

Family-Centred Services Fund

INFORMATION ABOUT YOUR ORGANISATION

IF YOU ARE APPLYING AS A COLLECTIVE, THE LEAD AGENCY SHOULD COMPLETE THIS APPLICATION.

1) CONTACT DETAILS

What is your organisation's name?

Women's Self Defence Network - Wāhine Toa

What is your organisation's legal name?

Women's Self Defence Network - Wāhine Toa Inc

(If you have a registered name please use this. If you are a local branch of a national organisation – please specify.)

WHAT IS YOUR ORGANISATION'S ADDRESS?

POSTAL ADDRESS:

PHYSICAL ADDRESS:

Postcodes can be accessed from www.nzpost.co.nz/postcode

Street:

21 Albert St

Street:

21 Albert St

City/Town:

Invercargill

City/Town:

Invercargill

Postcode:

9810

Postcode:

9810

WHAT ARE YOUR ORGANISATION'S CONTACT DETAILS?

Phone:

03 6155889

Email:

chris@wsdn.org.nz

Fax:

03 6155889

Website:

www.wsdn.org.nz

WHO IS THE MAIN CONTACT FOR THIS APPLICATION?

Name:

Alison Broad

Position:

Chairwoman

Daytime phone:

03 2144044

Email:

alison@ihug.co.nz

Alternate phone:

027 2292 855

2) ORGANISATION DETAILS

A) ORGANISATIONAL STATUS

Your organisational legal status: Incorporated Society				
Company registration number: WOM 16898 (Charities Commission)				
GST registration number: 57 212 934				
Do you have Child, Youth and Family approval? Yes:	<input checked="" type="checkbox"/>	No:	<input type="checkbox"/>	(tick one)
Provide details if you have a similar approval from another government agency:				

B) TYPE OF ORGANISATION

Identify whether your organisation is one of the following (tick boxes which apply):

Iwi / Maori services provider	<input checked="" type="checkbox"/>
Pacific services provider	<input checked="" type="checkbox"/>
Refugee or migrant services provider	<input checked="" type="checkbox"/>
Disability services provider	<input type="checkbox"/>
Mental health services provider	<input type="checkbox"/>
Health service provider	<input type="checkbox"/>
Children's service provider	<input checked="" type="checkbox"/>
Youth services provider	<input checked="" type="checkbox"/>
Adult service provider	<input checked="" type="checkbox"/>
Sexual violence service provider	<input checked="" type="checkbox"/>
Family violence service provider	<input checked="" type="checkbox"/>
Other (please specify):	

C) SERVICE AREA

Identify the area where your organisation currently delivers services (see list of Territorial Authorities on page 5 of the Information for Applicants booklet).

Primary Territorial Area:	Aotearoa New Zealand (nationwide)
Additional Territorial Area (if applicable):	
Additional Territorial Area (if applicable):	

3) ORGANISATIONAL STRUCTURE

Describe the purpose of your organisation and what you currently do. Include your mission, objectives, management and governance structures, and the types of services you provide. Also include how you currently work/link with other government and non-government services. (Word limit:500).

The Women's Self Defence Network - Wāhine Toa is a nationwide network of specialist trained and accredited women teachers of self defence – the ultimate front line. We work to prevent or ensure early intervention to stop violence and abuse against women and girls. We do this by empowering women and girls to:

- recognise sexual and family violence and abuse
- understand that it is not OK (and not their fault)
- have clear practical strategies for
 - avoiding situations of risk
 - getting away from specific violent / abusive events
 - disclosing abuse and seeking help
 - supporting other people who are victims of violence and abuse

Our work is right at the front-line, teaching girls and women not just what constitutes abuse and violence, but also the vital strategies for how to recognise, prevent, intervene, de-escalate violence and how to get to safety, disclose violence or abuse, and seek support. We facilitate analysis of victim / abuser dynamics and how to change this. Our work builds confidence and resilience as well as skills and strategies. The safety and wellbeing of girls and women are at the heart of our work.

Our main work over the past 15 years has been through the Girls' Self Defence Project, most recently funded through the Family Violence Education Fund. The Girls' Self Defence Project teaches self defence to girls in three age groups of 7-9, 11-13, and 15-17. The Girls' Self Defence Project is taught through schools, as that is the context through which we can reach ALL girls. Our partnership with local schools enables us to jointly target girls at particular risk, and to maximise prevention and early intervention. The Girls' Self Defence Project works to give girls and young women the knowledge, attitude, skills and strategies to: keep themselves safe; keep their friends safe; understand the importance of telling a safe adult if anything unsafe has happened to them; know how to seek effective support if they need it. Each Project programme is 5 - 8 hours in duration, varying according to age group.

We recognise kotiro Maori as a high priority in our work. Over the past 15 years we have consistently reached 30%+ Māori participation levels in the Girls' Self Defence Project, alongside specific targeting of courses with 70%+ Maori.

While our teachers also teach self defence to women, reaching girls through the Girls' Self Defence Project is the core of our work. We believe the transformational work of breaking intergenerational cycles of abuse most effectively happens here.

The Women's Self Defence Network - Wāhine Toa is a long-established provider with 23 years of experience in this work, and 15 years of experience in the Girls' Self Defence Project. As a single nationwide provider which represents the melding of what used to be four separate self defence networks, we are already a collaborative initiative. Our self defence programmes have been developed over many years, and are constantly reviewed and updated, with input from a wide range of experts from both within and outside our organisation.

Governance: We have a National Board of 6 members. Two are elected by the network's Tau Iwi caucus, 2 are selected by the Maori caucus, and 2 are elected by the overall membership. We have a

chairperson elected by the Board. The governance role of the board includes strategic direction, policy approval, financial monitoring and accountability, planning, oversight of staff, and working to further the aims and activities of the Network. The board also has a very hands-on involvement in our work. The board has 4 weekend meetings per annum.

We have two staff (totalling 1 full-time equivalent position): the Network Administrator, and the Administration Support person. These women provide all the administrative and operational support to the Network, and to the Girls' Self Defence Project.

The members of the Network, who teach self defence to women and girls, work as independent contractors. The Network has established professional accreditation standards which must be maintained in order to teach the Girls' Self Defence Project. The Network provides biannual professional learning and development hui for its members.

At a national level we have links with National Collective of Independent Women's Refuges, Police, Netsafe, and a range of social service providers.

At a local level, our primary partnership is with the schools where the Girls' Self Defence Project takes place. We also have links with local Women's Refuges, Rape Crisis, Police, Child Youth & Family, disability groups (e.g. RNZ Foundation of the Blind, CCS Disability Action), Doctors for Sexual Abuse Care and other agencies and services as appropriate.

4) COLLECTIVE APPLICATIONS ONLY

List the organisations included in your collective or joint application then provide a brief draft outline of your current or proposed governance and management structure showing clearly the lines of accountability, decision making, reporting and monitoring; include the aims and current or proposed activities of the collective and the details of the agreement between the members of your collective. (Word limit: 500).

We are applying as a national collective body of independent self-employed contractors who are accredited teachers of self defence for women and girls. Our contractors are located as follows:

Where Teachers Are Based	Teaching area
Ahipara	Te Tai Tokerau, Northland
Warkworth	Auckland to Whangarei
Auckland (3)	Waitakere, Manukau, Auckland
Tauranga	Bay of Plenty, Waikato
Napier	Hawkes Bay, East Coast, Te Tairāwhiti, Manawatu
Wellington (3)	Hutt, Wellington, Kapiti, Horowhenua, Wairarapa
Blenheim (2)	Marlborough, north Canterbury
Nelson	Nelson, Tasman
Christchurch (2)	Christchurch, north Canterbury
Geraldine	Mid & South Canterbury. Mackenzie Country
Lumsden	Central Otago, Northern & Central Southland, Otago
Wyndham	West Otago, Eastern & Southern Southland
Riverton	Western Southland
Invercargill (2)	Invercargill

Our national collective body was formed by a 2005 merging of the two separate networks which had previously jointly contracted for the Girls' Self Defence Project. Earlier still there were 4 separate self defence networks. They are all now part of the Women's Self Defence Network - Wāhine Toa. The merging has enabled greatly enhanced planning, geographical provision (e.g. previously there was no wahine Māori instructor in Auckland), and efficiency (e.g. 1FTE administration role for the entire nationwide project).

The decision-making process for the Girls' Self Defence Project is that:

- (i) each school and self defence teacher jointly submit a proposal for Girls' Self Defence Project for the girls at the school concerned (including numbers, ethnicity, ages of girls)
- (ii) a 'Course Approvals Group' comprising Board representatives plus another teacher representative considers:
 - a. the number of proposals received from throughout New Zealand
 - b. how this matches the budget available (invariably demand exceeds budget)
 - c. the priorities of
 - i. kotiro Māori - especially in our high-priority target areas of Te Tai Tokerau and Te Tai Rawhiti. Reaching Māori girls is a very high priority for the Girls' Self Defence Project
 - ii. lower decile schools / lower socio-economic areas – we prioritise the lower decile schools. High decile urban schools are given the opportunity to have self-funded programmes.
 - iii. rural and isolated – this constitutes our next priority as we recognise the risks and needs of these girls and their families / whanau
 - iv. particular needs / issues as identified by the school
 - v. ensuring nationwide geographical coverage
 - vi. being fair and equitable to the self defence teachers
- (iii) the Course Approvals Group approves the Project courses accordingly. We give careful consideration to the overall picture, then decide where to target our programmes with regards to the above priorities. For example, our 'target' priorities of Te Tai Tokerau and Te Tai Rawhiti are a combination of geographical area and more than 70% Māori participation. Any such 'target' programmes are invariably approved straight up as an absolute overriding priority. Then we allocate programmes according to our priorities and with regards to getting the best outcomes possible for the girls.
- (iv) the self defence teacher and the school go ahead and do the work with the girls, including the school's ensuring that any girls known to be at particular risk are given priority to participate in the programme. The self defence teacher and the school work together on any follow-up that may be needed, e.g. in the case of concerns about a girl's safety and / or disclosures of abuse, to ensure early and appropriate intervention and referral to whatever support may be required.
- (v) the Project Administration team logs and monitors evaluations from all the girls who participate in the Girls' Self Defence Project and also from all the schools, to ensure high quality is consistently maintained.

The above process takes place on a 6 monthly cycle, i.e. two school terms at a time.

The self defence teacher agrees to teach the course content as developed by the Women's Self Defence Network – Wāhine Toa. The self defence teacher also commits to follow the Project policies and processes including how to deal with disclosures of abuse.

The school undertakes to ensure a minimum / maximum number of girls, an appropriate teaching space, and that appropriate abuse disclosure protocols are in place at the school.

5) COMMUNITY NEED

Describe the nature and scale of family violence in your community. Discuss the needs in your community, and identify which need you will be meeting through the proposed service(s) or responses. (Word limit: 500).

We work throughout all the communities of Aotearoa New Zealand.

Girls and young women in our communities are at an unacceptably high level of risk of experiencing sexual violence and abuse.

Multiple studies and sources over the past 20 years have consistently found that an approximate minimum of 25% of women in New Zealand experience sexual violence or abuse.

A 2007 study carried out with women from Auckland and north Waikato found that respectively 23.5% and 28.2% reported "having been sexually touched, or made to do something sexual that they did not want to do prior to the age of 15 years" (Janet Fanslow, 2007). This study identified that rates in the rural region were higher than in the urban region, and that prevalence for Māori was approximately twice that of non-Māori. No indicators of socio-economic status (SES) were found to be significantly associated with child sexual abuse in either location.

Janet Fanslow's research identified a range of characteristics of the child sexual abuse including that "the median age of victims at the time of first sexual abuse in both regions was 9 years, with perpetrators a median age of 21 years older" and that "the majority of perpetrators were male family members of the victim". The research finds a strong association between child sexual abuse and subsequent sexual or physical violence by both intimate partners and others. The research conclusions include that "the finding of the high prevalence of child sexual abuse, particularly in Maori communities, indicates that child sexual abuse affects a substantial proportion of girls. Given the recognized associations between child sexual abuse and later adverse physical, mental health and social consequences, action to prevent such abuse is urgently required."

The Girls' Self Defence Project works to provide front-line prevention and intervention, to keep girls and young women safe from sexual abuse and violence. We work in partnership with the schools and their whanau to reach all girls. The schools use their local knowledge to ensure that any girls known to be at particular risk have the opportunity to participate in the Girls' Self Defence Project.

While it is the particular needs of girls with regards to sexual abuse and violence that constitutes the primary focus of the Girls' Self Defence Project, other forms of abuse, including physical, verbal and emotional abuse, cyber grooming and abuse, and bullying, are also addressed in our programmes.

Community need is reflected in the steadily increasing demand for Girls' Self Defence Project courses, as shown below:

YEAR (July - June)	Level of demand		Demand met		Unmet demand	
	Programmes	Girls	Programmes	Girls	Programmes	Girls
2006-7	268	5,360	268	5,360	0	0
2007-8	322	6,440	310	6,200	12	240
2008-9	445	8,900	423	8,460	22	440
2009-10	580	11,600	406	8,120	174	3,480

2010-11 year not yet completed, so statistics not yet available. The 'demand met' figures are forecast to be similar to the 2009-10 year

Our experience tells us that there is a need for sexual violence prevention and intervention in all our communities. Our experience of direct benefit or assistance (with whanau) to face up to situations includes:

- The 12 year old girl in rural XXXX who was text groomed by an adult man posing as a teenager, then abducted and raped. She subsequently did the Girls' Self Defence Project programme and found it greatly strengthened her confidence and resilience.
- The 8 year old girl from XXXX who, at the conclusion of her Girls' Self Defence Project programme, disclosed that she and her sister were being abused by a neighbour. A guilty plea and conviction followed.
- The 21 year old XXXX woman who claimed the self defence skills she'd learned at school enabled her to fight her way to safety from a life-threatening attack.
- The 11 year old girl from XXXX who had been sexually abused by a cousin, she had reported it and he'd pleaded guilty. When he went to prison another cousin started sexually abusing her. She wasn't going to tell anyone as the abuse wasn't as severe as the first time. However, during her Self Defence course she realised what was happening and understood she had to tell. She told the Self Defence teacher who then told the school. Police and her mother were called. He was found guilty.

These examples are not exceptions.

6) PROPOSED SERVICES OR CO-ORDINATION ACTIVITIES

Answer the following questions setting out the services or co-ordination activities you are proposing to use this funding for to meet the needs of individuals, families, whānau in your community.

a) *Describe the service/s or co-ordination activities for which you are applying for funding? (Word limit 500).*

We will work with 10,000 girls over a 12 month period, to teach them the attitudes, skills and strategies to keep safe from violence and abuse. This will happen via 450 Girls' Self Defence Project programmes with girls in years 3 & 4, 7 & 8, and 10, 11 & 12. Programmes for the Year 7 & 8 girls are 8 hours. Programmes for the Year 3 & 4, and 10, 11 & 12 girls are 5 hours in duration. Most of the programmes will take place in schools, during school hours, however it is vital to retain the flexibility to teach in other contexts, e.g. marae-based, where this best responds to the needs in a particular community.

The substance of the Girls' Self Defence Project programme (tailored for age-appropriateness) includes:

- Self Defence Discussions: verbal self defence, self esteem, gender stereotypes, fear and anger, sexual abuse, naming the parts of the body, strong body language, victim attacker dynamics, taking care of others (e.g. family members, friends)
- Self Defence Techniques: self defence stance, strong voice, kicks, punches, blocks, vulnerable points, grab releases, defence from the ground, releases from strangles, knife and other weapon attacks, rape defences

The programme includes discussions, physical work, story-telling, role plays, etc, and is supported by purpose-designed resources.

In addition to these 450 Girls' Self Defence Project programmes, we will offer 150 Whanau Self Defence programmes. The Whanau Self Defence programmes build on our experience of offering 'complementary' courses as a subsidiary element of the Girls' Self Defence Project. The Family-Centred Services Fund gives us the opportunity to extend the programme to deal with family violence in a whanau-centred way, thereby providing a more holistic approach to the prevention of and early intervention in family / whanau violence. Whanau Self Defence programmes will be offered to the mothers, sisters, aunts, or other female whanau of the girls participating in the Girls' Self Defence Project programmes. These programmes will be 4 hours in duration, and will also focus on core attitudes, skills and strategies for safety and wellbeing from violence and abuse, particularly sexual violence. They will also emphasise key messages from the Girls' Self Defence Project, and ways in which the women and girls in a whanau can maximise each other's safety. These programmes will be arranged in collaboration with the schools, and with other local agencies, e.g. Police, Child Youth and Family, as appropriate.

b) Name the location(s) where your service or co-ordination activities will be delivered. (Word limit 250).

The Girls' Self Defence Project and Whanau Self Defence programmes will mostly be located at schools throughout Aotearoa New Zealand. Schools provide the context in communities throughout Aotearoa New Zealand through which we can reach all girls, including girls at risk of family / whanau violence who may otherwise be very hard to reach. Specific schools cannot be identified prior to going through the course proposal/approval process, however we attach a list of all the schools where Girls' Self Defence Project courses have taken place in the three year period 2008 – 2010, as indicative of the nationwide reach of the Girls' Self Defence Project, and the likely scope of future programmes. Te Tai Rawhiti and Te Tai Tokerau courses involving 70%+ kotiro Māori remain our top priority.

Some Girls' Self Defence Project programmes may also be held in a different community venue, e.g. marae, Brownie / Guides hall, church hall.

Whanau Self Defence programmes can be located at schools and/or other local community venues, according to local preference and reducing barriers to participation.

c) Provide details of when (days/hours) the services, for which you are applying for funding, will be available. (Word limit 250).

The Girls' Self Defence Project programmes will mostly be held during school hours. Depending on what suits best in each location, programmes may be held in one block, e.g. one school day for the 5 hour programmes for Years 3 & 4, and 10, 11 & 12 girls, or 1.5 school days for the 8 hour programmes for Years 7 & 8 girls. Alternatively, they can be held in successive instalments of 2 hours, or other, depending on what works best for the girls, the schools, and the practicalities for the self defence teacher. Girls' Self Defence Project programmes held in other locations (not schools) will most likely be held at weekends or during school holidays.

Whanau Self Defence programmes will be timed to suit participants, and will most likely be held in the evening.

Timing, as with location, would be determined by local circumstance and local needs.

d) How many individuals, families and/or whānau do you expect to work with over the contract period of one year? (Word limit 250).

Over the 12 month period from July 2011 to June 2012, we expect to work with:

10,000 girls through the Girls' Self Defence Project, and

1,500 women and girls through the Whanau Self Defence programmes.

Based on experience, we expect this could reach more than 8,000 different whanau / families.

These girls and women and their whanau / families will be located according to the priorities that we have developed over the past 15 years of the Girls' Self Defence Project. These largely mirror the classifications of need for Family Violence Services as identified by MSD for the Family Centred Services Fund. For example, our overriding priority areas are programmes with high Māori participation in Te Tai Tokerau (includes Far North District and Whangarei and Kaipara), and in Te Tai Rawhiti (includes Gisborne District, Whakatane, Kawerau, Opotiki, Rotorua District and Wairoa, Hastings, Napier and Hawkes Bay). Low socioeconomic communities in Auckland, Greater Wellington (including Porirua and Hutt) are a priority for us. Rural and isolated communities throughout Aotearoa New Zealand are a further priority.

More specifically, we expect that the girls and women participating in the Girls' and Whanau Self Defence programmes will be:

- Approximately 2/3 in the North Island and 1/3 in the South Island
- Approximately 1/3 in metropolitan centres (e.g. Auckland, Wellington, Christchurch), 1/3 in smaller urban centres (e.g. Gisborne, Whakatane, Rotorua), and 1/3 in rural areas.

e) *What is the age, ethnicity, and gender of the people you will work with (if applicable)? (Word limit 250).*

Gender:

Female. Our specialist focus is women and girls, and the particular risks and issues they experience.

Ethnicity:

Kotiro and wahine Māori are a particular priority for the Girls' Self Defence Project, and we anticipate that over 30% of Project programme participants reached will be Māori. We anticipate that over 10% will be Pasifika. All other ethnicities in New Zealand, including girls and women from refugee and migrant families, are expected to participate in the programme.

Age:

1. School years 3 & 4, i.e. 7 to 9 years old. Refer Janet Fanslow's research finding that the median age of the victim at the time of first sexual abuse was 9 years. We have targeted this age group to ensure early prevention / intervention.
2. School years 7 & 8, i.e. 11 to 13 years old. The onset of puberty is a critical time for young girls. Rape Crisis statistics show that 53% of women using their services report being sexually abused under the age of 12.
3. School years 10, 11 & 12, i.e. 15 to 17 years old. Relationships are forming, socialising involves alcohol, the risks of 'dating' and relationship violence increase. "15-24 year olds are the age group most at risk of physical, psychological and sexual victimisation from current and ex-partners." (New Zealand National Survey of Crime Victims, 2006, cited on Sophie Elliott Foundation website.)
4. Adult women, any age, through the Whanau Self Defence programmes.

f) *Describe how you will help individuals, families and/or whānau access additional services. (Word limit 250).*

While the core of the Girls' Self Defence and Whanau Self Defence programmes is on building the strategies, skills, strengths and resilience of the women and girls participating, a significant focus is also on how to seek further support if needed. Our approach is centred on the wellbeing and safety of the girls and women, and on the support available in each community.

In the younger girls' programmes we make sure the girls understand that adults have a responsibility to help children to keep safe. We ensure that every child has individually identified five 'safe adults' (family or other) they could seek help from if required.

In the older girls' and women's programmes we talk specifically about local resources and support groups, e.g. Women's Refuge, Rape Crisis, police, Child Youth and Family, school counsellors, available in their community. We also talk about 0800 and online support services available.

We display a lot of resources during our programmes which identify sources of support, and make available brochures of other agencies as appropriate.

In all programmes we use role plays and other processes to ensure that programme participants are practiced in the 'how' to utilise their newly learned skills, knowledge, and strategies.

Our teachers are all trained in how to deal with any disclosures of sexual abuse.

Over the 23 year history of the Women's Self Defence Network - Wāhine Toa, we have built strong connections with support services at both national and local levels, for example with the Whare Timatatanga Hou Ora / Kaitaia Women's Refuge in the far north, through to Invercargill's Rape and Abuse Support Centre in the far south. Through our work we are the connectors and the conduit for connecting women and girls who need further support with the appropriate services.

g) Describe how you intend to draw in the support of wider whānau, hapu, iwi, family or community to create lasting change towards non-violence. (Word limit 250).

Through the Girls' Self Defence Project we work with the girls' schools to ensure that they understand the work we are doing with their girls, and how they can support what the girls are learning. We also provide information for the girls' caregivers / parents so that the family / whanau can support the girls in what they are learning.

The Whanau Self Defence programmes will enable other women and girls in the families / whanau to also learn the attitudes, skills, and strategies of keeping safe from violence and abuse. We believe that 'changing the norm' in a family / whanau, household or wider community is a key ingredient in lasting change. A generation of 'self defence girls' will expect respectful, safe and non-abusive relationships, and will recognise the early signs of abusive behaviours.

While changing the attitudes and behaviours of potential / actual perpetrators of abuse is an important element in long term change, we know that changing the attitudes and behaviours of potential / actual victims of abuse is also transformational.

We happily work with other agencies in the community towards non-violence.

h) Describe how your service or co-ordinated activity will better integrate service responses, reduce service fragmentation, duplication and/or gaps in services and, in doing so, ensure more effective frontline services for families. (Word limit 500).

Since 2005 the Women's Self Defence Network - Wāhine Toa has been the only non-profit accredited national network of specialist teachers of self defence for women and girls. Through the merging of previously separate organisations, we can now ensure consistent national standards, minimise geographic gaps, and ensure that our resources are focused on the frontline work of teaching women and girls the skills and strategies of being safe from violence and abuse. The Women's Self Defence Network - Wāhine Toa is itself the result of a proactive approach to reducing service fragmentation.

We are not aware of any duplication of our service – conversely, our challenge has been to secure enough resources to reduce gaps.

A current priority is to work to increase the number of accredited Māori women teachers of the Girls' Self Defence Project. We have been in discussion with a number of interested women from areas currently without Māori teachers and hope to proceed with training during 2011/12 (depending on funding).

We believe that the introduction of Whanau Self Defence programmes, building on our experience with 'complementary' programmes, will further add to the effectiveness of our work with girls and women, in working towards a non-violent and non-abusive Aotearoa New Zealand.

We would note that in our work, we never work on our own e.g. all Girls' Self Defence Project programmes are run in partnership with either schools or community groups

7) ACHIEVING RESULTS

*What **results** will you achieve for the individuals, families, whānau and communities you work with? (Word limit: 500).*

The Women's Self Defence Network - Wāhine Toa is currently using a Results Based Accountability framework to measure the outcomes for the girls and women who participate in our programmes. This builds on the earlier results-focus of the Girls' Self Defence Pilot (2007) which compared pre-course and post-course responses from the girls to identify the changes resulting from participation in the programmes. (Please find attached excerpts from the results of the Girls' Self Defence Pilot.)

The result that we work towards is that the girls and women participating in Girls' and Whanau Self Defence programmes know practical effective strategies for keeping safe from harm. In particular, for keeping safe from family / whanau violence and from sexual violence and abuse.

The girls and women who have participated in Girls' Self Defence Project or Whanau Self Defence programmes know how to:

- Recognise sexual and family violence and abuse
- Recognise potentially unsafe situations
- Have clear practical strategies they can use to be safe from harm
- Disclose any abuse
- Seek help and support
- Support other people who are victims of abuse and violence

At the end of our programmes, all participants provide evaluation information (please see attached information). Over the past 15 years this has consistently showed that over 97% of the girls and women participating now know ways to deal with unsafe situations.

Over 93% of girls who have done Girls' Self Defence Project programmes have also told us that they are now able to talk to safe adults.

On a more individual level, we anticipate that the results of the Girls' and Whanau Self Defence programmes will include:

- some disclosures of sexual abuse emerging during or soon after the programmes are held.
- that some of the girls and women will draw on the skills and strategies learned to keep safe from specific incidences of abuse or sexual assault.
- that girls and women from families where family violence is experienced will know new ways to support each other in staying safe
- that the norm of acceptable behaviour in each girl's / woman's family / whanau will be positively influenced by the programme

8) SKILLS, KNOWLEDGE AND EXPERIENCE

Tell us about the skills, knowledge and experience your organisation, or collective, has delivering services to individuals, families and whānau who are affected by family violence. Include information about family violence training for staff and connections with other local services. (Word limit: 500)

The Women's Self Defence Network - Wāhine Toa has been working to teach self defence to women and girls since the 1980s. Since 1996, we have taught over 77,000 girls throughout Aotearoa New Zealand through the Girls' Self Defence Project.

For the first 10 years of the Project, the focus was on teaching intermediate-aged girls (years 7 & 8). In 2007 the Network undertook a Girls' Self Defence Pilot to trial teaching Year 3 & 4, and Year 11 & 12 girls. The Pilot provided compelling evidence, utilising pre-course and post-course information from the girls, of the relevance and effectiveness of self defence for girls in these age groups. Critically, it also showed that there were no disparities in effectiveness, regardless of ethnicity groupings and regardless of school decile. All of the girls had the same positive results. Subsequent to the Pilot, the Girls' Self Defence Project was expanded to incorporate the three different age groupings of Years 3 & 4, 7 & 8, and 10, 11 & 12.

Our Network teachers are also experienced in teaching self defence to adult women's groups, mainly organised privately or through local community channels.

Our self defence teachers have all gone through rigorous selection, training, and accreditation procedures which include an 18 month follow up evaluative process.

Selection procedures include interviews and police and referee checks. Applicants are most often nominated by current self defence teachers or recommended by supporting agencies.

Training for new self defence teachers involves attending two week-long residential intensive training camps, followed by co-teaching with experienced teachers, prior to accreditation.

Accreditation involves being observed and assessed by two senior network representatives, while teaching a full Girls' Self Defence Project course. Accreditation criteria (which must all be met) include:

- Discussion and information areas knowledge, e.g. age appropriate discussions about sexual abuse and young peoples' rights, boundary setting etc
- Class dynamics / the learning environment
- Facilitation and teaching ability
- Knowledge of all the physical self defence techniques
- Personal qualities and professionalism
- Cultural safety knowledge

Only fully accredited teachers can teach Girls' Self Defence Project programmes.

The Women's Self Defence Network - Wāhine Toa also runs two professional development hui each year, to continually build on our knowledge and skills for our work. The hui since 2008 have included

expert speakers such as:

- o Det. Snr. Sgt. Tusha Penny, Project Manager, Child Abuse Team, Wellington, re Police Procedure around concerns and allegations of child sexual abuse
- o Cathy Fowden, Supervisor, CYFS, Wellington, re CYFS procedure around concerns and allegations of child sexual abuse
- o Dr Jan Jordan, Criminologist, Victoria University, re Adult Survivors of Rape
- o Gay Puketapu-Andrews, Counsellor, Wellington, re intimations of abuse in different childhood age groups
- o Melissa Cragg, Project Manager – Māori Health, re the impact of colonisation on Mana Wahine
- o Lee Chisholm, Operations Manager, Netsafe, re CyberSafety
- o Detective Senior Sergeant Neil Holden, Online Child Exploitation Across NZ (Police), re cyber safety
- o Dr Donna Swift, Social Anthropologist, re 'Girls' World' and girl bullying
- o Mary Jane Thomas, Crown Prosecutor, re rape prosecutions
- o Dr Sandra Rhind, Doctors for Sexual Abuse Care, re rape
- o Greg Baird, Police, re rape prosecutions and police processes
- o Judy McGregor, Human Rights Commissioner, re Human Rights, Gender, and Sexual & Family Violence

There is a significant number of New Zealand trained primary and secondary school teachers amongst our current self defence qualified teachers. Current self defence teachers also include women with backgrounds of working for NZ Police, Women's Refuge, Women's Centres, health and disability providers (including iwi providers), tertiary education providers and others – giving a wide range of expertise and experience for the network to draw on.

We have an acute awareness of the sensitivity of our area of work, and are fully committed to maintaining standards of excellence.

We have a clear, publicised, but unused Complaints Procedure. In the 15 years to date of the Girls' Self Defence Project, working with 77,000+ girls, we have not received a single complaint about any of our teachers.

9) ISSUES AND RISKS

List the issues and risks you have identified that could be a barrier to achieving the results you have identified and how you will manage these.

Issues/Risks	Mitigation
<p>The major risk for our work is funding. We have held a contract for the Girls' Self Defence Project since 1996. We have only one contract which funds all of our work with girls and young women, the length and breadth of Aotearoa New Zealand. If this funding application is not successful, then teaching Self Defence to girls and young women will cease. This poses obvious risks to their safety.</p> <p>Furthermore, it has taken 23 years to build the current capacity throughout Aotearoa New Zealand, of specialist women teachers of Self Defence. This capacity will quickly be lost if there is no funding for our work, as our teachers will need to seek other employment. The teachers who are fulltime in this work will be first to go - these are the women covering the areas of: Hawkes Bay, East Coast, East Cape, Bay of Plenty, Rotorua, Waikato, Auckland, Wellington, Canterbury. Areas at the most risk will be most quickly depleted and it will be virtually impossible to rebuild the capacity if the current teachers have gone (our normal practice is carefully prepared succession planning).</p> <p>Conversely, we are on the brink of starting new teacher training, with a primary focus on training more Māori women as teachers, and strengthening capacity in our priority areas. This will not happen without funding secured.</p> <p>It is also probable that without ongoing funding for our work, the Women's Self Defence Network Wāhine Toa may completely cease to function - or would, at the very least, be seriously hollowed out.</p>	<p>Funding at a level that enables ongoing nationwide provision.</p>
<p>The risks associated with the delivery of the Girls' Self Defence Project and Whanau Self Defence programmes are well known to us. With 23 years of experience in our work, and 15 years of the Girls' Self Defence Project, we are well accustomed to addressing any issues and managing any risks.</p>	<p>Experience and professionalism.</p>

Girls' Evaluation Information re Results

Of all the girls who completed Girls' Self Defence Project courses between August 1996 and December 2011, the following results can be identified from their end of course evaluations:

- 93.73% said they 'feel stronger'
- 94.25% said they 'feel more confident'
- 97.61% said they 'know ways to deal with unsafe situations'
- 93.83% said they 'can talk to safe people'

Schools' Evaluation Information re Results

Of all the schools whose girls completed Girls' Self Defence Project courses between August 1996 and December 2011, the following results emerge:

- 99% were positive about the age-appropriateness of the course for the girls (86% 'Excellent', 13% 'Good')
- 99% were positive about the course being a positive experience for the girls (90% 'Excellent', 9% 'Good')
- 100% were positive re the girls' self confidence being increased (96% 'Excellent', 4% 'Good')
- 98% indicated the school was interested in further courses (and 2% 'Maybe')

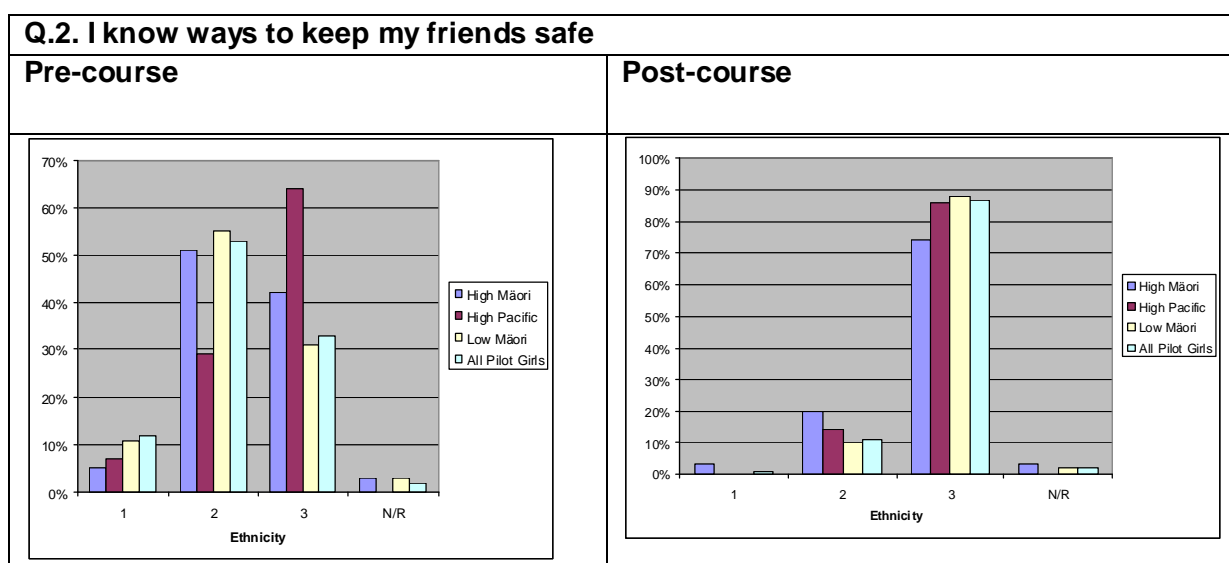
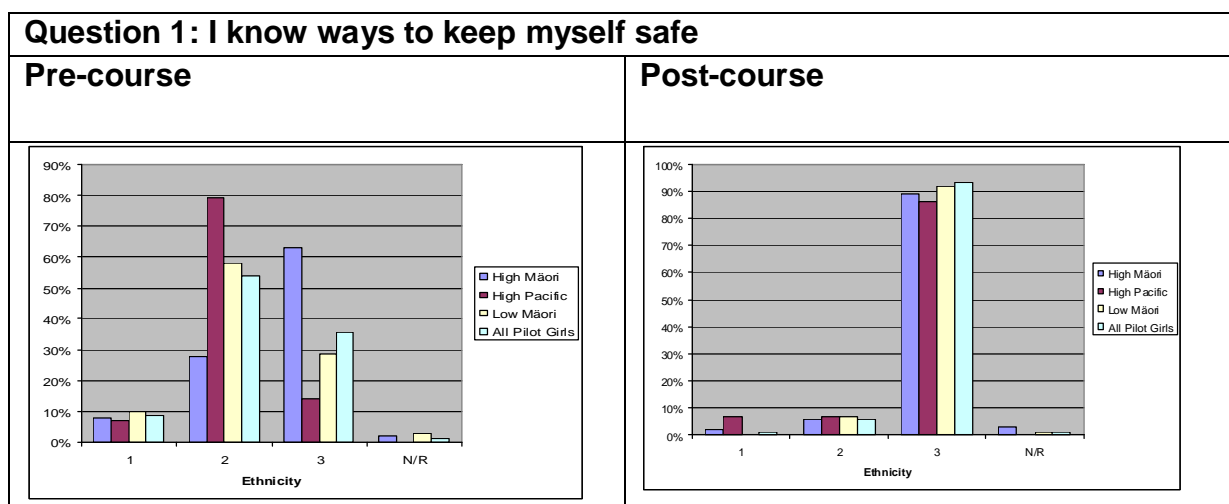
Results of Girls' Self Defence Pilot 2007 - an Excerpt

The Girls' Self Defence Pilot involved girls in Years 3 & 4, and in Years 11 & 12. The girls were all asked to complete both a pre-course questionnaire, and a post-course evaluation. We had a 99% response rate.

The results showed significant positive shifts across all measures as a result of participating in the self defence programme. Strikingly, the results were very similar regardless of ethnicity or decile. I.e. the programme produced the same positive results for ALL girls.

The following are excerpts from the pilot study's findings (note, 1 is the low end of the rating scale, and 3 is the high end, NR = No Response):

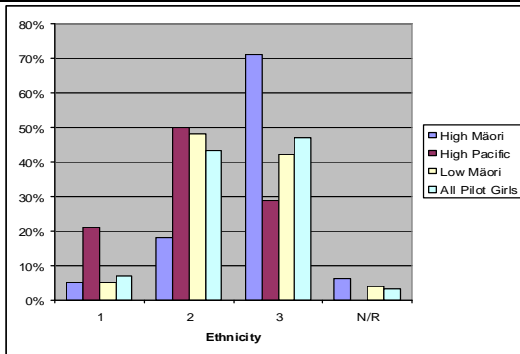
Year 3 & 4 Evaluation Questions



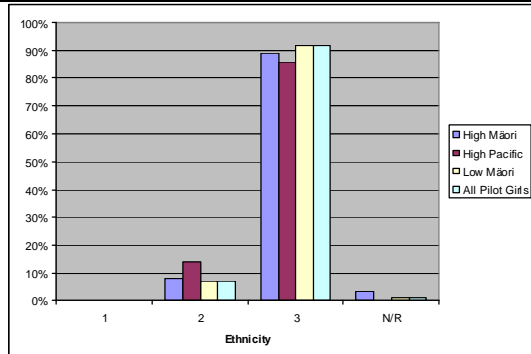
Women's Self Defence Network - Wāhine Toa Application to Family-Centred Services Fund attachments

Question 3: I feel brave

Pre-course

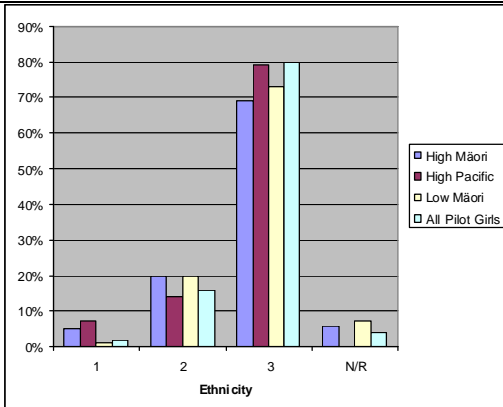


Post-course

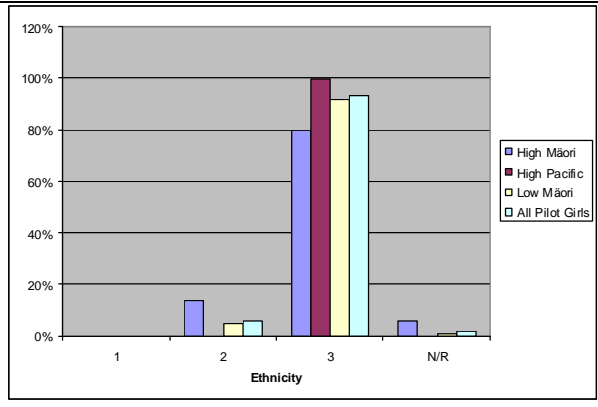


Question 4: I know how important it is to tell a safe adult

Pre-course



Post-course



GIRLS' SELF DEFENCE PROJECT

Numbers of courses by area/school

3 year period 2008, 2009, 2010

Note: Te Tai Tokerau and Te Tai Rawhiti refer to courses in those geographic areas with more than 70% kotiro Māori participating.

AreaName	SchoolName
Northland	Bream Bay College
Northland	Kamo Intermediate
Northland	Ruawai College
Northland	Tauraroa Area School
Te Tai Tokerau	Ahipara Full Primary School
Te Tai Tokerau	Kaikohe Intermediate
Te Tai Tokerau	Kaitaia Intermediate
Te Tai Tokerau	Manaia View School
Te Tai Tokerau	Okaihau College
Te Tai Tokerau	Taipa Area School
Te Tai Tokerau	Te Kura Kaupapa Maori o Te Rawhitiroa
Te Tai Tokerau	Whare Timatatanga Hou Ora
Auckland	Avondale Primary School
Auckland	Birkdale Intermediate
Auckland	Bruce McLaren Intermediate
Auckland	Glen Eden Intermediate School
Auckland	Glenfield Intermediate
Auckland	Green Bay School
Auckland	Henderson Intermediate
Auckland	Jean Batten School
Auckland	Kaukapakapa Primary School
Auckland	Kelston Intermediate
Auckland	Kowhai Intermediate School
Auckland	Mount Roskill Intermediate
Auckland	Northcote Intermediate School
Auckland	Rangeview Intermediate
Auckland	Rosehill Intermediate
Auckland	Royal Oak Intermediate
Auckland	Sir Douglas Bader Intermediate
Auckland	St Marys School Avondale
Auckland	Stanhope Road School
Auckland	Te Atatu Intermediate
Auckland	Te Kura Kaupapa Maori O Nga Maungarongo
Auckland	Wairau Intermediate
Auckland	Waterlea School
Auckland	Wellsford Primary School
Auckland	Weymouth Intermediate
Waikato	Maeroa Intermediate

Waikato	Melville Intermediate
Waikato	Peachgrove Intermediate School
Waikato	Pukenui School
Waikato	Rhode Street School
Waikato	St Andrews Middle School
Waikato	Waihi College
Bay of Plenty	Arataki Primary School
Bay of Plenty	Brookfield Primary School
Bay of Plenty	Fairhaven School
Bay of Plenty	Gate Pa School
Bay of Plenty	Glenholme School
Bay of Plenty	Greenpark School
Bay of Plenty	Greerton Village School
Bay of Plenty	James Street Primary School
Bay of Plenty	Kati Kati Primary School
Bay of Plenty	Lynmore School
Bay of Plenty	Matua Primary School
Bay of Plenty	Maungatapu Primary School
Bay of Plenty	Mokoia Intermediate
Bay of Plenty	Mount Maunganui Intermediate
Bay of Plenty	Mt Maunganui Primary School
Bay of Plenty	Omanu Primary School
Bay of Plenty	Otonga Road Primary School
Bay of Plenty	Otumoetai Intermediate School
Bay of Plenty	Otumoetai Primary School
Bay of Plenty	Papamoa Primary School
Bay of Plenty	Pongakawa School
Bay of Plenty	Pyes Pa School
Bay of Plenty	Rotokawa Primary School
Bay of Plenty	Rotorua Intermediate
Bay of Plenty	Selwyn Primary School
Bay of Plenty	Selwyn School
Bay of Plenty	St Josephs School Whakatane
Bay of Plenty	Tahatai Coast School
Bay of Plenty	Tauranga Intermediate School
Bay of Plenty	Te Akau Ki Papamoa
Bay of Plenty	Te Puke Intermediate
Bay of Plenty	Te Puke Primary School
Bay of Plenty	Welcome Bay School
Bay of Plenty	Westbrook School
Bay of Plenty	Western Heights Primary School
Bay of Plenty	Whakatane Intermediate School
Taranaki	Kaponga Primary School
Taranaki	Puketapu School-New Plymouth
Taranaki	Stratford Primary School
Taranaki	Toko School
Manawatu/Whanganui	Ashhurst School

Manawatu/Whanganui	Coley Street School
Manawatu/Whanganui	Fairfield
Manawatu/Whanganui	Feilding Intermediate
Manawatu/Whanganui	Foxton Beach School
Manawatu/Whanganui	Foxton Primary School
Manawatu/Whanganui	Marton School
Manawatu/Whanganui	Monrad Intermediate School
Manawatu/Whanganui	Ohau School
Manawatu/Whanganui	Roslyn School
Manawatu/Whanganui	Ross Intermediate
Manawatu/Whanganui	Shannon School
Manawatu/Whanganui	Taitoko
Gisborne	Gisborne High School
Gisborne	Wainui Beach School
Te Tai Rawhiti	Flaxmere Primary School
Te Tai Rawhiti	Gisborne High School
Te Tai Rawhiti	Gisborne Intermediate
Te Tai Rawhiti	Hastings Girls High School
Te Tai Rawhiti	Hiruharama School
Te Tai Rawhiti	Ilminster School
Te Tai Rawhiti	Irongate Primary School
Te Tai Rawhiti	Kawaha Point Primary School
Te Tai Rawhiti	Makarika School
Te Tai Rawhiti	Malfroy Primary School
Te Tai Rawhiti	Maraenui School
Te Tai Rawhiti	Marewa Primary School
Te Tai Rawhiti	Ngata Memorial College
Te Tai Rawhiti	Paroa School
Te Tai Rawhiti	Peterhead School
Te Tai Rawhiti	Sherwood School
Te Tai Rawhiti	Takapau Primary School
Te Tai Rawhiti	Tiki Tiki School
Te Tai Rawhiti	TKKM o Takapau
Te Tai Rawhiti	Tolaga Bay
Te Tai Rawhiti	Waikohu College
Te Tai Rawhiti	Wairoa College
Hawkes Bay	Hastings Intermediate
Hawkes Bay	Haumoana Primary School
Hawkes Bay	Mahora School
Hawkes Bay	Maraekakaho School
Hawkes Bay	Napier Girls High School
Hawkes Bay	Napier Intermediate
Hawkes Bay	Parkvale School
Hawkes Bay	Pukehou School
Hawkes Bay	Puketapu School
Hawkes Bay	Sacred Heart College Napier
Hawkes Bay	St Marys Primary School Hastings

Hawkes Bay	St Patricks School Napier
Hawkes Bay	Taikura Rudolf Steiner School
Hawkes Bay	Tamatea Intermediate
Hawkes Bay	Te Mata Primary School
Hawkes Bay	Terrace School
Hawkes Bay	Twyford School
Hawkes Bay	Waikohu College
Hawkes Bay	Waipukurau School
Hawkes Bay	William Colenso College
Wellington	Bishop Viard College
Wellington	Brandon Intermediate School
Wellington	Cannons Creek School
Wellington	Carterton School
Wellington	Chanel College
Wellington	Clyde Quay School
Wellington	Corinna School
Wellington	Dalefield School
Wellington	Eketahuna School
Wellington	Featherston School
Wellington	Fergusson Intermediate
Wellington	Greytown School
Wellington	Holy Cross
Wellington	Kapiti College
Wellington	Kapiti Primary School
Wellington	Kenakena School
Wellington	Konini Primary School
Wellington	Koputaroa School
Wellington	Lakeview School
Wellington	Martinborough Primary School
Wellington	Masterton Intermediate School
Wellington	Miramar South School
Wellington	Mount Cook School
Wellington	Naenae Intermediate
Wellington	Newtown School
Wellington	Our Lady of the Rosary School
Wellington	Paekakarahi School
Wellington	Pahiatua
Wellington	Paraparaumu College
Wellington	Paraparaumu School
Wellington	Petone Central School
Wellington	Pukeatua School
Wellington	Randwick School
Wellington	Rangikura School
Wellington	Sacred Heart
Wellington	Sacred Heart College Lower Hutt
Wellington	South End School
Wellington	South Wellington Intermediate School
Wellington	St Annes
Wellington	St Claudine Thevenet

Wellington	St Joseph's School Levin
Wellington	St Josephs School Upper Hutt
Wellington	St Marys Carterton
Wellington	St Michael's
Wellington	St Teresas
Wellington	Strathmore Community School
Wellington	Tairangi School
Wellington	Taita Central School
Wellington	Tawa Intermediate
Wellington	Te Ara Whanau K.K.M
Wellington	Titahi Bay Intermediate School
Wellington	Titahi Bay North
Wellington	Tui Glen School
Wellington	Wainuiomata Intermediate
Wellington	Wilford School
Wellington	Windley School
Tasman	Victory Primary
Marlborough	Bohally Intermediate
Marlborough	Broadgreen Intermediate
Marlborough	Golden Bay High School
Marlborough	Marlborough Girls College
Marlborough	Mayfield School Blenheim
Marlborough	Nelson College For Girls Preparatory School
Marlborough	Rai Valley Area School
Marlborough	Rapaura School
Marlborough	Redwoodtown School
Marlborough	Renwick School
Marlborough	Seddon School
Marlborough	St Marys School Blenheim
Marlborough	Tua Marina School
Canterbury	Addington School
Canterbury	Amberley School
Canterbury	Amuri Area School
Canterbury	Aorangi Primary School
Canterbury	Ashburton Borough School
Canterbury	Ashgrove School
Canterbury	Ashley School
Canterbury	Avonside High School
Canterbury	Bamford School
Canterbury	Banks Avenue School
Canterbury	Beckenham School
Canterbury	Belfast School
Canterbury	Bluestone School
Canterbury	Branston Intermediate
Canterbury	Breens Intermediate
Canterbury	Bromley School
Canterbury	Burnside High School
Canterbury	Burnside Primary School

Canterbury	Burwood School
Canterbury	Casebrook Intermediate
Canterbury	Central New Brighton School
Canterbury	Cheviot Area School
Canterbury	Chisnallwood Intermediate
Canterbury	Christchurch East Primary School
Canterbury	Christchurch South Intermediate
Canterbury	Cobham Intermediate
Canterbury	Diamond Harbour School
Canterbury	Fernside School
Canterbury	Freeville Primary School
Canterbury	Geraldine High School
Canterbury	Gleniti School
Canterbury	Grantlea Downs School
Canterbury	Hagley Community College
Canterbury	Halswell School
Canterbury	Heathcote Valley School
Canterbury	Highfield School
Canterbury	Hillmorton High School
Canterbury	Hornby High School
Canterbury	Kaiapoi Borough School
Canterbury	Kaiapoi High School
Canterbury	Kaikoura High School
Canterbury	Kirkwood Intermediate
Canterbury	Linwood Intermediate School
Canterbury	Linwood North School
Canterbury	Loburn School
Canterbury	Lyttleton Main School
Canterbury	Lyttleton West
Canterbury	Mairehau High School
Canterbury	Mairehau Primary School
Canterbury	Manning Intermediate School
Canterbury	Marshland Primary School
Canterbury	Mount Hutt College
Canterbury	New Brighton Catholic
Canterbury	North Loburn School
Canterbury	North New Brighton School
Canterbury	Opihi College
Canterbury	Oxford Area School
Canterbury	Papanui high
Canterbury	Parkview School
Canterbury	Phillipstown School
Canterbury	Pleasant Point Primary School
Canterbury	Queenspark School
Canterbury	Rangiora Borough School
Canterbury	Sacred Heart School Timaru
Canterbury	Shirley Intermediate
Canterbury	Sockburn School
Canterbury	South Intermediate School
Canterbury	Southbrook School

Canterbury	St Josephs Kaikoura
Canterbury	St Josephs School Ashburton
Canterbury	St Joseph's School Lyttleton
Canterbury	St Josephs Timaru
Canterbury	St Patricks School Kaiapoi
Canterbury	Te Kura Whakapumau
Canterbury	Timaru South School
Canterbury	Tuahivi School
Canterbury	Waikuku School
Canterbury	Waimate High School
Canterbury	West Eyreton School
Canterbury	Woodend School
Canterbury	Woolston School
Canterbury	YMCA Alternative Education
Otago	Alexandra Primary School
Otago	Balmacewen Intermediate
Otago	Catlins Area School
Otago	Clyde Primary
Otago	Clutha Valley Primary School
Otago	Cromwell College
Otago	Lawrence Area School
Otago	Macandrew Intermediate School
Otago	Mackenzie College
Otago	Millers Flat School
Otago	Mount Aspiring College
Otago	Roxburgh Area School
Otago	Tahuna Normal Intermediate School
Otago	Taieri College
Otago	The Terrace School
Otago	Tokomairiro High School
Otago	Warepa School
Southland	Aparima College
Southland	Arrowtown School
Southland	Ascot Community School
Southland	Aurora College
Southland	Blue Mountain College
Southland	Central Southland Rural Primary School
Southland	Dipton Primary School
Southland	Fiordland College
Southland	Garston School
Southland	Gorge Road School
Southland	Heddon Bush School
Southland	Hedgehope School
Southland	James Hargest College
Southland	Knapdale School
Southland	Limehills School
Southland	Lochiel School
Southland	Longford Intermediate

Southland	Mararoa School
Southland	Menzies College
Southland	Mossburn Primary School
Southland	North East Valley Normal School
Southland	Northern Southland College
Southland	Otama School
Southland	Otautau School
Southland	Riversdale School
Southland	Riverton Primary School
Southland	Southland Girls High School
Southland	St Patricks Nightcaps
Southland	St Patrick's Primary School Invercargill
Southland	St Peters College
Southland	St Thomas's School
Southland	Takitimu Primary School
Southland	Te Anau Primary School
Southland	Te Tipua School
Southland	Te Wharekura O Arowhenua
Southland	Tokanui School
Southland	Tuatapere Community College
Southland	Waikaka School
Southland	Waiwera South School
Southland	Wakatipu High School
Southland	Winton Primary School
Southland	Woodlands Primary School
Southland	St Josephs School Queenstown

1,235 courses
27,214 girls