but are not limited to: Preventing self-harm, suicide and substance abuse, strengthening community resolve against family violence, building self-esteem, supporting family units, developing community role models, and stopping family violence recidivism.
- 1.6 As part of the development of the Program, the Department engaged the Crime Research Centre (CRC) at the University of Western Australia to identify regions in rural and remote Australia that were most in need of Indigenous family violence services, determined on a range of statistical indicators including police, hospital and court data, the availability of complementary services in an area, and feedback from key stakeholders. The CRC report published in December 2004 ranked 21 areas in rural and remote Australia most in need of a FVPLS unit. The five additional FVPLS units in rural and remote areas of Australia are Broome Local Government Area, Port Lincoln Local Government Area, Broken Hill Local Government Area, Tennant Creek Local Government Area, and the South-West of Western Australia.

2. Welcome by the Attorney-General's Department

Margaret Beattie, FVPLS Program Director, Attorney-General's Department

- 2.1 Margaret welcomed all participants to Canberra and to the workshop, and acknowledged the traditional owners of the land on which the workshop was taking place, the Ngunnawal people
- 2.2 Margaret stated that the FVPLS Program conducted a series of workshops to bring together varying groups such as coordinators, managers and solicitors to enable interaction and a sharing of ideas and information. She pointed out that CLEW had been a program within its own right and with its own budget, but that this would change in 2010. The Federal Government had originally approved funding to provide for 15 CLEW positions, initially based in NT following the Intervention Program, but now rolled out across Australia – only 13 positions are currently filled. The program is in its second year of a four year funding cycle and a further application will need to be made after the four years or convert to being a recurrent program with set funds and staffing numbers. The funding structure of FVPLS requires every organisation needs to apply for funding – current applications closed on 20/2/09 and are now being assessed within the Department. If an organisation does not win a contract, Margaret stated that the service would remain but possibly under a different service provider.
- 2.3 HREOC – Margaret clarified for participants that HREOC had only played a role during their training and in the provision of initial educational materials. HREOC does not have any ongoing role with the CLEW program – if participants have any queries, they should be directed to the Department's FVPLS Program officers not HREOC.
- 2.4 The intention of the CLEW program was that each worker would develop a program to deliver to their communities and that in the main workers would be out in the field for 80-90% of their working week. Margaret bluntly clarified that if participants were "sitting in their offices" the organisation would not likely continue to receive funding for CLE positions. If there were any concerns or queries regarding the geographical extent of the service areas, workers should in the first instance speak to their Coordinators, who could in turn refer to Program Officers if necessary. Margaret reiterated that it was not possible to service people outside these service areas as this may have serious consequences, including placing the existing program in jeopardy. The Department will continue to undertake research to ensure that the service areas are adequate or that other high needs areas are being serviced through alternative mechanisms.
- 2.5 Current role of CLE workers – Margaret explained that there is a particular line item in each Unit's budget for worker's salaries and a specific travel budget solely for CLE work to be undertaken. There is also a line item regarding a vehicle (either purchase or lease) and again while this vehicle is solely for CLE workers to use, it may not be for personal use. Margaret will follow up on an issue in Walgett concerning purchase of a vehicle with CLE funds where the worker was given priority in its use but not sole use.
- 2.6 Margaret noted that most Units had 2-3 vehicles plus a separate car for CLE workers but this depended upon their budget. The budget round is December to February and the Department also conducts individual negotiations with Units to ensure they maintain their assets and upgrade them as appropriate. There could be sharing arrangements for vehicles between CLE workers and the solicitors, but this would need to be worked out

once plans and duties are clarified between workers, solicitors and the Coordinators. Organisations are also able to apply for funding from other bodies as long as this does not create a conflict of interest for the CLEW program objectives.

- 2.7 Budget confusion – Margaret sought to clarify that while the CLE program initially had its own budget this was changed last financial year, so that now it is not a separate allocation under FVPLS. However, Coordinators should be able to break down the budget allocations for workers so that they are able to monitor monthly expenditure against separate allocations. Initially, \$70,000 was allocated overall plus the ability to cross subsidise utilising general FVPLS funds. Some participants mentioned that they had sought funds for travel but were advised that this did not exist for the CLE program as a separate item – Margaret undertook to follow up on this concern.
- 2.8 Following on from this issue, Margaret noted that it was vital that workers had clear and firm travel plans in place. These plans would then form the basis for the travel budget which then requires approval but would provide certainty for workers. It was emphasised that no organisation would ever run out of funds – vehicles and such items as PC's are upgraded regularly, but assets purchased with CLEW funds must only be utilised by CLE workers. A problem regarding new telephones issued to other Unit members and not CLE workers will be followed up by Margaret.
- 2.9 Relationship with solicitors – Margaret mentioned that this issue was also raised at the Solicitor's Workshop held in Canberra last week. Solicitors were advised that they should discuss any relationship or role issues with workers to ensure clear and open dialogue and lines of communication. It was important for the solicitors to establish their legal boundaries with workers and also to clarify any potential areas of crossover, including practical issues such as joint travel, assistance with presentations and materials. Margaret clearly stated that Court work and Case work was not the role of CLE workers. The focus must be on conducting education programs in eg prisons, with elders, women's and men's groups, and definitely out in the community.
- 2.10 Reporting – Margaret advised the group that reporting arrangements would be changing and be more simplified in 2010 through the introduction of a new case management system currently being trialled in Melbourne. The system would be uploaded monthly and would enable improved reporting and consistencies across all 31 Units.
- 2.11 Prison visits – the issue raised was that workers have been told they are not permitted to work with perpetrators, Margaret explained that CLE workers are only providing education and awareness programs and are not permitted to represent anyone in court or act as anyone's lawyer.
- 2.12 The issue of auspice bodies seeing themselves as "victim only" organisations was raised – Margaret advised that the Department does not fund women only service delivery. Each of the funded FVPLS services are required to deliver services to Indigenous victims be they Indigenous women, men or children.
- 2.13 Cultural awareness training for solicitors – the organisations are responsible for cultural awareness training to be provided to every new employee, particularly orientation regarding the specific nature of local communities they service. Workers could also assist solicitors by familiarising them with your service area and any relevant local issues. Each Unit receives \$5000 for training which includes induction training (in-house or external providers).

3. Success, problems and solutions

Grant Sara, Consultant

- 3.1 Grant felt that it was vital for workers to emphasise their advantages such as cultural and local knowledge and their capacity to access families on the ground; while minimising the possible negatives, threats and weaknesses. Grant favoured dialogue over debate and also asked participants to envisage what their further vision for Aboriginal families would be – this would assist in framing their goals and objectives and in determining how to measure their success (see attachment for a copy of Grant’s PowerPoint presentation).
- 3.2 How do we know if we are successful – what are the communities telling you, how are you received by them and are they attending your programs. Grant stated that statistics measuring incidents of violence showing a decline was also an indicator of success of the program. A further important measure of success was the presence in the community of strong Aboriginal women who were able to declare “no more violence, drugs or grog”.
- 3.3 Grant stated that there had been a breakdown in Aboriginal culture and customs with things imposed upon the community resulting in depression, repression, anger, frustration and limits placed on our ability to excel. He posed questions for the group to ponder: “if Aboriginal men are as violent as they are portrayed, how have Aboriginal women managed to survive all this time?” and further “if Aboriginal men respect traditional law, they will never have problems with Western law and women would be safe”.
- 3.4 Environmental scanning – you need to undertake an appraisal of the problems around you while staying focussed upon your role even when confronted with seemingly overwhelming issues. Workers get scared as they witness problems on a daily basis – it is important to ask who is taking care of you.
- 3.5 Grant discussed the four elements of traditional society:
 - traditional/ancient – rich heritage of land/ people and environment
 - transitional – settlement, invasion and colonisation removing sense of identity and connection to land and language, land/people/environment and now laws/policies and land dispersal; move from a subsistence economy to a monetary one with no rights
 - contemporary, and
 - future. (see also PowerPoint presentation). While one single term “Aborigine” has been utilised, people are tied to their particular lands and most communities were in fact previously Missions or Government reserves.
- 3.6 Grant explained that it was important to understand Western models of management and organisations. Workers needed to be clear, concise and to understand how to use the right management structures to get results for the broader Aboriginal community. It was particularly vital to understand the management framework which has produced the CLEW program – Grant described several different management models in his PowerPoint (charts, diagrams), including transforming inputs into outputs, organisational goals within an operational framework, justifying resources, cultural

sensitivity chart), S.W.O.T analysis (strengths, weaknesses, opportunities and threats) chart, problem solving analysis (chart), decision making (chart), conflict (chart), strategic action + styles of project planning, types of planning.

- 3.7 Grant discussed the importance for workers to feel positive and good about themselves (“hubba hubba”), taking care of ourselves so we feel confident and at peace. CLE work involves changing the way people think, feel and behave and we need to remind ourselves of what makes this role unique. This process will include priority setting and performance measurement and evaluation – Grant showed the group a useful sample of an action plan chart. Margaret confirmed that while organisations have a business responsibility to work with CLE workers to help them achieve their work plans, objectives and goals, workers themselves needed to be proactive in generating energy, enthusiasm and realistic plans. Training will help workers to identify any gaps, to improve skills and expertise and to continually improve service delivery.
- 3.8 Feedback to the Department – Luke advised that feedback is often received direct from CLE workers by telephone or email and through performance indicators in general reporting. Coordinators provide feedback so it is vital that workers keep their Coordinators well informed about their activities and programs. Current workshops are also useful tools, and Departmental Program Officers try to visit as many Units as possible to see how staff are progressing and to offer their support. Luke emphasised the need for workers to keep written records of their activities to ensure they have evidence of their performance and outcomes.
- 3.9 Margaret outlined the communication protocol as being from the Department to Coordinator or Department to Board but the Department are also able to have confidential conversations with workers when appropriate. Margaret’s role is to examine the effectiveness of the program in a holistic manner, across the whole program area to ensure that it is working effectively and to its full potential. This is undertaken through eg undertaking evaluations, stakeholder surveys, client surveys, gathering data and client/stakeholder workshops. Margaret’s role was to assess the effectiveness of the CLE Program and its contribution to the wider goals of FVPLS and the Department and in terms of contributing to the broader community goal of reducing family violence.
- 3.10 A question was raised regarding the limitations in education to just legal issues or are workers able to go more broadly into such areas as youth safety, police powers – Margaret stated that if workers receive approval from their Units and are able to develop resources and an education package then they would be able to deliver these broader but related topics.
- 3.11 Grant requested that each group discuss their varying service areas, locations travelled to by workers thus far, what topics have been delivered, and what topics are proposed for future sessions.

3.12 Group One – workers covered diverse areas including:

Unit	Service Area	Areas Visited	Topics Covered	Proposed Topics
Melbourne	rural Victoria ex-Melbourne	BSW, Gippsland and Mildura	Family violence & sexual assault programs, referrals	child protection programs
Walgett NSW	Walgett, Bourke + surrounds, 11 communities	Walgett, Collarenebri, Lightning Ridge, Goodooga, Grawin, Bourke, Brewarrina, Eugowra, and Weilmoringle	DV program, sexual assault program.	child abuse programs, early prevention, separated families
Albany WA	Great Southern region of 6-8 Shires	Kojanup, Katanning, Gnowangerup, Tambellup, Mt Barker and Albany	DV program, information session, community day, elders group, “Yarning Hands” f’nightly	High School programs, young mums program, parenting responsibility
Forbes NSW	1000 towns, 49 LGA’s, 25000 Indigenous people	Condobolin, Lake Cargelligo, Balranald, Bathurst, Cowra, Tumut, Tumbarumba, Nyngan, Warren	Community Day, Listening tour, service promotion	Community driven rights advancement project (web based competition)
Broome WA	6 coastal communities, 200 km north + 200 kms south of Broome	Broome	Women’s refuge program, youth in action group, prison visits & workshops, High School workshop, sports & violence workshop	outreach programs, school based legal education programs

3.13 Knowledge gained through these experiences, attending the Sydney workshop for newcomers and talking to communities:

- (i) strengths - building rapport with the communities, gaining support from colleagues, becoming known in the region through experience;
- (ii) weaknesses – resources not being local, lack of experience, community participation, communication between service providers;
- (iii) threats – resources;
- (iv) opportunities – courses, workshops, knowledge, understanding, computer training, promoting awareness, coordinating communities and service area size.

3.14 Group One also identified training requirements – computer training, customary law, grant writing, public speaking, advocacy, budgeting and program management.

3.15 **Group Two** – workers covered the following areas:

Unit	Service Area	Areas Visited	Topics Covered	Proposed Topics
Geraldton WA	Dongara, Yalgoo, Mullewa, Pia, Kardaloo, North Hampton and Kalbarri	Dongara, Yalgoo, Mullewa, Pia, Kardaloo, North Hampton and Kalbarri	restraining orders, DV, Court proceedings, safe behaviours, age of consent, relationships, sexual assault, CVA's, child abuse and neglect, sexual health.	Police powers, housing, employment, petrol sniffing, substance abuse, youth events, setting up communities, supporting community needs, train the trainer, contact FVPLS staff, contact with other organisations, CLEW community based, schools re change in legislation, mandatory reporting, rights.
Tennant Creek NT	Katherine, Barunga, Ngkurr, Boloroloo, Timber Creek	Katherine, Barunga, Ngkurr, Boloroloo, Timber Creek		
Darwin NT	Bathurst + Melville Islands, Oenpelli, Groote Is, Gove, Ski Beach, Yirrkala, Jabiru	Bathurst + Melville Islands, Oenpelli, Groote Is, Gove, Ski Beach, Yirrkala, Jabiru		

3.16 **Group Two** defined their areas of knowledge as:

- (i) strengths – defining the issues of DV & sexual assault, network, support, life skills, elders and community support
- (ii) weaknesses – recognition space – customary vs. western law, resources, hard to break into services/organisations, no formal teaching or facilitation training, finding the appropriate people
- (iii) opportunities – further training in mental health, first aid & public speaking, facilitating, train the trainer, understanding and being able to teach others, sight-seeing special attractions, raising community issues, overview of FV, child abuse, sexual assault, child protection, dealing with racism and conflict, and
- (iv) threats – funding ending, burnout, attitudes to the program, Customary Vs. Western law and the idea that all men are perpetrators, keeping your momentum, staff retention.

3.17 Margaret added that there are many opportunities and much potential to grow in the new program so workers should “think big”, use their creativity and innovative thoughts. The Department funds such creative activities as the Women’s Bush meetings and men’s bush camps. Workers could devise something similar and provide a proposal for the next budget round 20/12/09 – 20/2/10. If additional funds are required for a specific program it was also possible to look at external sources, eg in WA the Lotteries Commission was an invaluable source. The Department also manages the Proceeds of Crime program and distributed these funds to various communities.

3.18 Grant then proposed a hypothetical scenario providing each worker with \$25,000 and asking them to divulge how they would spend the money in their programs over the next 12 months. Participants discussed a wide range of ideas including:

- women receiving pamper packs (eg sponsored by the Body Shop);
- cultural exchange trips overseas (eg Ireland for international football);
- food and shelter;

- rights advancement program – a web based competition open to the community, schools, businesses etc and submissions in dance, song or paintings or whatever media suits the applicant, and focusing upon knowing your rights to health, education and that your voice is being heard
- education – why people think and behave differently
- add to our resources
- conduct women’s meetings in the bush – hire bedding and camping equipment, conduct CLE and other service provider sessions around a campfire, cook traditional bush foods
- family fun day for parents – building strong families, invite other service providers
- women and children support – outside the service areas in larger towns, establishing an emergency fund for those on the run from DV and to provide food and shelter
- create a film of elders discussing tribal law and customs and Western law and use the film as a resource in youth work
- women and children camps – use a video to record and allow them to record each other, possible links on You-tube

3.19 In response to several of the issues raised during these group sessions Margaret commented that workers must ensure they are aware of the potential dangers of burnout and use a self-care concept to ensure they don’t leave things until its too late (eg you’re on sick leave). Each Unit has \$5000 for debriefing purposes and are thus able to access professional services by telephone or face-to-face. The debriefing should not just occur at a time of crisis but during the course of events. The Employee Assistance Program (EAP) service is also available.

3.20 With regard to service areas Margaret reiterated that workers must clearly understand the boundaries of their service areas and what is contained in the AGD contract.

4. Engaging with Diverse Communities

Facilitated group discussions

- 4.1 Grant opened the session by stating that workers needed to understand where they came from and to be themselves when dealing with communities. He discussed the cycle of disadvantaged life styles and intergenerational poverty (see attachment for PowerPoint presentation).
- 4.2 It was important to go through the correct protocols when visiting a community and not just turn up unannounced. One way of introducing yourself to a community was to establish the family connections, look for key existing groups and people. There were many internal divisions and conflicts within communities and families and workers needed to be sensitive to these. It is vital to remain neutral and to not be seen to be taking sides. Grant refers to this as a “straight line approach” – you are there simply to do your job and not get involved in local politics or be divisive. You must have respect for the communities and know whose land you are on.
- 4.3 Grant suggested worker find out as much background about the community as possible before meeting with them and to work closely with the traditional owners, building rapport, using their feedback and forming Committees where appropriate to look at such issues as safety.
- 4.4 A further complicating issue was that the younger generation did not respect or look up to elders who were themselves perpetrators. Land Councils and Shires may be a source of assistance, although workers needed to be cautious not to involve themselves in the history of internal politics and nepotism within many Land Councils. Traditional elders saw their role as caring for the welfare of the whole community through respect for traditional Aboriginal laws and customs. Grant stated that workers needed to understand the differing use of language from one community to another, and between the west and east coast of Australia, eg the use of the term “auntie” and even “elders” differed dramatically from one location to another and Non-Indigenous people should never use “auntie” unless specifically invited to do so.
- 4.5 Workers could also ask the community in a respectful manner to explain which cultural issues and customs were acceptable and which were not, eg eye contact, sensitivity surrounding use of humour.
- 4.6 Traditional elders often feel strongly that Aboriginal law is very powerful and never changes while white law changes all the time. Workers would be confronted with this constantly and needed to be sensitive to deal with the issue. It can be addressed through talking about Australian law and how both legal systems have their basis in care and protection of people and both laws have a role to play in society.
- 4.7 Kinship – Grant described the disintegration of kinship ties through issues such as drug abuse, incarceration, poverty and unemployment. Aboriginal family structures have survived 2000 generations but are now disintegrating, including respect for the elderly.
- 4.8 Grant noted that the communities often receive many visits from various groups and service providers and it would make sense to better coordinate through improved communication to avoid duplication of effort or overload on the communities. Use of a Committee to coordinate these visits would be useful, as well as calendars, yearly

planners and interagency meetings. Grant cautioned workers to give the communities their space and time, and that no one method would work for every community as all have varying cultural practices and customs. Workers needed to adjust accordingly and respect the communities' dignity (Grant also referred to the PowerPoint presentation which highlighted factors which inhibit effective communication).

5. Where to from here?

- 5.1 Grant opened the session by underscoring the importance of workers enabling communities to understand their wide ranging rights – a child’s right to feel safe, secure and protected; women’s rights, men’s rights and the rights of the family unit. This is coupled with knowing your responsibilities and should result in less people getting into trouble, less violence, fewer convictions and less people in gaol. Education is the key and ensuring workers are out there giving out the correct information. Education will be passed through the communities.
- 5.2 Vision of the program – workers need to consider what they want the further to look like and the underlying values and principles of this vision, eg harmonious communities. Workers are often the eyes and ears of the community and needed to encourage the community to voice their concerns.
- 5.3 Luke noted that many people in remote communities had misconceptions about western law, often based on false ideas gleaned from the media or television programs. The CLEW is helping to change those misconceptions and providing communities with a realistic picture of the Australian legal system, its protections and opportunities for redress. However, the CLE program’s focus is on education not counselling.
- 5.4 Margaret added that it was our role to ensure that all citizens had the same access to information and to understand their rights so that they can in turn educate their children and grandchildren. In remote communities it was often difficult to access information and services, hence the existence of the FVPLS and more specifically the CLE program.
- 5.5 Grant asked participants to list the most common forms of crime they encounter in their daily work and for which Aboriginal communities are convicted. These included:
- family violence,
 - drink driving (repeatedly),
 - domestic violence,
 - general driving offences (eg driving while disqualified, unregistered vehicles, car theft),
 - child abduction,
 - breach of Domestic Violence Orders,
 - drug running,
 - sly grog,
 - abuse against elders, the disabled or children,
 - bringing alcohol into restricted areas.
 - resisting arrest and assault against the Police.
- 5.6 Participants then separated into three groups to discuss the next 12 months goals, how they will be achieved, priorities, what has already been done, what are you doing now and plans for the future in the form of tangible outcomes, action planning, continuous improvement and innovations.

- 5.7 Group One – intend to apply for funding for a vehicle; apply for funding for broader service delivery eg outstations; targeting schools; contact new communities; develop the program regularly; breakdown the language barrier; undertake a project with the community; meet service providers in the communities; workshop with other service providers and develop safety plans. The CLE goal over the next 12 months – the community will be happy with our level of service delivery and with information delivered to them so that they have a better understanding of western law.
- 5.8 Group Two – activities they have been undertaking include schools; networking (including the CLE email network); FV network meeting, workshop material; the Department material, budgets; camps; workshops; getting to know people; doing their own thing; visiting remote areas monthly and training. They propose to undertake activities including up-skilling; increasing remote visits; formulate a program; committees and action groups; continue & increase community network meetings; produce videos in language; promotional material package, expand targeted areas; see the budget plan; ; use more interpreters; find the right people to make decisions; regular staff meetings & gaining more input from other staff.
- 5.9 Group Three – over the next 12 months they intend to undertake an International Women’s Day activity; monthly Sister’s Day Out; family law + Sister’s Serenity Day; child protection forums; form community networks; teach yarning circles; NAIDOC Week; community meetings, youth groups; develop material for programs; court visits; men’s workshops; monthly visits to deliver program; develop future group; continue “Yarning Hands” and careers groups; school education; rights advancement project; rights festival 2010; regular prison education + workshops; legal education in schools; NAIDOC “Real History” play and monthly presentations at schools and women’s refuges.
- 5.10 Grant made the suggestion that all participants form an email network between all CLE workers to share information and resources, news and support. This would mean a great proliferation of innovative ideas and save people ‘reinventing the wheel’. Margaret offered to initiate the email network but stated that once it was up and running, workers would be responsible for maintaining it themselves.

6. Effective programming and community education preparation methods

Luke Piotrowicz (see Appendix D for copy of Luke's presentation plus handouts)

- 6.1 Luke stated that the purpose of his session was to ensure that all CLE workers had a similar skill base for planning, researching, preparing and programming their education materials and presentations. He noted that there many varying styles but he hoped to provide information to assist workers in their daily work. Luke also noted that the key to educating people successfully also varied as some people were visual learners while others needed to learn physically or through written material.
- 6.2 Much of the information we provide is tainted by the information already held – eg the television view of western law! Information will stay in people's minds if we keep it simple and ensure they have access to further resources so they can check back on the detail. As people remember the first and last things you say, begin by telling them your name and explaining your role and how they may contact you. Lastly, revise what you have said that is vital for them to remember and walk away with.
- 6.3 Luke explained that there are a few key methods which help people to remember. Humour can be an effective tool when used appropriately and cultural and political sensitivities are taken into account. It can also be useful to get people to write things down. He felt that the use of non-personal stories and anecdotes are useful when addressing adults.
- 6.4 On a practical note, Luke suggested keeping rooms well ventilated but comfortable if meetings were held inside, and to allow for morning and afternoon breaks as well as a "sugar hit" by providing mints. He advised regularly scanning your audience to gauge their reaction and create connection and to ask a question of the person who is ostensibly falling asleep! Also be aware of people with any hearing, visual or other disabilities.
- 6.5 In Luke's experience, when you first begin to do presentations, the tendency is to try to give too much information and too quickly. It is often better to split the sessions across several days to ensure that you are not overloading people. A second or third session will also allow you to revise information given in a previous session and to give people time to digest and prepare questions or opinions for you. He also advised not to get too nervous in front of a large group – remember you are not giving a speech, that you have been trained and that you do know your subject matter. Keep the format to a conversational style and ensure two-way communication by asking pertinent questions or posing scenarios to test their understanding. Some periods of silence are also helpful. Time management was important – keep a watch handy to ensure you are keeping to your schedule but ensure that useful conversations are allowed some free reign even if you go slightly off track or a little over time.
- 6.6 How to assess if you have been successful – the group are able to report on the topic and are talking about the information amongst themselves. Luke emphasized the importance of creating focus on the issue and ultimately our role in eliminating misconceptions. He saw the balance between providing a professional presentation but one which is also approachable, friendly and open. Asking questions of the group will also assist in gauging their awareness, understanding and knowledge – all key words to utilise in an assessment process.

- 6.7 Luke then provided a detailed discussion regarding the effective use of Microsoft Word 2003 to prepare presentations and reports. He discussed the advantages and disadvantages of using varying font styles and sizes, using bold, italics and underline. In terms of planning, Luke emphasized the importance of preparing a written draft plan so that workers had a record of their work (Vs notes on a whiteboard). He described a quick and user friendly method of preparing these draft plans.
- 6.8 Luke suggested using the planning documents and charts he had described when workers were preparing monthly, quarterly and annual reports, and that they would also assist if anyone needed to take over the worker's position. The reports were also useful in demonstrating the worker's activities and value in the FVPLS. He reminded the group that files notes could be used in Court as legal documents.
- 6.9 PowerPoint presentations – avoid too much text filling the screen (people will get bored or be unable to read it all and keep up); avoid more than 4 points on any one page; use colour for interest but not to the point of distraction and try to use one colour (theme) throughout to give continuity. Avoid sound effects as this can be distracting. Luke also gave instructions and helpful tips regarding inserting pictures and photographs into your text

7. Child care and protection – reaching out to children and assisting parents to understand the rights of children

Presented by Hetty Johnston, Founder & Executive Director of Bravehearts, and Carol Ronken, Criminologist Bravehearts (copy of Powerpoint Presentation not provided).

- 7.1 Bravehearts is currently located in four States, NSW, Queensland, Victoria and Western Australia. Ms Hetty Johnston founded the organisation in 1997 after discovering there were no services for children or parents in cases of sexual assault against children after her family suffered through a personal incident of such an assault.
- 7.2 Hetty stated that her experience and research had taught her that sexual assaults against children did not occur as isolated incidents but in fact continue if they are not interrupted. One in five people will be sexually assaulted before the age of 5 years. It is usually kept secret, particularly as children view the world in black and white and are confused by the assault and unsure who should be ashamed. Taking these cases to prosecution and Court makes this very clear and acts as an affirmation for the child.
- 7.3 The aim of Bravehearts is to create a major cultural shift in Australia towards sexual assault of children. It initially began as an awareness raising group but has added to this its desire to bring about broader and more sweeping changes in our cultural attitudes. The service began initially as a counselling service for adults and children, and Hetty supplied the set up costs by putting \$500,000 of her own funds into the agency. They added advocacy and support services as families often felt shut out from Police and the Department of Family Services (QLD).
- 7.4 They have established a Sexual Assault Disclosure Scheme together with government agencies such as QLD Police to enable people to feel safe in able to disclose their abuse. The Scheme utilises a series of forms which are then provided to Police. Bravehearts aims to tackle the issue holistically – they conduct training with Police, child care workers, WACOL, Long Bay Prison, DPP and professionals helping them learn the appropriate way to respond and to raise risk awareness. They currently sit on two Federal Govt Working Parties and as long as their basic costs are covered, they will go out to groups to conduct training. Hetty added that if any CLE worker encountered problems with Police in their handling of sexual assault cases against children, they should contact Bravehearts who will be able to arrange for the special unit within QLD Police to assist in providing training and support.
- 7.5 Carol pointed out that sexual assault is different to abuse and neglect as the dynamics and perpetrators are different. In sexual assault, grooming of the child, their family and community takes place to win over their trust. It is about self gratification (power, sex) and exploitation. The child is confused when it can “feel nice” which results in mixed signals and shame. We need to break down the feelings of shame, which should not lie with the victim or their family but belongs fairly on the shoulders of the perpetrator/offender. We need to teach adults to also break the silence and secrecy. Paedophiles could not operate without an environment of shame, silence and secrecy.
- 7.6 In Carol’s experience and from the research, suicide, drug addiction and gaol are often the consequences for victims who don’t have a voice, who feel guilt, shame and not whole. Instead we should be proud of the victims who do come forward (hence the name “Bravehearts”). Abuse is not listed as an offence – it’s child sexual assault. There

is no universal definition of child sexual assault – it can range from exposure to pornography through to violent rape. Children can also be the aggressors/offenders and in these cases it is vital to intervene early as such early intervention is known to be successful in turning such behaviour around.

- 7.7 Grooming – usually occurs with the parents first because to easily get to the child, the perpetrator must get through the parents. Often the perpetrator will begin to say to the parents things like “Gee, Alice tells lies a lot doesn’t she....” Planting the future seeds of doubt into parents’ minds. Hence, parents need to be educated. If a child feels unsafe or unsure of an action, they have a right to own their body and to own the boundaries. If they say no and know that the parent will be there and support them, then they will probably test the parent, telling them a little at a time to test the parent’s reaction, and may retract if they don’t get the response they want to hear.
- 7.8 Children will often see themselves as the ‘protector’ of the family – “I can’t tell anyone because it will upset Mum, Gran will have a heart attack...” or the perpetrator threatens the child with violence against their family. Sexual assault takes power and self esteem away from the child.
- 7.9 Bravehearts operates a helpline on 1800 114477 (9am-4pm) for immediate help. They receive about 200 calls per week. They have fact sheets on their website. Hetty and Carol also distributed information packs to all participants.

8. Review of the workshop and future directions

Presented by Margaret Beattie

- 8.1 Margaret began the review of the workshop events by announcing that Luke would be establishing a list of contacts and forwarding these by email to all participants. She emphasized the importance of workers sharing the presentations they had developed to assist others, pool ideas and avoid everyone 'reinventing the wheel'. She reiterated her offer that the Department facilitate a teleconference between workers, say every 6-8 weeks, but that the group would then be responsible for keeping the momentum, and the teleconferencing going after that.
- 8.2 She reiterated that all CLE workers had been asked to submit ideas for this workshop agenda, and should also do so for the workshop scheduled for 2010.
- 8.3 In response to a request to have the topic of customary law versus western law as a topic for the next workshop, Luke noted that communities already knew their customary law, and that it was the role of CLE workers to educate them regarding their rights and responsibilities under Australian law. Margaret agreed to look into the possibility of having a guest speaker on the subject for the next workshop to assist further.
- 8.4 Participants requested officers from Margaret's area telephone them regularly to check on how they are progressing. Margaret responded by noting that if this was undertaken, her staff would then also need to regularly telephone the Sexual Assault Workers, solicitors and so on which would be impossible from a resource perspective. She felt that the proposed 6/8 weekly teleconferences were a viable alternative. She was also cognizant of not stepping on the toes of the organisations for who the CLE workers were employed.
- 8.5 Margaret advised the group that the workshops could feasibly be conducted anywhere and at any time of the year, noting that the National Conference will be held in September 2009 in Perth. She asked participants to consider some options and to advise her of any suggested locations and timing.
- 8.6 In response to a question regarding budgets, Margaret advised that if unused, the budgets are rolled over or carried forward into the next financial year. However, if this occurs, the next year's total budget allocation will be reduced by the amount carried forward. She advised that workers should be committed to ensuring all monies are spent, and spent responsibly and thus not returned to the Department or general revenue.

Appendix A – Evaluation

In total there were 12 participants at the February 2009 CLE workshop. two of the 15 were not there because Cairns does not have any CLE workers currently employed. 1 was not there due to family tragedy. The total number of participants on the last day was only 11 as one CLE worker fell sick. In total 10 evaluations out of 12 were received.

General organisation – Accommodation, conference facilities, travel etc.

- two selected excellent,
- six selected very good, and
- two selected satisfactory,

Quality of the presentations

- three participants selected excellent,
- five selected very good,
- one selected good, and one did not select.

Aspects of the workshop participants disliked:

- first day covered a lot of information that was covered in the CLE Training
- Luke's software skills presentation,
- morning and afternoon tea,
- Bravehearts presentation was too long,
- lack of discussion time for CLE workers,
- the rushed nature of the Bravehearts presentation, and
- aspects of the facilitation. It required at times to prevent people speaking over each other.

Aspects of the workshop participants liked:

- heavy subject matter covered in a light manner,
- defining of the CLE role,
- hearing the experiences of other CLE workers,
- group discussions,
- Bravehearts presentation was excellent,
- the chance to share their projects with others,
- meeting new CLE staff,
- practical information provided by the speakers – not too heavy on theory,
- friendly atmosphere,
- good planning of speakers and breaks,
- new perspectives will improve program outcomes, and
- opportunity clarify problems encountered,

The sessions found to be most beneficial were:

- Luke's session on programming and preparation methods, x4
- Luke's session on Computer skills,
- Margaret Beattie's presentation on Budget and program outcomes,
- Bravehearts x2
- Cultural awareness information from Grant Sarra
- Grant Sarra – Generally
- Discussing other CLE projects x2

Generally CLE workers were very satisfied with the CLE Workshop. The positive feedback greatly outweighed the negative.

Appendix B – Workshop Agenda

CLE Workshop Day 1

Day One – 18 th March 2009	
9:00 – 9:30 am	Margaret Beattie - Director, Family Violence Prevention Legal Services – Welcome and Introduction to the workshop
9:30 – 10:30 am	Grant Sarra – Successes problems and solutions
10.30 – 10.45 am MORNING TEA	
10:45 – 12:00 pm	Grant Sarra - Continued
12.00 – 1.00 pm LUNCH	
1:00 – 3:00 pm	Grant Sarra – Engaging with diverse communities
3.00pm – 3.15 AFTERNOON TEA	
3:15 – 5:00 pm	Grant Sarra - Continued
6:30 pm Dinner- Restaurant, Hotel Heritage	

CLE Workshop Day 2

Day Two – 19 th March 2009	
9:00 – 9:15 am	Introduction to Day 2
9:15 – 10:30 am	Grant Sarra – Where to from here
10.30 – 10.45 am MORNING TEA	
10:45 – 12:30pm	Luke Piotrowicz – Effective programming and Community education preparation methods.
12.30 – 1. pm LUNCH	
1:30 – 2:30 pm	Hetty Johnston and Carol Ronken - Bravehearts - Child Care and Protection- reaching out to children and assisting parents to understand the rights of children.
2:30 – 3:15 pm	Facilitated Group Discussion Hetty Johnston and Carol Ronken - Bravehearts - Continued
3.15pm – 3.30 AFTERNOON TEA	
3:30 – 3:45 pm	The Director - Review of Workshops and Future Directions,
3:45 – 4:00 pm	Evaluation and conclusion
4.00 pm CLOSE	

Appendix C – List of Workshop Participants

Name	FVPLS	17, 18, 19
1. Jacqueline Appo	Alice Springs	Y
2. Mini Lucht	Melbourne	Y
3. Jane Silverton	Alice Springs	Y
4. Nick Thompson	Tennant Creek	Y
5. Tim Keen	Broome	Y
6. Bo Winters	Walgett	Y
7. Michaela Guthridge	Forbes	Y
8. Matt Moore	Geraldton	Y
9. Eliza Woods	Albany	Y
10. Sharon MacMillan	Katherine	Y
11. Patricia Raymond	Darwin	Y

Appendix D – Planning and Programming Skills

Making a lasting and valuable impression on your target group

The key to educating people successfully is taking things one step at a time.

What happens if you tell someone a lot of new information?

- Some information sinks in.
- Some information is lost.
- The information that is absorbed may not be the most important information,
- The information that you provide can be confused with other information from TV which may be wrong because it is from another state, or even another country, eg. Law and Order or The Bill.
- All of the information may be conveyed from the person that has received the education to 10 other people and more likely than not they will forget to explain certain things and the Chinese Whispers effect occurs.
- Perhaps most importantly, people tune out when they are given too much information, especially information that they are not already familiar with.
- People always remember the first and last thing you told them so make the beginning interesting and always recap at the end.

How can you improve people's retention of information if you do have to provide a relatively large amount of information?

- The best way to improve people's ability to remember large amounts of detailed information in an education session is to write it down. It is unlikely that the people you educate will do this but with school age children it is a possibility.
- The next best way to ensure people remember information is to provide written material that details what you have explained. Unfortunately it often gets lost or thrown away before it is used. Even if this happens it is a very effective way of helping people remember what you have explained. It may work best in a school setting.
- Using a bit of humour can help people retain information but this can be risky, humour can take you places you don't want to go.
- Serious, sad and disturbing stories can help improve people's retention of information but you don't want to traumatise the people you are trying to educate. It grabs attention and improves retention but reduces the likelihood of people turning up, or wanting to turn up to a second session.
- Ensure the people you are training are relaxed. People tend to feel relaxed in comfortable environments and when they have a little bit of food. Mint flavoured lollies are a great tool, the sugar gives an energy boost making attention easier and mint oil stimulates the mind and prevents people tuning out or snoozing.

How do you explain all this when it is so easy to gallop through the information?

Most of us at school, me included struggled to make a five minute speech because I would read at a hundred miles an hour. Think of it more like talking to a group of friends.

- It is not a speech.
- It is a conversation with a group.
- Make it seem to the group like you are exploring the topic.
- Allow yourself to be interested in the topic.
- Ask questions after you introduce information.
- You can ask a question after every minute of talking. More than that and people can start to tune out – it engages your target group.
- Asking questions helps people relate to your topics.
- It allows you to assess if people understand what you are saying or demonstrating.
- Let people talk a bit while you are presenting it can be helpful.
- If you are not sure listen to what people mumble to each other, are they linking it to other things they know?
- Are the questions linking what you are saying to what they know?
- If people are talking to much, direct a question at them and they will usually turn the question to the point of asking you about what they are talking about.
- Don't be afraid to repeat yourself, just do it a slightly different way each time.
- Make sure you have a good plan.

The Aim of any session involving teaching and education is ensuring your target group achieve program outcomes

- You must clearly understand your outcomes before you start a session. Think of words that can lead to assessable outcomes.
- You won't be doing any formal assessment but you need to be able to determine if your target group has understood.
- Learning outcomes are statements of what is expected that a participant will be able to do as a result of a learning activity.

Outcome	Example
Create	Participants will create a diagram showing their links to support networks.
Focus	With your guidance focus on a particular issue such as child welfare.
Review	Participants will review content of previous education sessions.
Help	Participants will be able to help their friends and family in future.
Eliminate	Participants will eliminate their misconceptions.
Establish	The Target group will establish skills necessary to access assistance.
Determine	Participants will be able to determine who to speak to get assistance.
Report	Participants can report their understanding of community needs.
Appreciate	Appreciate the importance of gaining legal assistance and counselling.
Find	Find methods of raising issues with family members or friends.
Relate	Relate life skills to methods of addressing legal needs of family members.
Guide	Guide participants towards understanding rather than inform directly.
Evaluate	Participants will evaluate their knowledge of community services in their

Name the issue: explain what it is, provide some examples. review understanding

Example of the failing of quick information

Obviously you could stand in front of a group and say ‘if you are experiencing domestic violence you are entitled to apply for an Apprehended Violence Order also known as an AVO. This will make it illegal for a person to see you and it is enforced by the police. If you need one you can talk to the FVPLS and they will explain what you need to do’.

This paragraph at first assessment sounds perfectly reasonable and it is good information. It is all correct and concise. However, the issues that it failed to cover include:

- physical abuse,
- using physical force,
- sexual abuse including forced sexual activity – rape,
- psychological abuse,
- including harassment,
- intimidation, and
- stalking.

Each of these issues needs to be explained clearly. After each point is explained you need to ask questions to ensure your target group understood. If Asking questions is difficult or not succeeding you can provide statements and ask if the group agrees or ask questions that people have asked in previous sessions and then answer your own question. This is a peculiar but effective method of communication.

It is important to detail the meaning of each of the above to your target group. You can provide general and non disturbing examples of these if doing a presentation. e.g. If a person forces you into a room and locks the door until all the washing is done that is an example of using unreasonable physical force, nobody should be forced to endure this.

There are many more disturbing examples but this one gets the point across without be traumatising. You are not a counsellor and so it is important people understand what you are saying without needing immediate assistance. If you do a session and you are worried that you may deeply upset someone, ensure you have the counsellor from the FVPLS present to assist you. If people have lots of questions at this point you can tell them that you will be back in 1, 2 or maybe 4 weeks and you will have a lawyer that can answer specific questions, or they can phone the FVPLS.

If you are unlikely to be able to return for a follow up session, try to make your session longer with a small break in the middle. Encourage your target group to contact the FVPLS or other services by phone if they need help. Never run a Community Legal Education Session without providing your target group and other organisations in the community with FVPLS contact details. Check that the information from government and non government organisations is available to the community and if it is not you can actively address this by making them aware of community needs.

Explaining help that is available and how to access it

The next step in doing this training would be to move on to:

- who can apply,
- types of orders exist,
- what happens when someone breaches an order, and
- AVOs and child contact.

This information could probably be given the same day, but probably given that it is more challenging and likely to raise concerns you could do this the following session with a lawyer present. If there are a lot of questions you can tell the people that next time you will explain these points and give them more detail.

Remember, it is okay to mention something one week and then go over it again the next visit and introduce more detail. It ensures better retention of information and enables participants to ask better questions next time they see you. Issues you raise will, and should, stay in peoples' minds since the previous session. Revision is very helpful.

Ensuring professional and approachable presentation

Presentation

- The skill you develop making plans can also be used to make handouts.
- If you make a handout make sure you pick an appropriate font.
- Arial, Helvetica, Times New Roman and Georgia are all neat easy fonts to.
- The font you use can have a big effect on a document.
- Don't ever use more than 2 fonts in a document.
- To make a big effect use bold and sometimes use underline, but only for headings. Remember, using bold or capital letters can be like yelling sometimes.

Which Font?

- Times New Roman is a bit too formal and looks like a newspaper.
- Arial and Helvetica are simple, almost the same and easy to read.
- Euclid looks particularly old fashioned
- Georgia is easy to read and slightly informal.
- Comic Sans and many other fonts may look good but they are very informal and can look messy, particularly if there is a lot of information

How to make a plan – making Microsoft Word work for you

Microsoft word:

Go to the file menu and select page set up.

Click on the box that shows the page sideways that says "landscape" and click OK.

How to draw a table:

Next you should have a pencil and a rubber among the lots of little icons up the top. If you don't then go to the "View" menu, go down to "Tool Bars" and select "Tables and Borders".

You can now start making a table to write your plan in.

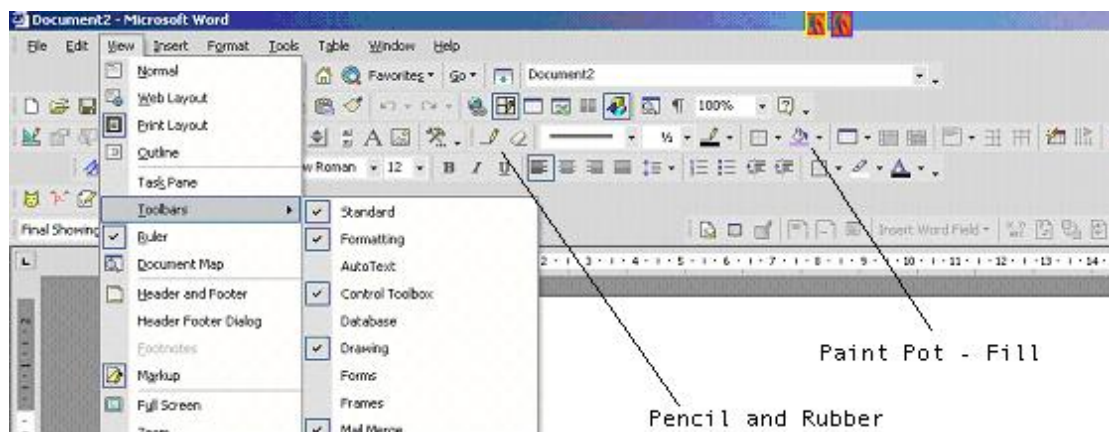
Once you have the first row of boxes set up you can press the “Tab” key and this will make more identical boxes, or you can draw them

Adding a bit of colour!

It helps make things easier to follow. Just to the right of your pencil should be a tin of paint, this allows you to add colour to your work like this (demonstrate)

If you want to highlight something that is of extra importance in your text use the little picture of the highlighter. If you don’t have this highlighter (show) then go to “View” then “Toolbars” then “formatting”

Navigating Microsoft Word



Example of a session plan

Date/ time	Issue for Discussion	Outcomes achieved
9:30-9:40	Introduction: <ul style="list-style-type: none"> • Where you come from (FVPLS) • Background information on CLE • Content of the next 3 sessions • Encourage participants to interact 	
9:40-9:45	What is a DVO? Legal definition and purpose	
9:45-10:10	What is Family Violence <ul style="list-style-type: none"> • physical abuse, • using physical force, • sexual abuse including forced sexual activity – rape, • psychological abuse, • including harassment • intimidation, and • stalking. 	

10:10-10:20	<p>Are all AVOs the same?</p> <ul style="list-style-type: none"> • There are two types of Apprehended Violence Order: • An Apprehended Domestic Violence Order - used when there is a domestic relationship between you and the other person e.g. partner, relative, house member etc. • Give examples 	
10:20-10:25	<p>An Apprehended Personal Violence Order –</p> <ul style="list-style-type: none"> • Not For Family Violence • Explain why the FVPLS can not help with these and other legal Matters • Used when there is a not a domestic relationship between you and the other person – Give examples 	
10:25-10:30	<p>Review, any last questions. Explain what will be in the next session and thank the group.</p>	
<p>Questions Raised that could not be answered immediately</p> <p>You can rule up lines for you to write on after your presentation is over so you don't forget what people asked or you can type in the box if it is on your lap top. You won't need lines if it is on your lap top though.</p>		

Example of a Program Plan

Program Plan		
Date	Intended Outcome	Outcomes achieved
05/06/2009	<ul style="list-style-type: none"> • Target group will be aware of what constitutes family violence • Explain options for addressing family violence including role of the FVPLS 	
12/06/2009	<ul style="list-style-type: none"> • Address questions from previous Session • Review what constitutes Family Violence • Explain options for addressing family violence including the role of the FVPLS and other Services • Explain Domestic Violence Orders and how to get one 	
19/06/2009	<ul style="list-style-type: none"> • Address questions from previous session • 'Review What constitutes family violence • Review options for addressing family violence with particular focus on all services provided by FVPLS Units • Develop target group understanding of how other organisations can assist. • Provide detailed information including brochures on all other support networks available in the service delivery area. • Ensure that simplified versions of material are required to assist people with low levels of literacy. 	
26/06/2009	<ul style="list-style-type: none"> • Address any questions from previous session • Target Group will be aware of what constitutes child abuse 	
03/07/2009	<ul style="list-style-type: none"> • continue 	