



EVALUATION OF THE SEXUAL VIOLENCE PREVENTION PROGRAM

Prepared for Shama Ethnic Women's Trust



SEPTEMBER 25, 2023
PREPARED BY VERSUS RESEARCH
Waikato, Aotearoa

Acknowledgments

Special acknowledgment must be given to the participants in this work who took time out of their busy schedules to provide feedback on their experiences. Their openness, insightful comments, and considered responses are greatly appreciated and are instrumental in informing the future development of the Sexual Violence Prevention Program.

Thanks also need to be given to Juanita Rojas, Prevention Lead at Shama Ethnic Women's Trust, for her assistance in connecting the participants to the evaluation team and for her comments and feedback about the structure and the content of the Program's training.

Executive Summary

The Shama Ethnic Women's Trust initiated the Sexual Violence Prevention (SVP) Program in late 2019. By 2022, thirteen workshops were organized, serving about 130 participants. These workshops, adapted for online and face-to-face delivery, were periodically revised for cultural relevance. Post-workshop, participants were equipped with resources and assigned to create community projects to diminish sexual violence. These projects received financial and mentoring support from Shama.

The evaluation's primary purpose was to gauge the SVP Program's impact on its participants and the communities they represent. Although initial course feedback has been positive, there was a gap in evaluating outcomes after the community projects were executed. The evaluation was anchored around four primary questions: the efficacy of program implementation, elements contributing to its success or lack thereof, the tangible impact on participants and their communities, and the Program's potential for expansion and diversification.

Findings revealed that the SVP Program's delivery was overwhelmingly supported, with the content being culturally sensitive, comprehensible, and unbiased. Participants universally completed their community projects, although some took longer than initially estimated. Success was largely determined by the clarity of project purpose and efficient planning, whereas barriers relate to a lack of existing resources and time constraints.

From an impact perspective, participants experienced significant shifts in their personal perceptions of sexual violence prevention. The broader community responded positively to the projects, signaling a demand for more such initiatives. However, a paradigm shift in long-term attitudes, while anticipated, is seen as a gradual process although programs such as this are seen as an important step in initiating such shifts. The potential for program growth is perceived to be limited without a substantive increase in resources. Nevertheless, there's an evident opportunity to diversify the audience by reaching different demographic groups.

In sum, the SVP Program has positively impacted participants and their communities. While the Program has achieved its short-term objectives, its long-term impact and growth potentially require strategic investment and expansion, addressing the identified challenges and effectively leveraging existing resources.

Based on the above findings, it is recommended that Shama optimize the delivery of the SVP Program by:

- Increasing outreach and education efforts.
- Allocating more resources for translation and additional external support.
- Diversifying target audiences, potentially reaching out to new demographic groups.
- Prioritizing using and distributing existing resources rather than creating new content.

To support and strengthen outcome achievement, it is recommended that Shama:

- Enhance online engagement strategies.
- Strengthen network connections for better resource distribution.
- Develop strategies for continuous community engagement.
- Engage with cultural influencers to address and challenge deep-rooted norms inhibiting discussions on sexual violence.

Contents

- Acknowledgments2
- Executive Summary3
- 1 Introduction.....5
 - 1.1 The Evaluand5
 - 1.2 Evaluation Purpose6
- 2 Key Evaluation Questions8
 - 2.1 Methodology8
 - 2.1.1 Quantitative Survey8
 - 2.1.2 Qualitative Interviews9
 - 2.1.3 Limitations of the Research10
- 3 Findings.....11
 - 3.1 KEQ 1: How well was the SVP Program implemented?.....11
 - 3.1.1 Overview.....11
 - 3.1.2 Findings.....11
 - 3.2 KEQ 2: What made a difference between successful and unsuccessful project implementation?14
 - 3.2.1 Overview.....14
 - 3.2.2 Findings.....14
 - 3.3 KEQ 3: What difference has the SVP Program made to participants? Groups? Communities?18
 - 3.3.1 Overview.....18
 - 3.3.2 Findings.....18
 - 3.4 KEQ 4: To what extent can the SVP Program grow or diversify?24
 - 3.4.1 Overview.....24
 - 3.4.2 Findings.....24
- 4 Summary, Program Implications, and Recommendations25
 - 4.1 Summary of Results25
 - 4.2 Implications for the SVP Program.....26
 - 4.3 Recommendations.....28
- 5 Appendix.....30
 - 5.1 Appendix 1: KEQ link to Logic Model.....30

1 Introduction

This document outlines the evaluation findings of the Shama Ethnic Women’s Trust’s (Shama) Sexual Violence Prevention Program (SVP Program/ the Program). This evaluation was commissioned in 2023 and addressed the SVP Program’s impact on participants and their communities.

The findings for this work are structured under Key Evaluation Questions (KEQ), which shaped the evaluation content. A summary of the results and our proposed recommendations is included at the end of the document.

1.1 The Evaluand

Shama began developing and delivering primary prevention workshops in late 2019. By the end of 2022, Shama had conducted thirteen prevention training workshops (one in 2019, six in 2021, and six in 2022), of which approximately 130 people attended the training. Over time, the training material has been revised and adapted to be delivered online and face-to-face, with additional co-facilitators trained to assist in providing the workshop component with the Prevention Lead.

The SVP Program involves an initial six-hour workshop covering the content below.

- Brief history of primary prevention, recent shifts to whole community approaches targeting risk and protective factors to reduce perpetration of sexual violence, build on and extend community strengths, address inequalities, and create safer communities.
- Identifying risk and protective factors relevant to ethnic communities.
- Exploration of sexual violence prevention approaches with evidence of effectiveness in reducing perpetration. These approaches include:
 - Active by-standing
 - Child sexual abuse prevention by working with parents/caregivers.
 - Healthy relationships and consent education
- Project planning with community groups to identify a realistic project for their community based on risk and protective factors and community expertise.

The workshop content is edited before each workshop to ensure there are culturally relevant examples and topics for each session. After the workshop, participants receive a workbook with links to prevention tools and resources and the slides covered in the workshop. The participants then create a community project to start conversations about sexual violence and how to prevent it, with the long-term objective of reducing sexual violence within their communities. Shama supports these projects for six months with funding and ongoing mentoring¹. Such support ensures that primary prevention initiatives are situated in specific community contexts (by the community and for the community) while being informed by best practices.

¹ While the program specifies 6 months, Shama support has been longer than 6 months in many instances.

1.2 Evaluation Purpose

This evaluation aims to understand the SVP Program's impact on the participants, their group, and the wider community they are connected to. To date, feedback on the Program has been positive; however, there is limited feedback from participants after they completed their community project. As such, this evaluation aims to address the outcomes the SVP Program has achieved after the initial workshops are conducted.

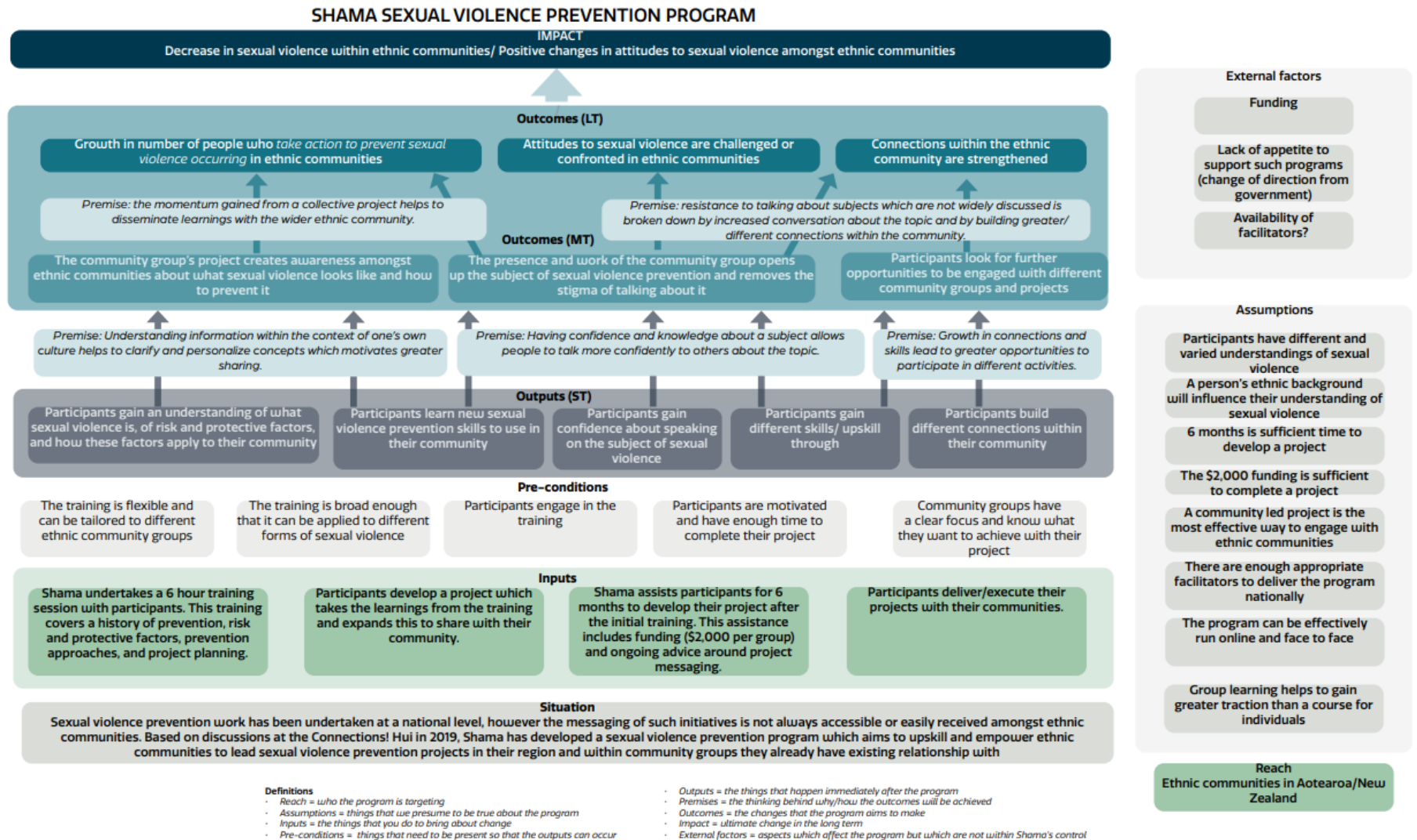
A logic model was generated for Shama to determine the outcomes the SVP Program seeks to achieve post-workshop. A logic model is a visual tool used to describe how Shama's resources deliver the outcomes and ultimate purpose the SVP Program aims to achieve. In an evaluation, a logic model is helpful to highlight the areas an evaluation should focus on for implementation (described as inputs, activities, and outputs) and describes the changes that successful program implementation should deliver (outcomes).

In the context of this evaluation, the logic model displays the intended causal pathway for enabling ethnic community groups to decrease sexual violence within their communities. The logic model was developed for Shama by the evaluation team. It identifies the inputs and activities that Shama utilizes for the SVP Program: training, support with the project development, community group funding, and ongoing support and assistance.

The identified outcomes are shown at the initial, medium-term, and long-term stages. Preconditions for outcomes being achieved relate to flexibility and breadth of training, participant engagement, and a clear project focus developed by the community group.

Initially, it is expected that participants will gain an understanding of sexual violence prevention, learn new skills, and gain confidence in this speaking about sexual violence; they will then take this understanding topics covered in the workshop and apply their own cultural, linguistic and/or spiritual worldview to these concepts to help translate these concepts to their community through the community project. When this interpretation and skills are channeled through the community project, we expect the group project will create awareness of sexual violence prevention and open up community conversations, leading to more people acting against sexual violence and challenging views of sexual violence in ethnic communities. Alongside this, we also expect that participation in a group activity will lead to participants building different connections within their community and potentially looking for more opportunities to be involved in projects within their community. The visual logic model is shown in the image overleaf.

Image 1: Shama SVP Program Logic Model



2 Key Evaluation Questions

At the commencement of the evaluation, a series of key evaluation questions (KEQ) were agreed upon. These focused on addressing the SVP Program's impact on the participants and their community.

- KEQ 1: How well was the SVP Program implemented?
- KEQ 2: What made the difference between successful and unsuccessful project implementation?
- KEQ 3: What difference has the SVP Program made to individuals, the group, and the community?
- KEQ 4: To what extent can the SVP Program grow or diversify?

KEQ 1 and 2 address Shama's delivery of the SVP Program, while KEQ 3 and 4 look at the Program's impact on participants and the community. A table illustrating the KEQ relative to different components of the SVP Program logic model is included in the appendix.

2.1 Methodology

This evaluation utilized a non-experimental mixed-method approach to data collection. A mixed-method approach was selected to ensure a breadth of responses could be collected from all program participants (quantitative survey), and this could be supplemented with more detailed answers from participants who led the community groups' projects (qualitative interviews).

2.1.1 Quantitative Survey

A short quantitative survey was emailed to all SVP Program participants in early May 2023. Versus designed the questionnaire in conjunction with Shama. Shama distributed the links to those who had completed the SVP Program, and a total of n=27 responses were collected, making the response rate approximately 21%. The survey content addressed respondents' perspectives of the SVP workshops, the challenges and benefits of completing the project, and the impact the training has had on their views and those of their community.

A summary of the basic demographic profile of the survey respondents and their engagement with the SVP Program are shown below and overleaf.

Table 1: Demographic profile of survey respondents

Measure ²	Result
Gender	100% female
Age	27% 19 - 25 years 18% 26 – 35 years 18% 36 – 55 years 36% 55+
Ethnicity (optional)	2 x Middle Eastern 2 x European 1 x Sri Lankan 1 x Arab 1 x Pakeha 1 x Samoan 1 x Indian 1 x Hazara 1 x Uruguayan

² These questions were optional in the survey.

Table 2: Survey respondents' engagement with the SVP Program

Measure	Result
Training completion date	4% 2020 9% 2021 87% 2022
Training type	43% completed the training online 35% completed the training face-to-face 22% completed the training via both online and face-to-face
Project focus	55% healthy relationships and consent education 50% child sexual abuse prevention 14% active by-standing 5% masculinity

2.1.2 Qualitative Interviews

In addition to the quantitative survey, interviews were conducted with people who had led the community groups' projects. A total of n=11 interviews were completed across all the SVP Program groups. These interviews focused on the implementation of the community projects and the perceived effect that these projects had on the participants and the wider community.

The interviews focused on participants' views of their experiences with the training, any possible improvements, benefits, and challenges associated with creating their project, and the SVP Program's impact on themselves and their community. Responses were analyzed for common and consistent themes across the interviews. These themes have been collated and presented under the relevant KEQ supportive quotes presented in blue italicized font. A summary of those who participated in the interviews is outlined below.

Table 3: Groups who participated in qualitative interviews

Group ³	Project	Project Focus
Yasmina Youth (x2)	A social media account for young Muslims and a workshop	Healthy relationships and consent education
Yasmina's Parents (x1)	Booklet for Muslim parents	Child sexual abuse prevention by working with parents/caregivers.
Christchurch Youth (x3)	Video for young people	Healthy relationships and consent education
MiTaukiri (x1)	Needs assessment of Latin American people Video for Latin American youth	Healthy relationships and consent education
Korean Community Work (x1)	Workshops for Korean parents	Child sexual abuse prevention by working with parents/caregivers.
EquAsian (x1)	Survey of queer ethnic people about dating practices	Healthy relationships and consent education
Waitaki Multicultural Council (x1)	Booklet about healthy relationships launched to support to community groups in Ōamaru.	Healthy relationships and consent education
University of Waikato Students (x1)	Workshop and t-shirt campaign for international students	Healthy relationships and consent education

³ Figure in brackets represents the number of participants interviewed.

2.1.3 Limitations of the Research

This study has potential limitations regarding the sampling and the applicability of the findings. The primary points have been outlined below, and readers should consider these when reflecting on the results.

- While the evaluation can look at the immediate outputs and medium-term outcomes for those who have engaged with the SVP Program, the extent to which the SVP Program can achieve long-term results is limited to what the participants can report currently and their experiences to date.
- The results are limited to the perspectives of those who responded to the survey and were available to participate in the qualitative interview. While every effort was made to reach respondents from all groups participating in the training, some respondents were unavailable, while others did not respond to requests. Of the thirteen groups who had completed the training, representatives of seven groups were available to participate in this evaluation (representing 54% of all groups). Of the 130 participants in the training, twenty-seven responded to the survey (21% response rate).

3 Findings

The findings from this work are structured under the KEQs. Each KEQ is introduced with the key findings and conclusions, followed by more detailed results from the qualitative and quantitative data. Verbatim quotes from participants in the qualitative research are shown in blue font while findings from the quantitative survey are shown as charts. The findings focus on what is working well currently and areas Shama may want to consider or be aware of for future program development. These points are reviewed within the context of the Program's logic model in the concluding section.

3.1 KEQ 1: How well was the SVP Program implemented?

3.1.1 Overview

KEQ 1 addresses how well the SVP Program was implemented. This question looks at the quality of the workshops, the skills participants learned at the workshop, and anything participants would change to enhance the training.

Findings for this question show overwhelming support for how the training has been implemented, with all respondents praising the workshop delivery. Specifically:

- The workshop duration is sufficient to understand and engage with the content.
- The workshop content is easy to follow and is generic enough to allow respondents to apply their own cultural lens to the concepts and examples.
- The workshop is delivered openly and honestly. Facilitators are judgment-free, allowing respondents to engage with the content regardless of their background or prior understanding of sexual violence prevention.

3.1.2 Findings

The focus of this KEQ is on the workshops provided by Shama. These consist of a 6-hour training session conducted online or face-to-face. The workshops cover:

- Brief history of primary prevention.
- Identifying risk and protective factors relevant to ethnic communities.
- Exploration of sexual violence prevention approaches
- Planning with community groups for their community-based projects.

3.1.2.1 What has worked well

There is a high level of satisfaction with the workshop content, with many participants stating that this is excellent and relevant. Positive features that participants noted about the workshop's content include:

- **The content is informative:** Participants felt it was relevant for the group and pitched at a level appropriate for all people regardless of their background or prior experiences; it was neither overwhelming nor too scant in detail.
- **The content was straightforward:** Participants found the content simple and clear; this element was critical for respondents to understand the sexual violence prevention concepts easily.
- **The content is well balanced:** A good mix of practical and theory-based teaching made it easy for participants to understand the concepts, with examples helping clarify the ideas further.
- **The content is research-based:** The background of research content adds credibility to the teaching points and gives respondents confidence that the material is correct.
- **The content was agnostic:** The content was presented as simple concepts and not derived from any religious or cultural-based system. This was important to allow different groups to translate the information to their local community.

“It was actually good, it was very informative, I really enjoyed the conversation we were having and how everyone was, it was a really safe environment, you know anyone could say anything they wanted, like any ideas they had or anything, I think it was really, it was really nice.”

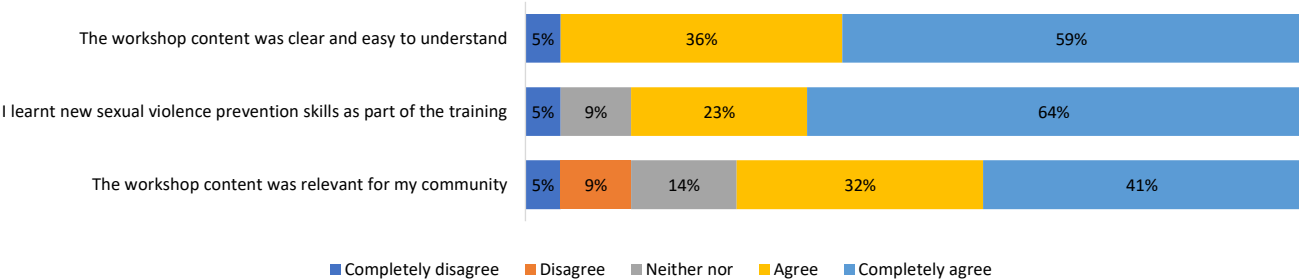
Simple, balanced, and informative content is a crucial strength of this workshop. Shaping the content in this way yielded the following benefits for participants:

- It assisted uptake amongst participants; many noted significant diversity within their workshops concerning prior knowledge, and all quickly understood the workshop's content.
 - Interestingly, many participants noted that the content often seemed to be “common sense” but reflected that sexual violence prevention was not a topic that was acknowledged or considered too profoundly in their community.
- It provided an unequivocal definition of sexual violence which was simple for people to engage in. This was noted by several participants as a standout of the workshop, as it can be applied to any culture.
- It allowed participants to reflect on the concepts and consider how this could be applied to their culture and current norms, and how culture or background can influence these views.

“You know what consent is, you know what the word means, but when you think about it, there is a lot more to it. Unless you think about it, then you can't really explain it, and what it looks like and what it doesn't look like, how you can define things, and that there are steps in this.”

Findings from the quantitative survey reinforced these views. Sixty-four percent of survey respondents agree they learned new sexual violence prevention skills, 59% of survey respondents agreed that the content was straightforward, and 41% felt it was relevant to their community. No differences were observed between online and face-to-face training, suggesting that both modes work equally well for this content.

Chart 1: Survey feedback about the SVP Program delivery



In addition to the workshop's content, participants were very complimentary about how the workshop was delivered. In particular, the following positive aspects were noted about the workshop facilitators:

- **Facilitators were approachable:** This element was considered necessary given the workshop's subject matter and the ongoing support participants needed after the workshop as they processed the learnings and considered how these could be applied to their community.
- **Facilitators were engaging:** Facilitators listened to participants and took their views on board; they did not dismiss a participant's views or belittle these.
- **Facilitators were open:** Facilitators were non-judgmental, meaning participants felt comfortable in the workshop regardless of their ethnicity or religion, allowing them to engage fully.

3.1.2.2 Areas for future consideration

Participants provided little feedback regarding the changes or improvements to how the workshop was delivered.

One participant commented about the sensitivity of the materials requiring possible trigger warnings if this work is completed online and other younger family members are present at the time of the training. However, this was largely insignificant when compared to the overall value that the workshop provided.

The quantitative survey results show similar trends, with only a few participants suggesting workshop changes. Primarily these changes pertained to materials or course content (six comments were about changing material and three comments were about workshops in different formats); however, this mostly related to the types of materials being more culturally specific, making it easier to apply these resources to a given culture after the workshop and reduce the workload for subsequent resource development.

3.2 KEQ 2: What made a difference between successful and unsuccessful project implementation?

3.2.1 Overview

This evaluation question focuses on the projects the community groups completed after the workshops. A project is deemed “successful” when it is completed and delivered to the community. All those who participated in the evaluation created their resources and shared with the community; indeed only one group in the entire SVP Program has not had a successful project. While some tasks took longer than participants had anticipated, there was a significant commitment amongst all the community groups to deliver a successful project.

One point that participants noted early on was that the project's focus could take time to evolve, and the execution of this can change as time goes by.

Critical enablers of a successful project were:

- Having a sense of purpose for the project as this was essential in gaining motivation to complete the project.
- Having a clear project plan and timings to stick to.
- Having a sense of achievement and capability building amongst respondents.

Barriers to a successful project were:

- A lack of already formed resources, available information, and the need to start from scratch.
- Time allowed and funding.

3.2.2 Findings

This KEQ focuses on the projects that participants completed after the workshops, specifically the elements that made these successful or which presented challenges. Projects were deemed successful if the community group created a resource⁴ and delivered this to their community. All those included in the evaluation successfully completed their project and shared this resource with their community.

It should be noted that since the SVP Program's inception, only one group has had an unsuccessful project. Although this group was not included in the evaluation, it is important to note that the project was primarily unsuccessful due to COVID border restrictions being imposed in early 2020. These restrictions meant that group members were unable to remain in Aotearoa New Zealand and the group ultimately was unable to continue their work with the community.

The topics for the projects that were successful varied, with many focusing on healthy relationships and consent education or child sexual abuse prevention. The target audience for these projects were parents, mothers, or young people (specifically younger women).

The verbatim comments from the quantitative survey indicated that most projects aim to either educate or increase awareness of sexual violence prevention techniques. Seventy-nine percent of survey respondents agree that their project achieved its aim, with 21% indicating that it somewhat met its aim.

⁴ The resource's form depended on the group's objective and included videos, surveys, workshop materials, needs assessments, booklets, podcasts, and social media accounts.

3.2.2.1 What has worked well

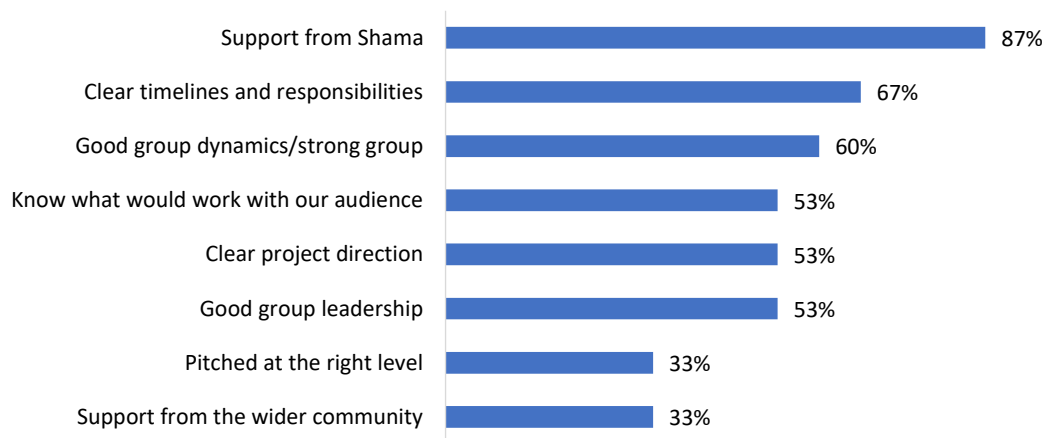
Participants were asked to identify the aspects of the project they felt worked well. At a practical level, participants identified a few elements of the project process that contributed to achieving its outcomes.

- **The prior connection between the group:** Groups that were all close friends or connected before commencing the SVP Program found the project easier to complete and coordinate as there was a pre-established relationship or purpose for being there.
- **Having a project plan:** Groups who had mapped the project beforehand and delegated roles seemed to progress the project more efficiently. Not all groups seemed to have this, but for those who did, it worked well, with these participants describing the process as ‘easy.’
- **Having a clear purpose:** Some groups started the project process with research to inform the area they felt the community would most benefit from. This initial phase worked well at informing the participants of subsequent projects. However, this did take time away from developing the project itself (discussed further below).
- **Support from Shama:** The significant support provided by Shama was noted by nearly all groups. The primary area of support was to ensure the messaging or phrasing of any resources being developed was correct. Although some groups needed more help than others, Shama was very available. This access gave participants confidence that they were saying the ‘right things.’ They all wanted to get the messaging and the tone right; this reflects the weight or value they have placed on completing the project.

“That was so very good for us, really useful. We really enjoyed learning with the practical exercise involving the training, which made a lot of sense to us. And later on, we really appreciate the ongoing support as well because the training, it wasn’t enough for us because we were new venture. So, I would say that the training was very important, very relevant and not just the training, the ongoing support was super essential for us and basically the exercises, they were just critical, everything around understanding consent was so relevant.”

The quantitative findings align with qualitative feedback and suggest that the support from Shama was the central aspect that survey respondents mentioned made their project successful. Clear timelines and responsibilities (67%) and good group dynamics (60%) were also pieces that helped to make projects successful.

Chart 2: Survey feedback about aspects that make a project successful



Interestingly, participants in the qualitative interviews also identified two critical benefits for themselves due to their involvement with the project. Firstly, participants reported they developed a keen sense of purpose in completing the project, with team members committing to finish the work within the timeframe. For some, there was a sense of working for the greater good, and the project was a small contribution to changing some of the challenging social issues they saw.

“...it was a really good project; I was really happy to meet new people and actually work with them with the project around a few, you know, like months, and then once the video was actually done and they were like, ‘oh the project is over’ you know, I actually felt sad because I feel like I’m not going to be in contact with these people anymore. Like I personally am quiet, I want to keep myself, you know, active and you know, do things but that’s why during the video, I felt really during the process of making the video, I felt really like lively, like felt alive, I felt alive that oh I am actually doing something that can make a change you know...”

Secondly, participants noted personal growth in skills. While this was a steep learning curve for some, most noted they finished the project with new skills in communication, technology, project planning, group collaboration, and resource development. Such skills were either learned from other team members or developed as part of the participant's role in the group.

Given this personal growth and a sense of purpose, most respondents found the group process positive and stated they enjoyed the experience. Quantitative data also highlighted that the project process delivered positive outcomes. Seventy-eight percent of survey respondents agreed that their group was closer because of their experiences, and 72% agreed they would look for more opportunities to work together in sexual violence prevention.

3.2.2.2 Areas for future consideration

Generally, participants felt the project component of the SVP Program was a success and were proud of their work. However, some noted that the scope of their project can take time to develop and detract from the outcomes they want to achieve. While most groups had an idea of how their project would look, most acknowledged that the complete picture can take time to fully form, and this often changes over time as the project develops. Understandably, the groups often focused on what would be created rather than how it could have the maximum impact on the intended audience, e.g., how it could be distributed.

Further qualitative findings highlighted some unique challenges for creating the project, specifically around resource development. Participants noted that making the resources was a very time-consuming process and with many tasks taking longer than anticipated to develop. The core reasons for this lag were:

- **Lack of available resources to draw from:** The lack of developed resources to draw from or reference presented a significant challenge for all groups; this was not just culturally appropriate resources but any resources that referenced sexual violence prevention. As such, creating resources and ‘starting from scratch’ took up a considerable amount of time and funding for many groups.
- **The capacity of participants to complete the workload:** All participants noted the extensive time investment required to complete the project. The lack of capacity for participants was mainly an issue for those employed full-time. Many linked this to the lack of available resources and the time devoted to creating these from a blank canvas. Some felt this made it hard to predict the workload they would have. For some, the time it took to translate the sexual violence prevention concept into a culturally appropriate resource was a significant portion of their time.

In addition to the above time constraints, participants also highlighted some of the more practical challenges to completing their project:

- **Funding:** For some, \$2,000 was not quite enough to complete the project, and they needed to prioritize how it should be used efficiently, meaning that some project components were removed or compromised. Ultimately, some respondents felt that the budget constraints limited their project's impact, with some participants needing to dip into their pockets to fund their project fully.
- **Coordination of busy schedules within the group:** A fundamental challenge with completing the project was the busyness of the participants and the lack of time generally (as noted above), which was also highlighted in the quantitative survey. Groups working online and with a clear project plan at the start found it easier to coordinate schedules.

Quantitative results aligned with qualitative feedback, with survey respondents noting stricter timelines and more financial support as critical challenges to completing their project.

3.3 KEQ 3: What difference has the SVP Program made to participants? Groups? Communities?

3.3.1 Overview

This question focuses on the SVP Program's impact on individuals, community groups, and the broader community. Across the findings, the results suggest that the SVP Program has had an effect in different ways, specifically:

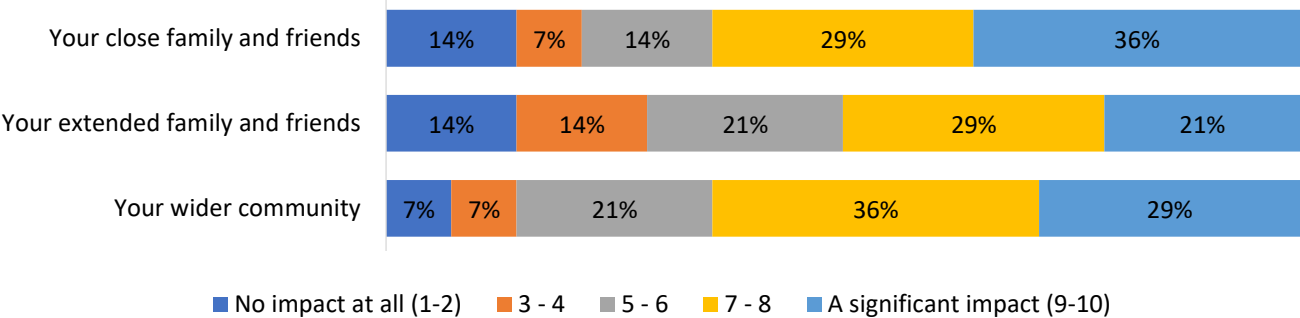
- All participants felt that the work significantly affected their personal views and how they perceive sexual violence prevention in their lives and their culture generally.
- Most participants noted that people who engaged with their project were positively affected, and the demand for further resources and workshops is significant in their communities.
- Barriers to creating further impact relate to resource funding, lack of networking for resource distribution, and difficulty engaging communities online.
- All participants acknowledged that any long-term change in attitudes or behaviors relates to systemic cultural issues. However, most are confident that the SVP Program contributes positively to change by starting conversations in this space.

3.3.2 Findings

This KEQ focuses on addressing the impact the SVP Program has had on participants and those they have engaged with through the SVP Program. This question looks at the outcomes participants tried to achieve with the projects and their work as a group.

Within the quantitative survey, respondents were asked if they felt the project impacted their family and community. Over a third (36%) of survey respondents think their project has significantly impacted their close friends and family. A further 29% of respondents mention their project has considerably impacted their wider community, and 21% think it has substantially affected their extended family and friends.

Chart 3: Survey feedback about impact on participants’ social groups



Generally, these results highlight that participants feel the project they have been involved in has had an impact. It is interesting to note that survey respondents indicate their project has affected their close family, friends, and broader community but has less impact on their extended family and friends.

3.3.2.1 What has worked well

The qualitative interviews focused on *how* the SVP Program may have had an impact on participants and their wider social circles. All participants spoke of the significant personal impact their involvement with the SVP Program has had on them, specifically in the areas of:

- **A change from awareness to engagement:** While all participants had a surface-level awareness of sexual violence and the trauma it can bring, very few had considered how they might have a role in preventing this from occurring. Involvement in this program has forced participants to focus on sexual violence prevention and consider their views and actions more critically.
- **Development of a sense of purpose:** Many participants spoke about how the SVP Program changed their engagement with sexual violence prevention. Most had limited involvement in prevention work previously; however, participation in the SVP Program helped them to develop a more acute sense of its importance in their community and consider their role in prevention. In particular, the project gave them a sense of real engagement in the prevention space and an understanding of how everyone can play a role.
- **Development of a sense of agency:** In line with the above two points, participants noted a change in their attitude towards their personal actions in preventing sexual violence. For many, prior to their involvement in the workshop, the area of sexual violence prevention seemed large and slightly overwhelming, with most participants having very little knowledge around what a person could individually do to make change in this area. However, after completing the SVP Program many developed a greater sense of agency, stating the steps they personally take can, and will, make a difference to prevention of sexual violence in their community.
- **Connections to close family:** Many respondents took their learnings and spoke to close family about these concepts; this was mainly seen amongst participants with younger children in their family, e.g., siblings, cousins, nieces, etc. Several participants felt compelled to talk to their families as sharing the workshop teachings felt like a form of tangible protection in and of itself, with many particularly proud of taking this step. It is interesting to note that such engagement did not always extend to those within the extended family.

“This was such a fantastic opportunity to open our eyes and to help the country, to change this terrible situation where anyone can be exposed to, you know, it’s not about being paranoid, but if we want to work around prevention, we all should care about it, no?”

“The topic we created the video about was that, like if somebody was trying to take advantage of us or like, lets say we see some people sending or having, you know, like inappropriate photos or videos of some girls or some boys, but we don’t actually do anything about it like, be like ‘oh yeah lets just ignore it, lets not just make a trouble’, but when we were doing that it was kinda giving us a sign, I was like yeah like in my life I have seen so many girls struggling with such a thing but I have never done anything about it, I was like ‘what can I do its like not my business’. But now I know if such a thing happens to my younger brother or my niece. The first thing I told my niece, she’s like ten years old, I told her, I was like, ‘if one day you realize you being like, you know, bullied by your class mates or your friends, or they actually took a photo of you that you didn’t want other people to see it, don’t be shy, go talk to your teachers, go talk to your counselor, talk about it like don’t just don’t keep it in your heart or things, like the more you keep it, the more people take advantage of you’ and I showed the video to my niece, I send it to her and that is the impact that had on my own family and myself.”

“A boy asked me about consent, it was at a friend's club room, and the friend was in law, and he had all these questions which were really just about consent, like if you are doing something and it was okay, but they change their mind do I stop, so I explained to him that consent can shift and just because it was okay it’s not now...I think

the training would have changed how I answered this question, before I would have just said that no is no and left it at that, but the training helped me break it down to explain that it is more complex than just that. It helped me define what consent is. Previously I would have just blamed that person for not knowing what consent is, but they haven't had the opportunity to be part of a workshop like this, so it is essential to explain so they know next time and so they tell their friends too, not just say no is no."

The quantitative survey results support this qualitative feedback around impact. Growing confidence to speak up (58% agreement) and a change in their attitudes towards sexual violence prevention (53% agreement, largely in relation to the areas noted above: agency, engagement, and a sense of purpose) were the most common personal impacts cited by the survey respondents. Interestingly, while 93% of the survey respondents talked to others about their learning, experiences, or the project, this is often only with those closest to them, not those who sit outside their immediate family connections suggesting this topic is one that requires a prior solid relationship before participants feel comfortable initiating such personal conversations.

The feedback from the qualitative interviews and quantitative surveys also indicates that the SVP Program has significantly impacted the community group and those who engaged with their projects. Seventy-two percent of survey respondents agree that their group has opened up the topic of sexual violence in their community. Qualitative feedback indicates that the reasons this has been so successful are:

- **Safety:** Their group project provided a safe space to discuss sexual violence prevention. This applied to both the online space and the in-person space.
- **New and relevant content:** Their group project often had particular target audiences, i.e., young women, mothers, or international students. For most of these audiences, this content was highly relevant and new, as access to such content was either not available previously (i.e., it was simply not provided) or was not in a format that was easily accessible (i.e., it was not in the language or with the values base that the person ascribed to). Many respondents had feedback for more resources, workshop, content, etc.
- **Balance of online and in-person media:** The group projects utilized a balance of in-person and online resourcing. Projects incorporating a workshop component seem to have had significant engagement and appeared crucial to initiating community conversations. Specifically, these workshops allow attendees to connect with others similar to themselves and share experiences and solutions that may not be discussed openly; projects with a workshop component appeared more optimistic about their project's ability to change attitudes and start conversations. In comparison, online resources worked well for sharing with a broader audience, although participants noted that gaining initial traction with communities online could be challenging, and as such these resources need significant promotion.

"We don't have those conversations; we didn't used to when I lived back there and being here in NZ and able to talk about it and having the opportunity to be supportive, to invite a lot of people to talk about it and reflect on it that was really reassuring for me. This is why this program is so important where; it creates this safe environment where we can go and talk about it, but it also explain why this part, whatever we create or, therefore we put into, the communities might not still be as prepared to go and talk about this or be open to learn more about it."

3.3.2.2 Aspects that limit the current impact

All participants were keen to grow the impact their involvement in the SVP Program was able to deliver, with a particular interest in greater resource sharing and reaching more communities. However, the community groups noted that this is limited by several factors, including:

- **Funding:** The need for more significant funding to increase the distribution of the resources they have created, e.g., translation into other languages or to undertake more workshops.
- **Difficulty gaining traction online:** A significant reliance on online resources but a lack of knowledge about how to get people to engage in sexual violence prevention online. In part, some participants felt that people do not naturally look for sexual violence prevention resources online. At the same time, social media and the online space are essential channels for younger audiences to share; it is not a topic that is actively sought out, so may need greater promotion after an online resource has been created.

“We can reach more people with Instagram, but the face-to-face is more impactful; we are not professionals on Instagram, so if we had a marketing person, then we may have been able to get more information out in a better way...we intend to go back to this, but we are all at uni and busy at the moment, but yes, we intend to go back.”

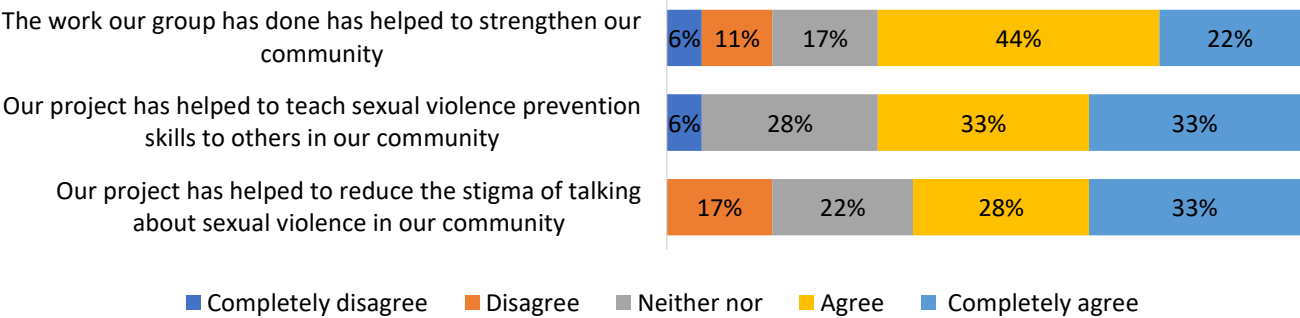
- **Lack of connections:** Lack of established networks or connections with other organizations that can distribute the resources further. One respondent considered that further promotion would be best completed from organization to organization as this level of engagement carried more weight than an individual can.

“I feel like if it’s from an organization like, you know, Shama or something, its better because then it’s like I’m sent from that organization to come and speak with you about this video, and if you would like to please, you know share this with the kids, but rather than just me going up to them and be like “you know I found this video really interesting, and you should show it to the kids.” It would be taken; I feel like it would be taken more seriously if I’m kind of like sent from a organization or like from a group. Otherwise, it’s just like ah just some, just some 20-year-old [who] found something pretty interesting and wanting to show these schools, you know.”

3.3.2.3 Areas for future consideration

The above feedback indicates that the SVP Program will impact attitudes and actions within the community in the long term by starting conversations and challenging current thinking about an individual’s role in sexual violence prevention. This sentiment was also reflected in the quantitative survey, with 66% (each) of survey respondents agreeing that the work their group has done has helped to strengthen the community and that their project has helped to teach sexual violence prevention skills to others in their community; 61% of survey respondents agreed that their project has helped reduce the stigma of discussing sexual violence in their community.

Chart 4: Survey feedback about the outcomes achieved by community groups' projects



In line with the above findings, two participants noted that their project went some way to challenging stereotypes of ethnic people held by those outside of ethnic communities. Importantly, their project prompted the community to consider their own actions with regards to sexual violence prevention and in part, challenged the wider community to adopt a similar position.

“Sometimes they see us [ethnic communities] and they think well if they are doing that what are we doing? This happens a lot with Pasifika groups, they have a festival or something and it makes others go, hmmm, and adopt these practices later.”

Despite these positive outcomes, qualitative feedback suggests that one of the biggest challenges to creating impact beyond personal and community group level was simply engaging the community/waking the community up to the issue of sexual violence.

“I think we used all the channels available we have but I think people don’t really engage with those contents very much, it’s like a cycle you know, that people don’t really understand much about the topic, but whenever you try to talk about there is no much interest to talk about it, openness and the reasons can be just so complex. It can be change. It can be like, ‘I don’t care because it doesn’t happen to me, so why should I learn about it.’”

The degree to which the wider community can be engaged varies greatly, as discussions can be shut down due to historical and cultural norms or beliefs. Participants note that this reluctance to engage is present amongst both ethnic and non-ethnic communities, with conservative attitudes often leading to an unwillingness to talk about such issues. Participants suggest this is all the more reason to continue with such prevention initiatives, and the fact that these initiatives are developed in Aotearoa may make such conversations easier to initiate.

“Exactly, that is not easy, and sometimes communities, when they are just so closed they, are reinforced to each other, and when you want someone to move away from that and have a different opinion, they get another punishment, but it’s fantastic creating those spaces where we can invite them to talk about it because we are not in our country, it’s not their countries anymore, we are in a different environment where feelings can be discussed, and we are still safe.”

However, all respondents recognized that changes in community attitudes would take a long time and are essentially a challenge arising from systemic issues. Despite this, participants did not believe this was a reason not to pursue further prevention initiatives, with today's education being passed on through conversations and teaching over time. All participants felt there was a significant need for sexual violence prevention education in their communities, as was evidenced by the positive attendance and the demand/requests for further workshops and resources.

“There are many challenges for Muslim women in New Zealand, most are from outside New Zealand and can't speak English, and they don't know about sexual violence, or the way things are in New Zealand, so much education is needed.”

3.4 KEQ 4: To what extent can the SVP Program grow or diversify?

3.4.1 Overview

KEQ 4 looks at how easily the SVP Program could grow (increase in numbers) or diversify (reach new audiences) and the resources needed to deliver this.

Findings show limited potential to grow the SVP Program without a significant increase in internal resourcing. This must be carefully considered, with the current content and delivery working exceptionally well.

There is potential for audience diversification by targeting new groups and repositioning the current resources with new or different audiences.

3.4.2 Findings

3.4.2.1 Growth in numbers

Findings suggest the current work is well-tailored to the community groups it attends. From a content and delivery perspective, the results are very positive, with participants offering few suggestions for changes to either aspect.

However, the SVP Program is relatively time-consuming for the participants and Shama facilitators. Increasing the number of groups participating in the SVP Programs would require increasing the number of facilitators who can run this project. However, the facilitator's role is critical to the SVP Program's delivery and success. Ensuring any further facilitators are a good fit with the content and the participants will be vital as this heavily affects participants' engagement with the training content and ongoing support for the project work.

3.4.2.2 Diversification of audience

Given the SVP Program's current structure, there is potential to diversify the offer to other audiences. Several respondents noted that the content of their project would be helpful for demographic groups aside from their intended audience. Couples, young fathers, parents of teenagers, and young adults were the most noted mentions.

While these audiences could be targeted for training directly, there is a feeling amongst participants that the current resources could 'reach more people.' For many participants, there was significant time and effort invested in creating their resources, and they are keen to see these utilized further. Future SVP Programs could look at using the resources that have already been made and focus on the *distribution* of these resources rather than the creation of the content.

Key elements to consider in this approach will be asking future groups to look for different demographic reach rather than targeting the same audiences again, with priority given to those audiences listed above. Providing access to resources that have already been created will also reduce the time burden for subsequent groups. Still, it will allow them to build on the current resource pool or investigate ways the messaging can be changed or improved for different audiences.

4 Summary, Program Implications, and Recommendations

4.1 Summary of Results

Across these results, participants appear to have a high level of satisfaction with the SVP Program. The workshop content is informative, straightforward, balanced, research-based, and unrelated to any specific religious or cultural system. Both online and in-person formats were effective forms of delivery. Training facilitators were approachable, attentive, and non-judgmental, making the SVP Program enjoyable and engaging.

The community groups' projects focused on healthy relationships, consent education, and child abuse prevention, targeting parents, young people, and especially younger women. Most projects met their objectives, and success factors include prior group connection, having a project plan, a clear purpose, and support from Shama. Personal benefits for participants include a sense of purpose and skill development with positive group dynamics leading to solid collaborations.

Challenges within the projects are primarily related to resource development. Resource creation took time, as there were limited references to draw from, and translating concepts into culturally appropriate ones took significant time. On a practical front, project challenges include funding limitations and coordination difficulties among busy participants.

This work has significantly impacted participants and portions of the community who connected with the group projects.

At a personal level, participants report a shift from merely being aware of sexual violence to actively engaging in its prevention. They also developed a stronger sense of purpose and personal agency related to sexual violence prevention, built connections, and initiated discussions about the topic with close family. Some groups were also motivated to continue working in this space and keen to develop their work further.

Regarding the SVP Program's effect on their broader community, most participants believe their group has started conversations about sexual violence in their community. Critical factors for success in initiating these include creating a safe discussion space and tailoring content for specific target audiences.

Current community groups need help scaling their efforts. Key challenges include requiring more resources, understanding online engagement for the topic, and the need for connections with organizations that can help distribute resources. Participants acknowledge that changing community perceptions and behaviors is a long-term effort, but there is an evident need and demand for such education.

Regarding expansion, the SVP Program is well-tailored to current community groups. Expanding the SVP Program would require more facilitators and resources due to its time-consuming nature. The potential exists to develop the SVP Program's content for different audiences, such as couples, young fathers, parents of teenagers, and young adults. Future iterations of the SVP Program could prioritize the distribution of already-created resources to new target audiences rather than focusing solely on creating new content.

In essence, the SVP Program has significantly impacted participants' lives and their communities. However, to scale and diversify its reach, there's a need for additional resources and strategic targeting of new audiences.

4.2 Implications for the SVP Program

When the above findings are reviewed, considering the SVP Program's original aims, we can see that the SVP Program plays a significant step in moving towards a long-term outcome. Feedback that affects the implementation and delivery of the Program show that:

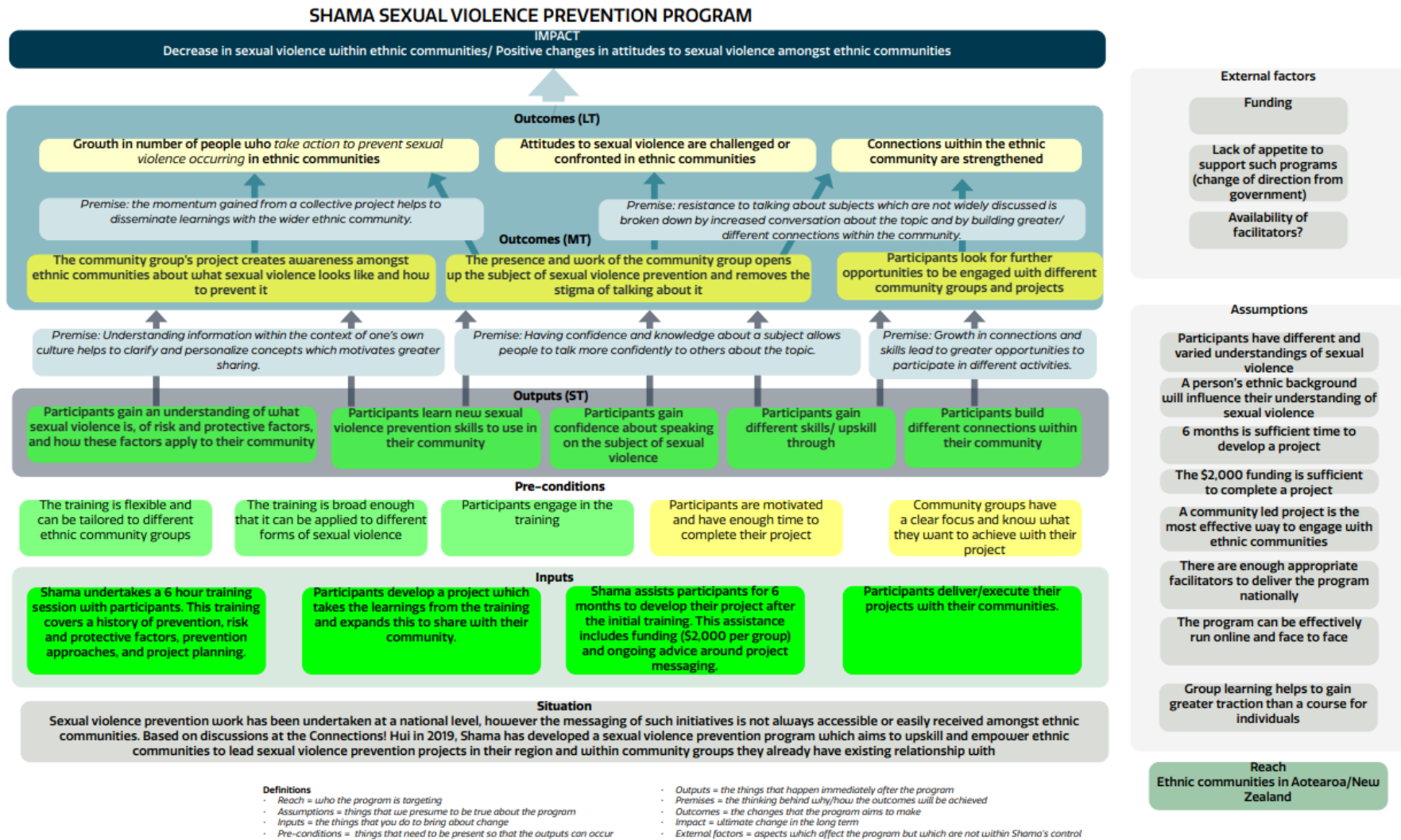
- **Inputs:** The inputs (resources that Shama provides) are well executed and match the level the community groups require.
- **Pre-conditions:** These are largely met as the training is flexible and tailored, and the sense of purpose developed through the group's collaborations is significant enough to motivate participants to complete the project. While most participants are clear about the audience their resources intend to reach, they often lack the skills or know-how to distribute the resources as effectively as possible. This is a limiting factor for generating a greater impact with these resources.

With regards to the outcome achievement, the feedback shows that:

- **Outputs:** All outputs are achieved in total, with participants gaining knowledge, learning sexual violence prevention skills, gaining confidence, gaining other complementary skills, and developing connections with their community.
- **Outcomes:** All medium and long-term outcomes are fully achieved for participants and the audiences that the community groups connect with. However, the effect of these impacts is limited to only those audiences and could be diversified further in the future.

These points are illustrated in the image overleaf. In this image, green shading indicates full achievement and yellow shading indicates partial achievement.

Image 2: Analysis of SVP Program Logic Model⁵



⁵ Green shading indicates full achievement and yellow shading indicates partial achievement.

4.3 Recommendations

Based on the above findings, we recommend that the following elements be considered when further developing the SVP Program.

Delivery

To support the recruitment and resourcing of the SVP Program, Shama could consider the following points.

- **Enhance outreach and education:** Where appropriate, Shama could increase education to potential participants about the broader impacts of their involvement in the SVP Program, emphasizing their influence on the wider community and extended family.
- **Resource allocation:** Increase investment in resources and funding to help community groups overcome practical barriers, expand their reach, and increase the SVP Program's impact. Consider allocating some additional resources for personal costs that participants may experience, e.g., travel, hosting events etc.
- **Expand facilitator team:** As the SVP Program grows, recruit and train more facilitators to manage the increasing workload and maintain the Program's effectiveness. Ensure new facilitators align with the SVP Program's values and objectives and are equipped to deliver content to participants effectively.
- **Diversify target audience:** Extend the SVP Program's reach to newer demographics such as couples, young fathers, and parents of teenagers. Tailoring content for these specific audiences can ensure better engagement. Explore partnerships or collaborations with organizations or groups primarily engaging with these demographics.

Resource creation

There is currently a significant number of resources created by past groups. A key challenge for groups is the lack of available resources from which to draw upon which much of the six months are allocated to resource creation rather than resource distribution, thus reducing the possible impact that groups can achieve. When addressing ways to ease this burden, Shama could consider leveraging existing resources and, instead of continuously creating new content, prioritize the distribution of existing resources. This can save time and ensure that previously developed materials are fully utilized.

If this approach is adopted, it will be essential to seek feedback on existing resources and adapt them if needed for different audiences. Furthermore, acknowledgment of the original creator should be provided if resources are re-used or extended; specific guidance around copywriting and editing may need to be investigated further.

Outcomes and impact

While significant impact is achieved at the personal and group level, further support is likely to assist groups in generating greater impact. This support is primarily related to growing and developing connections and may require external assistance:

- **Expand online engagement:** Develop strategies to improve online engagement, considering people might not naturally search for sexual violence prevention resources online. Utilize online advertisements, collaborations with influencers, or partnerships with popular online platforms to promote available resources. This is a particularly good option for digital resources, e.g., Podcasts, that were created as part of the project.

- **Strengthen network connections:** Build connections with organizations that can help distribute resources and promote the SVP Program. Collaboration with established organizations could boost the SVP Program's credibility and reach.
- **Promote resources further:** Consider developing a strategy around how to further promote the community group resources. This promotion could occur at a group level, i.e., the group receives additional support to promote the resources in specific locations, or this could be a role that Shama takes at the completion of the group's project.

While we cannot attribute any long-term changes directly to the SVP Program at this stage, there are early indicators that programs such as this will positively contribute to long-term changes in attitudes within communities. Indeed, the significant personal change in participants' attitudes because of their involvement with the SVP Program is a key component to initiating long-term change within the wider community. To support this further Shama could consider the following:

- **Long-term strategy development:** Recognize that changing perceptions and behaviors around sexual violence is a long-term effort. Develop a long-term strategy that includes continuous education and community engagement.
- **Address cultural and historical barriers:** Engage local leaders or influencers to discuss and challenge historical and cultural norms that might inhibit discussions about sexual violence. An online space offers an opportunity for this engagement.

By implementing these recommendations, the SVP Program can strengthen its impact, diversify its reach, and continue its essential work in communities.

5 Appendix

5.1 Appendix 1: KEQ link to Logic Model

KEQ	Sub-questions	Relationship to the logic model
KEQ 1: How well was the SVP Program implemented?	<ul style="list-style-type: none"> • What was the quality of the workshops like? <ul style="list-style-type: none"> ○ How, if at all, did the workshop quality change if it was conducted online vs face-to-face? • What, if anything, would participants change about the workshop? • What can enhance the delivery of the SVP Program in the future? 	Assumptions Inputs Pre-conditions
KEQ 2: What made the difference between successful and unsuccessful project implementation?	<ul style="list-style-type: none"> • What worked well about the project component – how easy was it to complete? What did participants find most valuable about completing the project? • What didn't work so well about the project component and why? What changes would participants make to the project? • How well did the workshop-project approach work – what worked well about this, and what were the challenges with this approach? 	Pre-conditions Outputs
KEQ 3: What difference has the SVP Program made to individuals, the group, and community?	<ul style="list-style-type: none"> • Did participants achieve the outputs? • Where has the SVP Program had the most significant impact? <ul style="list-style-type: none"> ○ What changes did participants experience regarding their behavior/ thinking about sexual violence? ○ What changes did participants experience regarding their behavior/ thinking about sexual violence? ○ What changes were participants hoping to see amongst their whānau? Community? • Of the outcomes in the logic model, which have had the most significant effect on participants and why? • Who did the SVP Program work well for, and why? 	Outputs Outcomes (MT and LT)
KEQ 4: To what extent can the SVP Program grow or diversify?	<ul style="list-style-type: none"> • What aspects of the SVP Program will likely be most valuable in other settings? • What are the challenges with growing the Program? What extra resources will be needed here? 	Assumptions

For further information please contact:

SHAMA ETHNIC WOMEN'S TRUST
8 Liverpool Street, Hamilton Central, Hamilton 3204
info@shama.org.nz
