Connecting and Expanding a Domestic Violence Prevention Program in Melbourne, Australia

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Abstract

The community of Broadmeadows has the second-highest reported rate of relationship violence in the state of Victoria, Australia. Banksia Gardens Community Services (BGCS) sponsors the Good People Act Now (GPAN) program to raise awareness about relationship violence in Broadmeadows. Drawing on input from the community and from GPAN volunteers and BGCS staff, we strengthened the GPAN program. We updated and expanded the program's website by improving the logo and color scheme and adding maps of local domestic violence support services, multilingual resources, and informational graphics. We developed recruitment materials to target students in local colleges, and we networked with other services to increase the reach of the program.

Acknowledgments

Executive Summary

One in every three women will experience some form of relationship violence in her lifetime (Butchart & Mikton, 2014). Relationship violence, or domestic violence, is defined as abuse due to a desire to control any or all aspects of a relationship (Defining Relationship Violence, n.d.; Jewkes, 2002). Relationship violence affects people from all types of backgrounds and demographics. In 2014, the region of Hume, which encompasses Broadmeadows, had the second-highest reported rate of family violence in the state of Victoria, Australia (Hume City Council, 2014). Banksia Gardens Community Services (BGCS) sponsors the Good People Act Now (GPAN) program, a youth action group in Broadmeadows which combats relationship violence and raise awareness. Recently, Banksia Gardens Community Services has taken the initiative to strengthen the program to reach a wider audience, seeking ways to expand and improve upon the framework already established.

Project Goal and Objectives

Our project goal is to help GPAN improve and expand its program to further benefit the Broadmeadows community. To achieve our goals we have four objectives:

1. Assess and update the GPAN website to better suit the community.
2. Identify the technological resources used in the Broadmeadows community in order to effectively distribute the information that GPAN provides.
3. Determine which aspects of the GPAN program can be improved to achieve a greater impact in the community.
4. Determine which aspects of other prevention services can be brought to GPAN to improve the program's outreach in the community.

Methodology

We held a focus group with GPAN volunteers and individual interviews with both GPAN volunteers and BGCS staff to determine which updates the GPAN website needed. Our team conducted a survey throughout the Broadmeadows community to determine what technological devices the community uses to access information. To determine how the GPAN program should be improved, we held interviews with the BGCS staff and GPAN volunteers. Finally, we interviewed other prevention services in the Melbourne area to determine aspects that could be brought to the GPAN program to increase GPAN's connection to the local community.

Conclusions and Deliverables

Our conclusions and deliverables cover three areas of focus: updating GPAN's website, creating recruitment materials, and utilizing a network of prevention programs.

1. Updating GPAN's website increased the community's access to resources and information on violence prevention.

We updated the website in five ways, listed in order of significance:

1. Incorporating accessible multilingual resources
2. Adding a map of local prevention services
3. Reformatting the website for easy viewing on mobile web browsers
4. Replacing blocks of text with informational and engaging graphics
5. Energizing the color scheme

Website translation and specialized cultural resources allow the information on the GPAN website to be accessible to the non-English speaking community of Broadmeadows. As a result of an added translation widget on the page, the website is now available in virtually any language. We

also added specific pages with specialized maps and resources in Turkish and Arabic, the two most spoken languages in Broadmeadows after English. The new interactive map of prevention services in the local area connects community members seeking aid to local resources through this one central website. The website is now accessible by anyone who has a smartphone because it automatically reformats for a mobile web browser. We enhanced the GPAN website by presenting colorful infographics in place of large paragraphs of text and by converting to a blue and green color scheme, echoing that of BGCS.

2. Specialized recruitment materials can attract more members.

To attract potential GPAN members, we developed recruitment materials and piloted them at schools and community events. We adapted these materials from the suggestions of other prevention programs in the area. These materials included: flyers and pamphlets for distribution, an informational presentation with a script for promotion, and five relationship violence awareness posters for display around Broadmeadows.

3. Collaboration with other programs increases the promotional reach of GPAN.

We reached out to other prevention services in the greater Broadmeadows area to both strengthen and create connections for the GPAN program. Five of the services we contacted agreed to promote GPAN through their websites and newsletters, increasing GPAN's promotional reach.

Concluding Remarks

We are leaving GPAN with three main deliverables: an updated website, including an international tab and new interactive map, recruitment materials, and increased promotional reach for the program. When used in tandem, these deliverables can strengthen GPAN's presence in Broadmeadows, Australia, and provide tools to decrease the community's high rates of relationship violence.

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Chapter 1: Introduction

One in every three women will experience some form of relationship violence in her lifetime (Butchart & Mikton, 2014). Relationship violence is defined as abuse due to a desire to control any or all aspects of a relationship (Defining Relationship Violence, n.d.; Jewkes, 2002). For the purpose of this paper, we will be using domestic violence and relationship violence interchangeably. The major factors that contribute to relationship violence are gender inequality and traumatic childhood experiences. Societal gender roles place men as superior to women, an ordering which feeds into the assertive abuser and submissive victim divide seen in relationship violence (Jewkes, 2002). Children raised in households where relationship violence occurs are more likely to accept this behavioral interaction between their parents as normal and carry that idea throughout their lifetime, leading to generation after generation of unhealthy relationships (Brown & Hampson, 2009).

Many organizations are working to prevent relationship violence from occurring. These organizations use a variety of techniques to reach the community, tailoring their methods to the specific demographics of the community. Technology makes information and support services readily available, offering quick access to help, assistance, and support (Brown & Hampson, 2009). There are many different types of effective multimedia resources, such as hotlines, commercials, phone applications, and websites that can be used to prevent violence against women. In addition to technologically based programs, alternative methods and resources allow prevention programs to reach more people (Crisis Help Network, n.d.). Different types of alternative resources include posters, activism days, shelters, youth groups, and counseling, each of which is tailored to the needs of a specific audience.

The region of Hume, which encompasses Broadmeadows, Victoria, Australia, has the second-highest rate of reported family violence in the state (Hume City Council, 2014). One organization in Broadmeadows, Banksia Gardens Community Services (BGCS), is working to reduce those high rates of relationship violence. The Good People Act Now (GPAN) program, sponsored by BGCS, strives to decrease relationship violence through community outreach about healthy relationships, gender equality, and bystander action (Good People Act Now, 2015). Recently, BGCS has taken initiative to strengthen the GPAN program and increase the power of the messages that the program provides to the community. BGCS is seeking ways to expand and improve upon the framework already established with the goal of decreasing the high rates of domestic violence in Broadmeadows.

Our project sought to provide GPAN with the tools necessary for expanding and improving successfully and sustainably. Overall, we created a series of recruitment materials, revamped the GPAN website, and connected the program to others services in the region for future cooperation. Together, these deliverables provide a strong foundation for GPAN to build upon toward its goals.

In Chapter 2, we present the background information that we used in forming our procedures and supporting our findings. In Chapter 3, we discuss the specific methods that we followed to gather data. In Chapter 4, we explore the data that we acquired and explain the next steps that we took to address the trends. Finally, in Chapter 5, we provide our final conclusions and lasting recommendations for the program.

Chapter 2: Background

2.1 Domestic Violence: A Social Issue

In the time it takes to listen to a song on the radio, over 42 calls are placed to a domestic violence support helpline in the United States alone (Domestic Violence Counts National Summary, 2013). Relationship violence, or domestic violence, is defined as abuse due to a desire to control any or all aspects of a relationship (Defining Relationship Violence, n.d.; Jewkes, 2002). In this paper, relationship violence is further defined as the physical, emotional, mental, economic, or sexual abuse of a spouse or partner, or the threat of such abuse (End Violence Against Women and Their Children, n.d.; Jewkes, 2002). For the purpose of this paper, we will be using the terms relationship violence, violence against women, and domestic violence interchangeably.

Understanding the causes of relationship violence allow violence prevention programs to target the sources of the issue. Comprehension of the effects of domestic violence lead to more developed and supportive prevention programs for victims. The root causes and effects of relationship violence vary by community, but the statistics all paint the same picture. Globally, one in three women will be a victim of physical or sexual violence by an intimate partner at some point in her lifetime (World Health, O., 2014).

2.1.1: Root Causes

Various factors contribute to today's global relationship violence crisis. By understanding these causes, prevention of violence can be targeted at the source of the issue. A few of these factors are described below.

Children who witness their parents fight are more inclined to infer that violence in a relationship is acceptable and a societal norm (Jewkes, 2002). As they grow up, these children have higher rates of relationship violence and are more likely to become victims and abusers

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themselves (Lichter & McCloskey, 2004). This learned behavior can allow relationship violence to spread from generation to generation, a never ending cycle of abuse.

Another factor is the easy form of control created through relationship violence. Relationship violence can give an abuser a sense of entitlement and power. When the perpetrator has little control over his or her own life, or is consumed with external stresses, violence may seem like the only way to gain back control (Anderson & Umberson, 2001; Jewkes, 2002).

Societal gender stereotypes contribute to high rates of relationship violence. These stereotypes place men as superior to women, showing that men are to be powerful, while women are to act submissive (Jewkes, 2002). This feeds into the assertive abuser and submissive victim divide seen in relationship violence.

A fourth contributing factor is a lack of understanding of healthy relationships and how one should act towards his or her significant other. In the presence of poor role models and without an understanding that healthy relationships do not include violence, victims and abusers may consider their situation normal and healthy (Brown & Hampson, 2009; Jewkes, 2002).

2.1.2: Effects of Violence on Victims

Victims of relationship violence suffer from long-lasting negative effects well beyond the initial incident of abuse. For over 70% of victims, relationship violence is not a one-time occurrence, but ensues multiple times over the course of an unhealthy relationship (Violence Against Women, 2014). Women become trapped in their violent situations, experiencing additional abuse and the resulting effects.

Effects of Violence Against Women

- Physical Abuse
  - Nonfatal Outcomes
    - Physical
      - Injury/Disease
      - Functional Impairement
      - Smoking
      - Alcohol/Drug Use
      - Physical Inactivity
      - Unwanted Pregnancy
      - Sexually Transmitted Infection
      - Pregnancy Complications
    - Mental
      - Depression
      - Post Traumatic Stress
      - Anxiety
      - Phobias/Panic Disorders
      - Eating Disorders
      - Low Self-Esteem
      - Sexual Dysfunction
      - Substance Abuse Disorders
  - Fatal Outcomes
    - Femicide
    - Suicide
    - Maternal Mortality
    - AIDS

Figure 1: Effects of Violence against Women

There are both physical and mental effects of violence against women (Figure 1). Women who have experienced relationship violence are more likely to experience a life threatening physical injury (Brown & Hampson, 2009). In extreme cases, domestic violence can lead to murder (World Health, O., 2014). Female victims of relationship violence are two times more likely to suffer from depression and suicidal thoughts (Brown & Hampson, 2009; World Health, O., 2013). The World Health Organization noted that "intimate-partner violence and sexual violence varies widely between and within countries," (Harvey *et al*., 2007). Support services for victims must adapt to deal with the wide range of effects from which victims suffer.

2.2 Domestic Violence Prevention Through Awareness and Support

Violence prevention can be achieved through two paths: spreading awareness and supporting victims. Awareness programs focus on preventing violence before it first occurs in relationships (De Loma-Osorio Ricon & Wood, 2015; Harvey *et al*., 2007). Support programs give victims the tools they need to recover from an abusive relationship, while preventing repeat cases (De Loma-Osorio Ricon & Wood, 2015; Harvey *et al*., 2007). Both types of prevention programs are needed to reduce relationship violence in a community (De Loma-Osorio Ricon & Wood, 2015, Sherman *et al*., 1997).

The effectiveness of a prevention program depends on how well it accounts for the specific needs and challenges of its community (Sabol *et al*., n.d.). Cultural adaptation is necessary when creating prevention programs in a region. Due to the variance of cultures and communities across the globe, it is not possible to create a universal prevention strategy (Banyard *et al*., 2003; Sabol *et al*., n.d.). A combination of different types of prevention programs and strategies, tailored to community, are necessary to combat relationship violence (Banyard *et al*., 2003). The targeted audience of prevention strategies and a community's demographics must be aligned. In the following sections we examine a variety of prevention strategies and their targeted audiences.

2.2.1: Technology-Based Prevention Strategies

In communities where technology is widely used, multimedia resources aimed to prevent relationship violence are useful due to their wide range of accessibility. Technology makes information and support services readily available (Domestic and Family Violence App, n.d.). These resources offer constant support for anyone looking for advice (Sexual Assault, n.d.; Brown & Hampson, 2009). Web or smartphone users can have quick access to help, assistance, and support (Integrated Family Violence Network, 2013; Good People Act Now, 2015). In addition,

social media is a powerful mechanism for engaging and influencing the public (Working with News, 2015). There are many different multimedia strategies, such as hotlines, commercials, websites, phone applications, and social media that can be used to prevent relationship violence.

Hotlines allow victims and friends to talk with a qualified counsellor about their specific situations, gaining personal advice and resources (Sexual Assault, n.d.; National Domestic Violence Hotline, 2015). In communities where a majority of the population has access to telephones, such as in Australia where there is a ratio of 13 phones to every 10 people, hotlines are very accessible (The World Factbook, 2014). At an annual domestic violence hotline meeting held in Australia in April of 2015, representatives reported a spike in demand for their services. A spokesman from Victoria's Safe Steps Family Violence Response Centre has seen a 130% increase in calls to its crisis line over the past two years (Ireland, 2015).

Commercials inform a passive audience about an issue without the viewers having to actively seek out advice (No More, 2015). In communities where television is frequently watched, commercials are effective at spreading awareness. During the 49th American Football Super Bowl, a commercial titled "No More" aired. People watching the sporting event with friends and family did not necessarily seek out resources on domestic violence actively during the commercial break, but found themselves subjected to the informative empowerment and rhetoric of the advertisement (No More, 2015). The day after the commercial aired, calls to the Artemis Center Resource Agency for Domestic Violence increased 10% (Perkins, 2015). For the local Ohio Agency, this increase was significant.

Websites provide quick and easy access for anyone actively searching for information, without having to disclose their personal situation (Domestic and Family Violence App, n.d.; Orange Day, n.d.). Websites are able to combine programs, resources and support networks at

both a global and local scale. In one instance, a study published in 2002 found that an interactive relationship violence website can inform users on how to personally respond to cases of violence (Harris *et al.*, 2002). In communities where the internet is frequently used websites are a useful strategy to spread awareness and create support.

Violence prevention websites provide viewers with tools and resources they can use to learn about the issue and, if necessary, find help. To provide the tools and resources effectively, a prevention website should have an appealing color scheme, engaging illustrations in place of blocks of text, and have a button that quickly closes the website in case an abuser were to find a victim viewing the page (Shrimpton & McKenzie, 2005). Many prevention websites have a 'Quick Escape' button that automatically redirects the user to a benign website, such as local news or weather (Giving Users a Quick Disguised Exit From a Website, 2012).

Smartphone applications (apps) have become a major market for information. Apps provide the same information as websites with the added feature of being able to quickly call authorities in an emergency. One app in Turkey, called Easy Rescue, allows women to call for help just by shaking their phone (Jackson, 2015). The success of apps is in part due to their accessibility; they may be utilized anywhere through a smartphone, such as on a train or sitting in a waiting room (Domestic and Family Violence App, n.d.). Because over half of the population in Turkey owns a smartphone, the Easy Rescue app is easily accessed, with over 250,000 downloads and 100,000 female users (Electronic Device Usage in Turkey, 2015; Jackson, 2015). In addition to keeping victims safe, apps can be used to advocate for healthy relationships. Rosie Batty, the 2015 Australian of the Year, endorses the Australian iMatter app which is designed to teach women about respect and intimate partner violence through a series of interactive quizzes, games, and activities (Brown, R., 2015).

Social media is also an effective strategy that can be used to spread awareness of an issue. The most popular social media platform in the world, Facebook, offers a variety of advertising opportunities from which prevention programs may benefit (Top 15 Most Popular Social Networking Sites, 2015). These opportunities include the feature of "Boosting" posts so that they appear on a wider range of pages and the ability to specifically target the audience of a post or page. The constant improvements that Facebook implements allow organizations to stay relevant, up-to-date, and retain users on their Facebook page (7 Obscure Facts You Should Know About Facebook Advertising, 2015).

2.2.2: Alternative Strategies for Prevention

In addition to technological strategies, alternative methods allow prevention programs to reach more people. These types of strategies do not run the risk of leaving a digital trail for an abuser to find and offer standalone information, face-to-face resources, and physical escape from a situation (Crisis Help Network, n.d.; Orange Day, n.d.). There are many different types of alternative strategies, such as posters, activism days, shelters, youth groups, and counseling, each of which is tailored to reach a specific audience and prevent relationship violence.

Visual poster advertisements add another dimension to statistics and quotes, engaging the viewer and demonstrating facts in a more creative manner. Posters can be seen when riding a train to work, walking through a shopping mall or circulating through social media. These put the issue at the forefront of people's minds (Orange Day, n.d.). Many other organizations are using posters to stimulate public discussion and spread awareness of various issues. The Salvation Army published a poster, seen in Figure 2, which plays on a viral phenomenon. Some people saw the dress on the woman in the poster as white and gold, while others saw it as black and blue. The poster capitalizes on the inability to recognize black and blue, a metaphor that translates very

powerfully to relationship violence (Campbell, 2015). This poster is only one example of many creative, pop-culture based resources that promote social awareness.

Figure 2: Salvation Army Relationship Violence Prevention Poster

Global activism outreach days create a group mentality for the support of various social issues. These events have the potential to bring in a passive audience; anyone just walking by can see growing support for a cause (Hume City Council, 2014). In South Africa, the activism event *16 Days of Activism for No Violence Against Women or Children* spreads awareness of relationship violence throughout the country aiming to "encourage society to acknowledge that violence against women and children is not a government or criminal justice system problem, but a societal problem" (16 Days of Activism, n.d.). Publicity is a driving force for activist events such as this one which aims to combat social issues by supporting a cause that exists in a societal trend (16 Days of Activism, n.d.). The list of sponsoring organizations and supportive governmental bodies for this event continues to grow every year.

Youth groups bring new ideas to a younger generation and build a sense of community connectedness (Good People Act Now, 2015). These groups educate and support children from an early age through teenage years. Based in Victoria, Australia, the Emergency Accommodation and Support Enterprise (EASE) works with children starting at age 5 who are deemed "at high risk" of developing violent behaviors (Mulroney, 2003). Attendees find the program effective primarily due to its discussion-based curriculum. Using the environment of primary school, EASE stimulates the young participants by translating scenarios of relationship violence into situations that the children have likely been exposed to, such as school bullying and arguing parents. By personalizing the simulated situations, EASE forces the children to confront the issues as a group, building a bond of community between the youth and leaving a lasting impression (Mulroney, 2003).

Shelters give victims a safe place to go to completely escape a situation. Sometimes, an abuser will isolate his or her partner from friends and family, to ensure control over the victim (Tan, *et al*., 1995). Shelters offer comfort, safety, new friends, mentors and the opportunity to create healthy relationships (Crisis Help Network, n.d.; Tan, *et al*., 1995; Shepard, 2011). One shelter in San Antonio, Texas has built themselves up from a three bedroom apartment to a complex that can house over 220 people. The shelter works specifically to create programs that accommodate for the needs of the women in the community, such as medical and child care programs. The shelter's coordinators work to improve the shelter every day "with the vision of a San Antonio free of domestic violence" (About Us: Family Violence Prevention Services, n.d.).

Another strategy is create rehabilitation programs, which aim to prevent relationship violence by changing the behavior of the perpetrators, rather than just supporting the victims. Communities that only have programs which aim to empower and support victims often see an

increase in relationship violence, as victims learn to stand up for themselves but are still entrenched in their partners pervasive, abusive mentality (Mitchell, 2013). The Construction of Violence-Free Masculinities, a men's rehabilitation program in Peru, aims to "modify and change the beliefs, values, attitudes, and behaviours of men who are aggressors," (Mitchell, 2013). Approximately 40% of Peruvian women have experienced physical or sexual violence at the hands of their partner. Delving deeper into the issue, Peru has the highest frequency of the murder of females in all of Latin America, with ten women killed by their partner each month (Mitchell, 2013). Tailored to the unique nature of Peruvian violence, the Construction of Violence-Free Masculinities has gleaned positive results (Mitchell, 2013).

2.3: Banksia Gardens Community Centre

Banksia Gardens Community Services (BGCS) is dedicated to improving all aspects of the community of Broadmeadows, Victoria, Australia. BGCS offers recreational, educational, and community outreach programs which aim to reduce community disadvantage through support and education (Banksia Gardens Community Services, 2013). These programs allow community members of all ages and backgrounds to gain information while supporting one another. Over the past two years, BGCS has been developing programs to reduce relationship violence in Broadmeadows.

Relationship violence prevention efforts are growing as the Australian government becomes more involved in the prevention efforts. In 2015, an estimated $4 million of government funds will go to family violence workers and the police to help survivors of relationship violence escape and better their situations (Preiss, 2015). This increase in funding leads to the growth of prevention programs (Brown & Hampson, 2009). One of these programs is the Good People Act Now (GPAN) program, sponsored by Banksia Gardens Community Services. Recently awarded

$40,000 from the Minister of Crime Prevention, GPAN was funded as a tool to raise awareness of relationship violence and promote bystander action (Department of Justice, 2014).

As rates of sexual assault and domestic abuse rise in the Broadmeadows community, GPAN is dedicated to decreasing this trend (Banksia Gardens Community Services, 2013). The region of Hume, which includes Broadmeadows, has the second-highest rate of reported domestic violence in the State (Hume City Council, 2014). The GPAN program strives to decrease domestic violence in Broadmeadows through community outreach about healthy relationships, gender equality, and bystander action (Good People Act Now, 2015).

BGCS's community-focused mission requires the organization to adapt its programs to the local demographics. The number of residents in Broadmeadows has inflated nearly 20% between 2011 and 2013 (2011 Census QuickStats, n.d.; Australian Bureau of Statistics, n.d.). As a result, BGCS is looking to expand its programs to involve more residents of the community.

Approximately 60% of residents in Broadmeadows speak a language other than English at home, so BGCS must accommodate for the variety of of languages in the community (De Loma-Osorio Ricon & Wood, 2015). These immigrants, commonly from Turkey, Lebanon, and Iraq, bring their own backgrounds, stories, and cultural norms (2011 Census QuickStats, n.d.). Different cultures bring with them their own struggles with domestic violence. In Turkey, just under 40% of women have experienced sexual or physical violence (Republic, 2015). Over 50% of the women who live in Lebanon have experienced domestic violence (The Clarion Project, 2013). A study conducted in Iraq in 2007 showed that over 80% of women have experienced controlling behavior in their marriages (Gendered-Based Violence in Iraq, 2008). This variation of cultural norms needs to be considered when spreading awareness of relationship violence to the community of Broadmeadows.

Banksia Gardens Community Services aspires to expand the Good People Act Now program to increase the power of the messages that GPAN provides the community. BGCS hopes to create an impact by decreasing the high rates of domestic violence in Broadmeadows. In the third chapter, we will explain the methodology used to achieve this goal.

Chapter 3: Methodology

The goal of this project was to determine how to improve and expand the Good People Act Now (GPAN) program, tailoring it to the Broadmeadows community. Banksia Gardens Community Services (BGCS), the coordinators of GPAN, wanted to improve the program's connection to the community to decrease relationship violence in the area. Our team set in place the following list of objectives in order to accomplish this project's goal:

1. Assess and update the GPAN website to better suit the community
2. Identify the technological resources used in the Broadmeadows community in order to effectively distribute the information that GPAN provides
3. Determine which aspects of the GPAN program can be improved to achieve a greater impact in the community.
4. Determine which aspects of other prevention services can be brought to GPAN to improve the program's outreach in the community

This chapter discusses the social science methods that we used to achieve each objective.

3.1 Objective 1: Assess and update the GPAN website to better suit the community

Preliminary discussions we held with the GPAN coordinators emphasized that updates to the GPAN website were necessary. The coordinators wanted the website to provide the community with more resources and information on violence prevention. Our team held a focus group with the GPAN volunteers and individual interviews with the GPAN volunteers and BGCS staff, to determine which specific improvements the GPAN website needed.

3.1.1 Website-Oriented Focus Group of GPAN members:

At a scheduled fortnightly GPAN meeting, our team held a focus group with nine GPAN volunteers to discuss what changes should be made to the website. Due to scheduling conflicts, only 9 of the 15 active members were able to attend. This method was implemented because it

"encourages subjects to speak freely and completely about behaviors, attitudes and opinions but stay on subject," (Berg & Lune, 2012). In the focus group, the GPAN volunteers were able to build off each other's ideas without the restriction of an interview. We facilitated the discussion by examining each page of the website with the group and recording any changes that were suggested and the frequency of each suggestion. We asked the volunteers questions about the content, grammar, and visual appeal of the website, and any overall improvements they felt were needed. The questions asked during the GPAN focus group can be found in Appendix A.

3.1.2 Interview the GPAN Volunteers and BGCS Staff

Following the focus group, we held semi-structured interviews with seven GPAN volunteers and five BGCS staff members. Our team sent out emails to each group to schedule the interviews. Because the subject matter related to relationship violence, we did not want to make anyone uncomfortable and only interviewed those who volunteered. The day before an interview we sent an email reminder with the interview questions. This gave the interviewees the opportunity to look over the questions beforehand and prepare answers. Following an in-person interview, we emailed a summary of the notes we had recorded so that the interviewee could review the responses and ensure his or her opinions were documented correctly, eliminating experimenter bias (Jeng, 2006). Due to extenuating circumstances, such as medical emergencies, three of the GPAN interviewees answered our questions via email. Though this method was not optimal because we could not ask follow up questions, we accommodated for these different situations as they arose.

The questions we asked during the interviews gave our team various insights into the GPAN website. We asked interviewees what improvements they wanted to see on the GPAN website, so our team could determine which updates were necessary. A list of questions for the BGCS staff and the GPAN volunteers can be found in Appendices B and C, respectively.

3.2: Objective 2: Identify the technological resources used in the Broadmeadows community in order to effectively distribute the information GPAN provides

Through a survey, we determined how to technologically expand the GPAN program so that the majority of the Broadmeadows community could access the information and resources GPAN provides. From background research we determined that if most of the community used Facebook, the GPAN Facebook page should be utilized to its full potential (section 2.2.1). Likewise, if the majority of the community accessed information from smartphones, a GPAN smartphone application should be created (section 2.2.1). Surveys were used because they produce a quantitative representation of a target population (Fowler, 2014).

Based on previous research, we created a list of technological resources that a community could use to access information (section 2.2.1). This list included websites, phone applications, mobile websites, and social media sites, such as Facebook and Twitter. We utilized a Google Forms survey that included the following questions: how often do you use Facebook, which devices do you own personally, and which device do you use most often to access the internet. A list of the survey questions can be found in Appendix D. Before we conducted our survey, we had our sponsor complete it to confirm that our questions were clear and to the point.

We surveyed at the Broadmeadows Shopping Centre, Banksia Gardens Community Centre, and also the Broadmeadows Town Hall in order to reach a wide range of residents. To get an accurate representation of the community, we had to address the language barrier present in Broadmeadows (section 2.3). Through translators at BGCS, we were able to survey non-English speakers. In total, we surveyed 34 people.

3.3 Objective 3: Determine which aspects of the GPAN program can be improved so that the program can achieve a greater impact in the community

Looking beyond technological aspects, we determined additional approaches to improve the GPAN program that will allow it to provide more information and resources to the community. To accomplish this objective we briefly interviewed BGCS staff and GPAN volunteers. These interviews were merged with the interviews described in Objective 1 (section 3.1.2) to simplify the process and avoid scheduling difficulties.

Overall, the BGCS staff and GPAN volunteers were asked slightly different questions, depending on their expertise. The BGCS staff members were asked about the GPAN program from an executive standpoint, while the GPAN volunteers were asked about the specific operations of the program and how the program had impacted them. Because we held semi-structured interviews, we were able to further tailor the questions for each interviewee (Berg & Lune, 2012). For example, we took into account how long a staff member had worked at BGCS and which events the GPAN volunteers had attended. Questions that were asked to both the BGCS staff and GPAN volunteers included: what do you hope the GPAN program looks like in a year and how could the GPAN program be improved. A list of questions for the BGCS staff and the GPAN volunteers can be found in Appendices B and C, respectively.

3.4 Objective 4: Determine which aspects of other prevention services can be brought to GPAN to improve the program's outreach in the community

We interviewed six prevention programs in the area to determine which aspects of other services could be used by to the GPAN program to increase its connection to the local Broadmeadows community. Through website searches, existing BGCS contacts, and attendance at the GPAN Steering Committee meeting and the Broadmeadows Against Violence meeting we

developed a list of fourteen relationship violence prevention resources in the Melbourne area to contact. After reaching out to the fourteen services, we scheduled interviews with six of them.

We held semi-structured interviews with the six programs, two in-person and four over the phone. Due to scheduling difficulties we were unable to interview all of the programs in person. Questions we asked included: what techniques do you use to recruit and retain members and volunteers, could you promote the GPAN website on your own service's website, and what challenges has your program faced. A list of these questions can be found in Appendix E.

Chapter 4: Findings

4.1: Website-Oriented Focus Group

We organized a focus group with nine GPAN volunteers to determine which changes needed to be made to the GPAN website. During the focus group, our team went page by page through the website and recorded any suggestions the group made. In most cases, a participant would explicitly mention an idea and the rest of the participants would agree with him or her. The information from the focus group was prioritized based on the frequency of agreement; the suggestions that were most strongly supported by the GPAN volunteers are listed in Table 1. We identified four main themes; the GPAN website should have fewer blocks of text, a new color theme, include information in multiple languages, and display a map of resources in the area. Any suggestions made were recorded, regardless of how many people agreed. The list of all suggestions made during this focus group appears in Appendix H.

General Themes Mentioned	Number in Agreement	Specific Phrases
Fewer Blocks of Text	9/9	"Remove blocks of text" "Add graphics"
Change the Color Theme	9/9	"Black and white is not being used effectively"
Add Multiple Languages	8/9	"We are a multicultural area" "Add more videos from other countries"
Add a Map	8/9	"Color-code the different prevention program types"

Table 1: Summary of majority responses from GPAN website-oriented focus group

4.2 Good People Act Now Volunteer Interviews

We interviewed five GPAN volunteers to gather their insights into possible improvements to the GPAN website. After receiving all responses, we collectively categorized key phrases in the responses to each question by common themes. This classification and a deeper account of the interviews can be found in Appendix J.

We asked GPAN volunteers how the GPAN website could be improved. There were two main themes of responses: the website needs to be more visually appealing and it needs to have a stronger connection to the community (Table 2). All of the interviewees mentioned that the website needed to be more visually appealing, with responses including "more visual" and "less text heavy." The majority of the GPAN volunteers went on to say that the website needs to be more connected to other services in the area. One of the GPAN volunteers wanted the website to "be a gateway to other groups."

Interview Question: How could the GPAN website be improved?		
Theme	**Number**	**Examples of Specific Phrases**
Visual Appeal	5/5	"More visual" "Less text heavy" "More visually appealing"
More Connecting and Networking	4/5	"Share more events and programs with the community" "Be a gateway to other groups"

Table 2: Summary of the major themes from the five GPAN volunteer interview responses to how could the GPAN website be improved?

When we asked the GPAN volunteers how the program could be improved, we found three themes mentioned in the answers: more participation, more community involvement, and more events (Table 3).   The majority of the GPAN volunteers, three of the five, wanted more participation from the GPAN members themselves, with one volunteer saying "(we) need to get more people to join." Three of the GPAN volunteers believed that the program could be improved with more community involvement; one volunteer said "we need to promote ourselves in the community." Likewise, three of the five GPAN volunteers stated there needs to be more events.

Interview Question: What do you think could be improved within these programs?		
Themes	**Number**	**Examples of Specific Phrases**
More participation	3/5	"Needs more training, engagement and commitment" "Need to get more people to join" "Need to follow through on our ideas"
More Community Involvement	3/5	"Want to embed the GPAN program within local schools" "give out information in the community" "promote ourselves in the community"
More events	3/5	"Need to have more events" "We have ideas for more community based activities" "GPAN could include workshops"

Table 3: Summary of the major themes from the five GPAN volunteer interview responses to "how could the GPAN program be improved?"

In the coming year, the GPAN members hope that the program will gain more volunteers and increase its connection to the community (Table 4). Six of the eight GPAN volunteers mentioned wanting "more volunteers". Similarly, the majority of the GPAN volunteers wanted to see GPAN increase its connection to the community and "connect to other youth programs".

Interview Question: What do you hope GPAN will look like in a year?		
Theme	**Number**	**Examples of Specific Phrases**
More Volunteers	6/8	"More volunteers" "More young people" "Bigger"
Increased Connection to the Community	6/8	"Connect to other youth programs" "Make people aware that GPAN is in the area" "Reach out to all the different groups in the community"

Table 4: Summary of the major themes from the eight GPAN volunteer interview responses to what do you hope the GPAN program will look like in a year?

When asked whether or not the GPAN program should network with other programs in the area, all four of the GPAN volunteers asked this specific question thought it would be beneficial (Table 5). One GPAN volunteer was even quoted saying "(networking with other programs) is absolutely essential". We removed this question from further interviews because the GPAN coordinator specified her desire to begin networking with other prevention programs in the area.

Interview Question: Should the GPAN program network with other programs?		
Answer Themes	Number	Examples of Specific Phrases
Beneficial	4/4	"I want it to happen" "It is absolutely essential"

Table 5: Summary of the major theme from the four GPAN volunteer interview responses to should the GPAN program network with other programs in the area?

4.3 Banksia Gardens Community Services Staff Interviews

We interviewed the Banksia Gardens Community Services (BGCS) staff to determine how the staff thought the GPAN website could be improved. After receiving all responses, we collectively categorized key phrases of the responses to each question by common themes. This classification and a deeper account of the interviews can be found in Appendix I.

Four of the BGCS staff were asked how the GPAN website could be improved. Three of the four staff members mentioned that the website needs to be better connected to other prevention services in the Broadmeadows area (Table 6). One of the staff members said that the website needs to "include more organizations than just Banksia Gardens". Though not a major theme, one interviewee went on to mention increasing the visual appeal of the website by adding "more color and shapes to engage the viewers".

Interview Question: How can the GPAN website be improved?		
Theme	**Number**	**Specific Phrases**
More Connections	3/4	"Extend the website's reach" "Needs to be advertised" "Include more organizations than just Banksia"
Visual Appeal	1/4	"Add more color and shapes to engage the viewers"

Table 6: Summary of the themes from the four BGCS staff interview responses to how should the GPAN website be improved?

4.4 Survey about Technology Use in Broadmeadows

We conducted a survey to determine how the Broadmeadows' community uses technology to access information and what technological devices the residents can access. We received 34 responses from surveying at the Broadmeadows Shopping Centre, Banksia Gardens Community Centre, and the Broadmeadows Town Hall.

Figure 3 shows that nearly 60% of participants reported that they access the internet most often using a smartphone, whereas only 29% use a laptop or desktop computer, and 12% use other devices such as tablets or iPods.
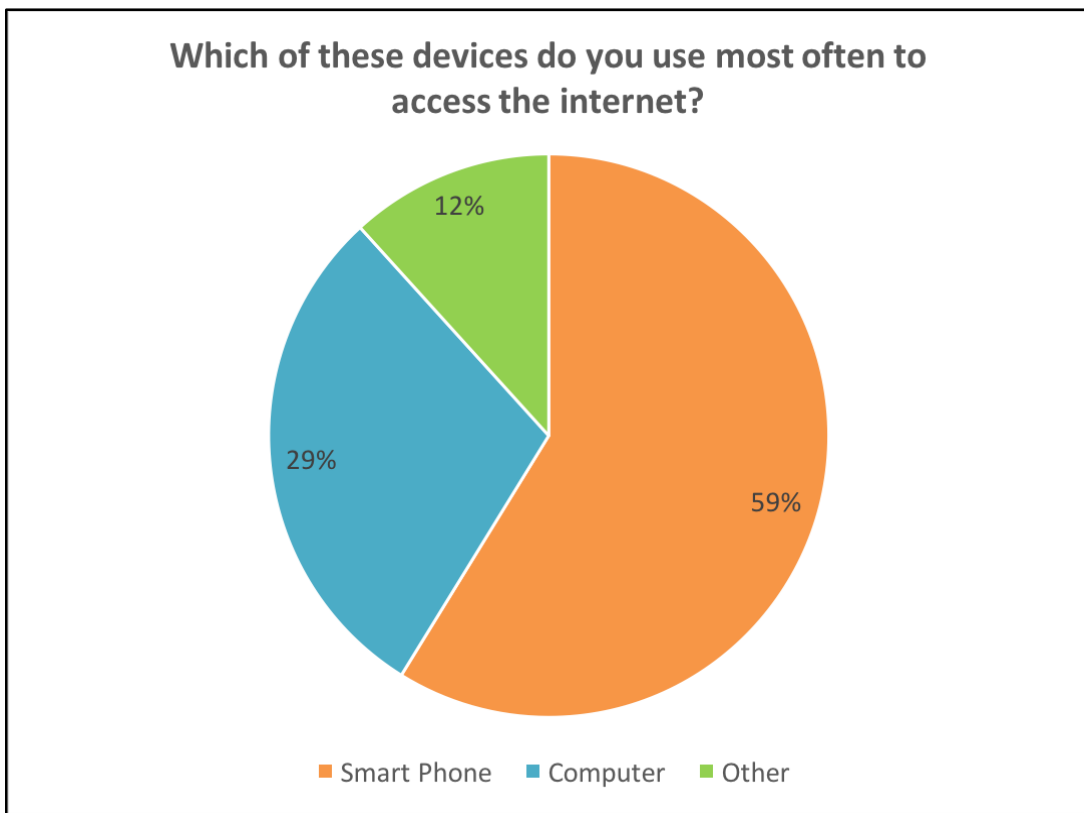
Figure 3: Summary of the 34 responses to the survey question:
Which of these devices do you use most often to access the internet?

In the survey, we asked how often the participant uses Facebook. The majority of survey respondents, 70%, use Facebook daily (Figure 4). The other 30% of respondents either selected that they use Facebook weekly, rarely or do not have an account.
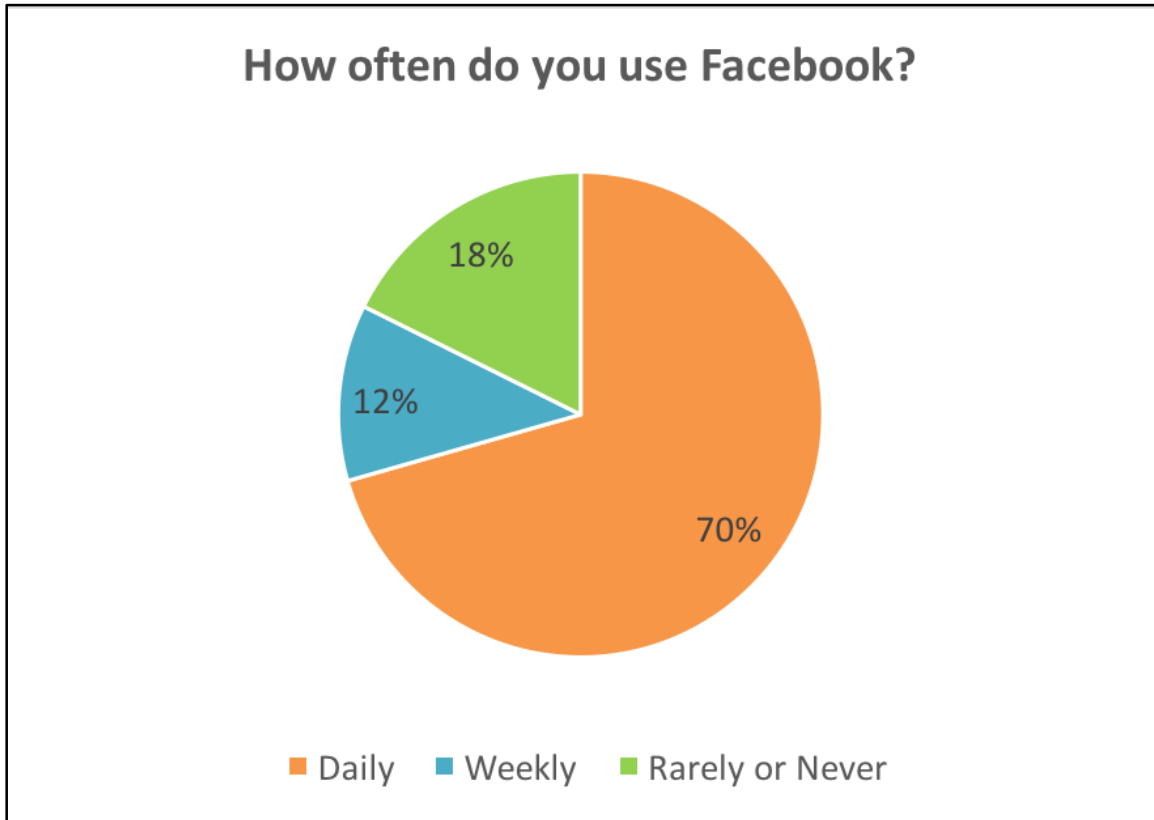
Figure 4: Summary of the 34 responses to the survey question:
How often do you use Facebook?

4.5 Prevention Program Interviews

When other prevention services were asked how their programs recruit and maintain members and volunteers, we heard a variety of responses (Table 7). The most popular reply was using websites. Other popular techniques included social media, talking at community events, and using an eNewsletter, a newsletter sent out through email.

What techniques do you use to recruit and retain members and volunteers?		
Theme	Number	Frequency
Websites	6	6/6
Social Media	5	5/6
Talk at Community Events	4	4/6
Word of Mouth	3	3/6
eNewsletter	3	3/6
Talk at Schools	2	2/6
Flyers	2	2/6
Radio Ad	2	2/6
Talk to sports clubs	2	2/6

Table 7: Summary of the major themes from the six prevention program interview responses to how do you recruit and retain members and volunteers?

4.6 Main Findings

Synthesizing the results from the preceding sections with the background research from Chapter 2 led us to three major findings:

1. **Updating GPAN's technological presence is key to increasing community accessibility to resources and information on violence prevention.**

2. **Other prevention services provide models GPAN can follow to determine how to increase membership.**

3. **Through utilizing a network of prevention programs already in place, GPAN can increase its reach of promotion in the community.**

Finding 1 incorporates four key claims:

1. Updating the content and visual appearance of the GPAN website are priorities for increased retention of website users.

2. The ability to access the GPAN website on a smartphone allows the GPAN program to better communicate its message to a larger audience.

3. A map connecting programs in the Broadmeadows area serves as a single effective resource for users to locate additional services.

4. Adding an international tab to the website makes the information that the website provides more accessible for a larger portion of the community.

The remainder of this chapter supports and expands upon these claims.

4.7 Updating content and visuals retain more GPAN website viewers

Finding 1.1: Updating the content and visual appearance of the GPAN website are priorities for increased retention of website users

Our original project brief had requested an update to the GPAN website. Summaries from the focus group of GPAN volunteers, interviews held with Banksia Gardens Community Services (BGCS) staff, and GPAN volunteers, led our team to determine that the website needed to have more informational graphics, more links to other resources in the area, and a different color scheme. We updated the GPAN website to have more graphics and links, and a blue and green color scheme to match that of Banksia Gardens Community Centre. Figures 5 and 6, respectively, compare old and new versions of two sections of a page of the website. Both versions convey the same information, but the older version is organized into plain black text on a white page. The

newer version organizes the information into more engaging infographics, colored to match the

newly energized color scheme.
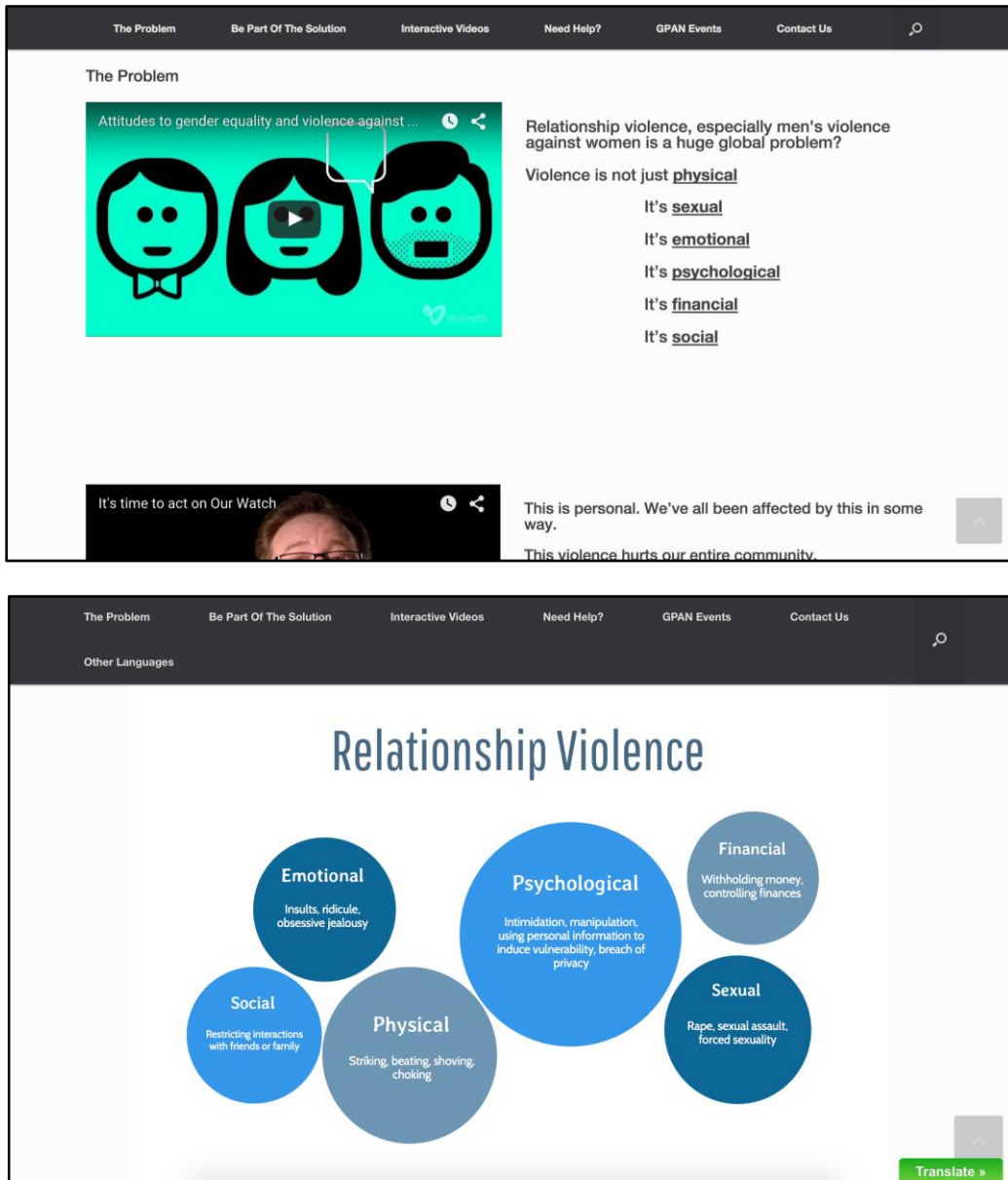
Figure 5: Comparison of old (top) and new (bottom) versions, showing a section of "The Problem" tab on the GPAN website
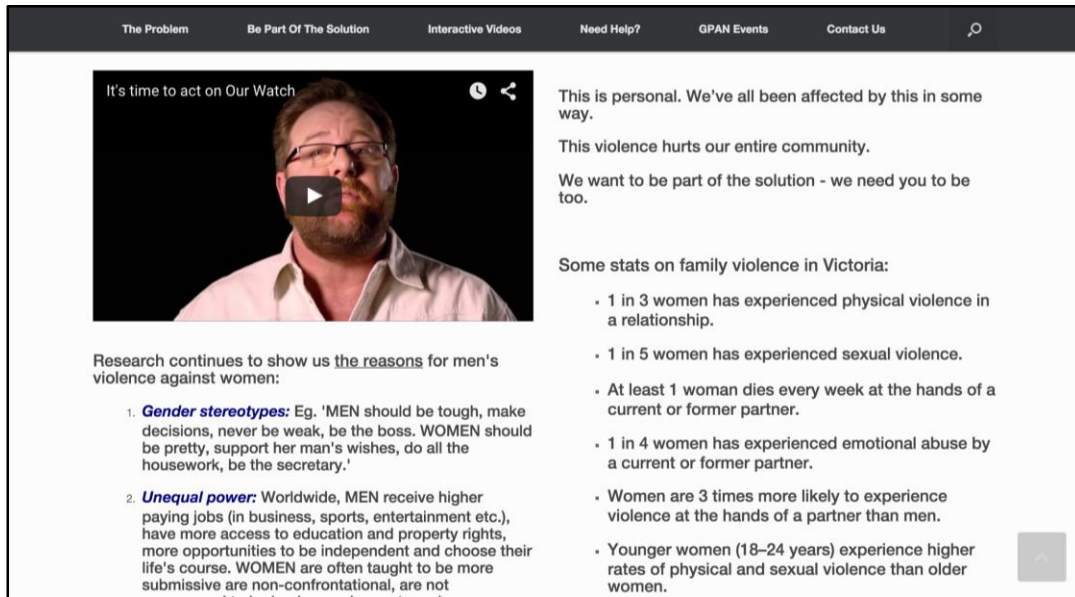
Figure 6: Comparison of old (top) and new (bottom) versions showing a section of "The Problem" tab on the GPAN website

Many participants in the focus group and interviews suggested specific website improvements (Table 8).

Major Suggested Upgrades to the GPAN Website	
Updates	**Supporting Sources**
Informational visuals	Focus group, GPAN interviews, BGCS interviews
Changing the organizational theme	Focus group
Removing and rephrasing much of the text	Focus group, GPAN interviews
Adding Facebook button	Focus group
Adding a Quick Escape button	Focus group
Reformatting pages	Focus group, GPAN interviews
Adding more interactive videos	Focus group, GPAN interviews
Changing the position of the logo in the header	Focus group
Changing the color scheme	Focus group, GPAN interviews

Table 8: The major suggested themes to improve the GPAN website
and their supporting sources

We were unable to complete three recommended changes when addressing the website. The hosting service does not allow the header organization and organizational theme to be changed. Adding more violence prevention interactive videos was not possible because GPAN volunteers were not available to be filmed. Although adding a Quick Escape button was feasible, we could not prevent users from going "Back" to a website after escaping to a new page.

4.8 More effective communication of GPAN's message through smartphones

Finding 1.2: The ability to access the GPAN website on a smartphone allows the GPAN program to better communicate its message to a larger audience.

The technology survey showed that approximately 60% of respondents prefer to use a smartphone to access the internet (Figure 3). The GPAN website must be more accessible via a smartphone to be accessible to a majority of the community.

Though apps are easily used on smartphones, previous background research shows that making an app is costly. In speaking with BGCS staff, we found that GPAN lacks substantial funding. A dedicated mobile app is too expensive for GPAN's limited budget. Instead, we made the current site mobile-friendly by enabling automatic resizing when accessed through a mobile browser. A comparison of this resizing against the old format can be seen in Figure 7. Attempting to navigate the website shown on the left is more difficult and crowded than on the clean, concise page on the right. Although more of the page is visible in the left view, trying to select one of the tiny buttons was challenging.

Figure 7: Screenshot images of the GPAN website before (left) and after (right)
being adapted to a smartphone

4.9 Mapping programs allow users to better locate services

Finding 1.3: A map connecting programs in the Broadmeadows area serves as a single effective resource for users to locate additional services.

Mapping Broadmeadows-specific prevention resources was a primary goal from the start of this project. Our background research indicated that connecting victims to a wider range of

services allows for more personalized support, which is a cornerstone of effective prevention (section 2.2).

Findings from the GPAN interviews, BGCS interviews, and the website-oriented focus group emphasized that the website needed more links to other resources and services, which a map accomplishes (Table 2, 6, and 1). Additionally, the violence prevention program coordinator at Dianella Community Health spoke of the need for a map to connect community members to local resources.

Our team researched various prevention programs and youth groups in the Broadmeadows area and created a list of these services and groups' contact information. We plotted this list on a Google Map, and embedded the map on the GPAN website. A screenshot of the active map on the "Need Help?" page of the website can be found in Figure 8. A detailed breakdown of how we created and embedded the map on the website can be found in Appendix P.
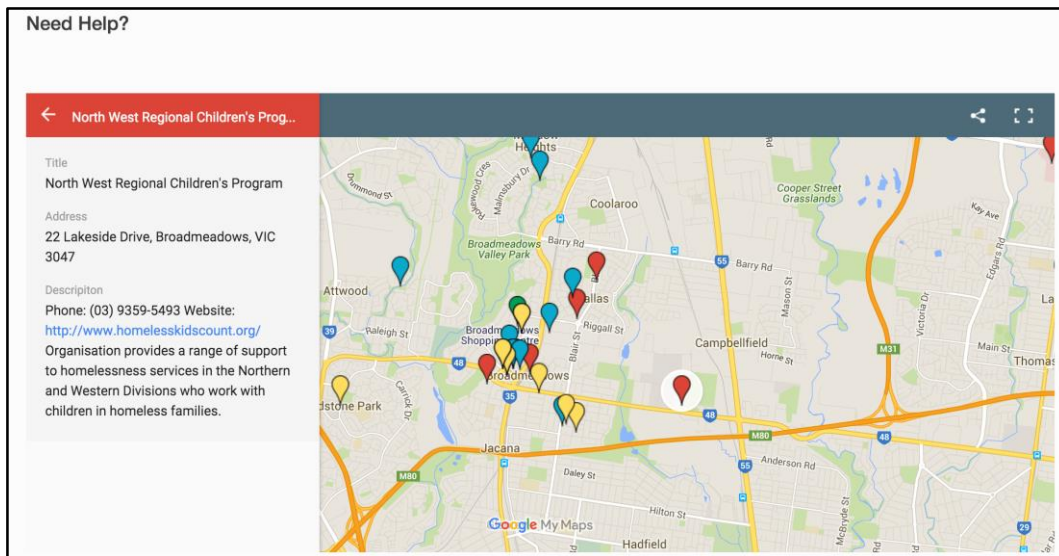
Figure 8: Screenshot of the interactive prevention map of local services on the GPAN website with a pin clicked for demonstration

4.10 Information needs to be accessible to linguistically diverse communities

Finding 1.4: Adding an international tab to the website makes the information that the website provides more accessible to a larger portion of the community.

In the website-oriented focus group (Table 1), eight of the nine participants agreed that an international section would make the website more accessible to the non-English speaking portion of Broadmeadows. To further test these opinions before moving forward with construction of the "Other Languages" section, we discussed implementing an international tab with members of the community at White Ribbon Day. Specifically, there were two people who knew of women in abusive relationships who could not speak English and were seeking information. Resources in their native languages would be invaluable.

To accommodate non-English speakers, we adapted a Google Translate plugin that operates across the entire website. Now users can translate the content of the website to virtually any language, simply by clicking a "Translate" button at the bottom of the page. Figure 9 demonstrates a substantial step forward in making the GPAN website accessible to the linguistically and culturally diverse community.
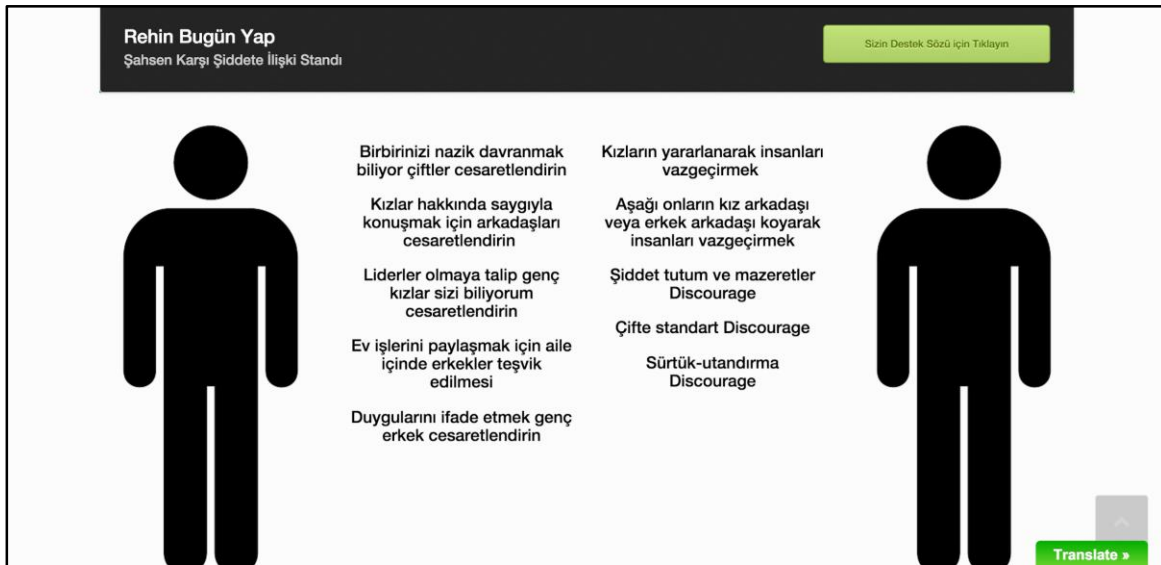
Figure 9: Screenshot of the Be Part Of The Solution page, translated into Turkish via Google Translate plugin seen in the bottom right

Additionally, our team added an "Other Languages" tab to the GPAN website to communicate domestic violence support and awareness information tailored to specific languages and cultures. Using information from section 2.3 of the Background chapter and data from the interviews with the GPAN volunteers, we deduced that the two primary languages in Broadmeadows were Turkish and Arabic. Each language-specific page includes information, posters, and violence prevention videos in that specific language, as well as a custom Google Map of violence resources in the area that cater to the user's language. To ensure that the webpages were understandable, we contacted BGCS staff and GPAN volunteers fluent in both Turkish and Arabic, and they verified that the translations were intelligible. Figure 10 shows a screenshot of the Arabic page with the Arabic Google Map and clickable posters from inTouch and SafeSteps, two multicultural violence prevention resources.
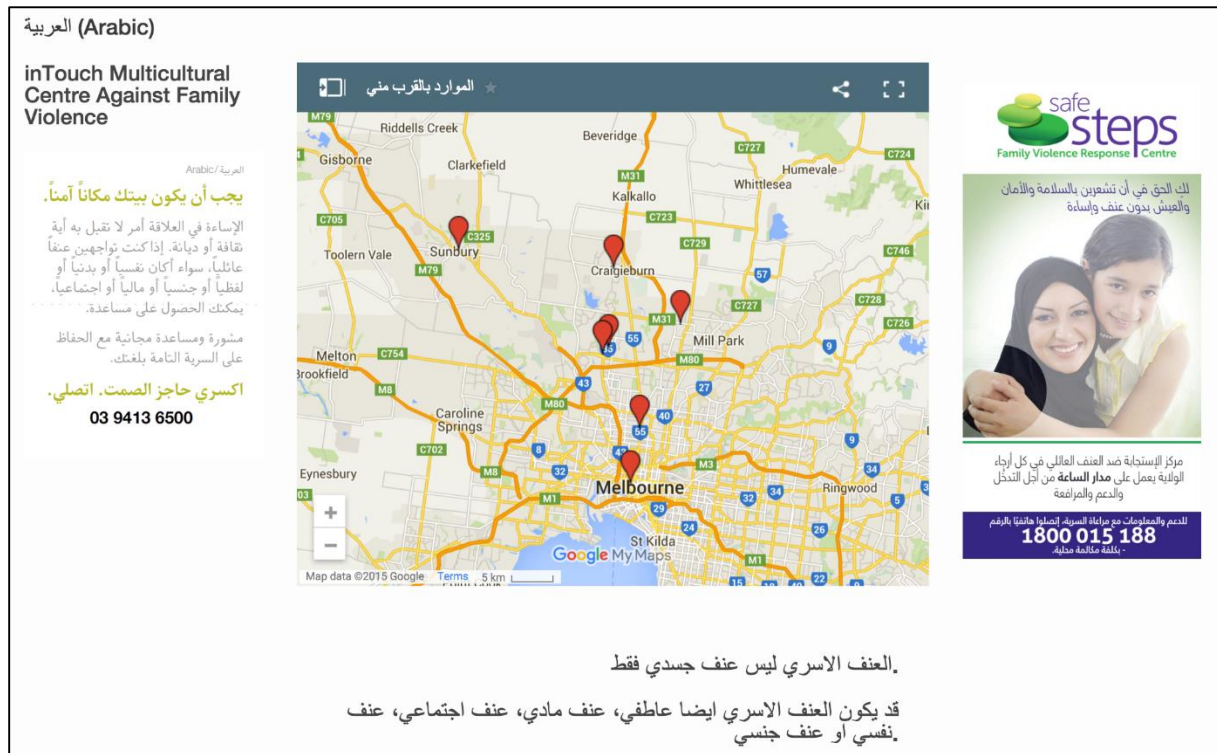
Figure 10: Screenshot of Arabic map and clickable posters on GPAN Arabic page

4.11 Successful attributes of one program may be applied to other similar programs

Finding 2: Other prevention services provide a model GPAN can follow to determine how to increase membership.

Recruiting new members is vital for GPAN to expand and to spread the program's message. More than half of the GPAN volunteers we interviewed said that the program needed more members (Table 3). Additionally, within the next year, GPAN volunteers want more active members to facilitate events and promote GPAN's message within the community (Table 4). One interviewee said, "We need more training, engagement and commitment. We need to get a new round of people engaged with the program."

Unfortunately, according to two of the BGCS staff interviewees, GPAN is dependent on government funding and lacks the resources required to make major improvements to its program (Appendix I). All four of the GPAN members agreed networking with other prevention services would benefit the GPAN program (Table 5). Rather than waste time and energy developing new materials from the ground up, it is more cost and time effective to adapt previously developed ideas and materials from other prevention programs in the area.

We interviewed other prevention services in the area and learned how they increase the number of active members within their own programs in order to provide GPAN with a model to base its own recruitment efforts (Table 7). One prevention service, Dianella Community Health, spoke highly of the value of cooperating with community groups. Five of the six prevention programs utilize social media to target the 82% of the technological survey participants who use Facebook at least once every week (Table 7 and Figure 4.2).

Our team created recruitment materials for the GPAN program, modeled from the promotional materials that other services provide. Recruitment materials for the GPAN program include:

1. A new logo
2. Flyers
3. Pamphlets
4. Posters
5. Informational presentation and script

The materials all promote GPAN's website and Facebook page.

The GPAN logo was originally black and white. As one of the major suggestions from the focus group was to change the GPAN color theme, we changed the logo to blue (Hexadecimal color code: #006699) and green (Hexadecimal color code: #00AF00), to match BGCS's colors and the refurbished GPAN website. The logo update was suggested by GPAN volunteers to better captivate website users and recipients of recruitment materials. We worked in conjunction with the GPAN coordinator and volunteers to create and edit this image to its final version. The old and new GPAN logos are shown in Figure 11.

Figure 11: Comparison of old (top) and new (bottom) GPAN logo with
updated colors and symbols

We created a small flyer for the GPAN program, which included the new GPAN logo,

BGCS's logo, and reference to the GPAN Facebook page and website. The BGCS logo is included

because they are the sponsoring organization, while GPAN's website and Facebook page are

included so people know where to look for further information. The flyer can be seen in Figure

12 and Appendix Q.

Figure 12: Informational flyer distributed at schools and community events to promote the GPAN program

A larger, trifold pamphlet was created, which gives the reader a general idea of the GPAN program. There is information on the unique aspects of the GPAN program, along with what events the program holds, facts on relationship violence, and the contact information of the GPAN coordinator. As an example of GPAN training, the pamphlet includes suggestions on how to be an active bystander. The pamphlet aims to get people interested in joining the GPAN program.

The flyer and pamphlet designs were revised based on feedback from the ten people who attended the material-oriented focus group. The major suggestions were to highlight the GPAN acronym and include more about other resources and GPAN events (Table 9). Our team made these edits to the final pamphlet and flyer designs (Figure 13). On all of the advertising materials, we included a QR code for smartphone owners to quickly and easily access the website with a simple scan.

Figure 13: Segment of informational pamphlet used distributed at schools and community events

Focus Group on the Flyer and Pamphlet		
General Themes	**Number in agreement**	**Percentage**
Highlight the GPAN acronym	10	100%
Include more events in the pamphlet	6	60%
Include other resources in the pamphlet	8	80%

Table 9: Summary of the Major Findings from the Focus Group

We tested the effectiveness of the GPAN flyers and pamphlets by handing them out to community members at a community awareness event, White Ribbon Day, held November 25th, 2015. Though there was no change in the amount of "Likes" the GPAN Facebook page received, the number of users of the GPAN website increased. Figure 14 shows that the average number of users per month increased dramatically in November 2015, the month of White Ribbon Day.
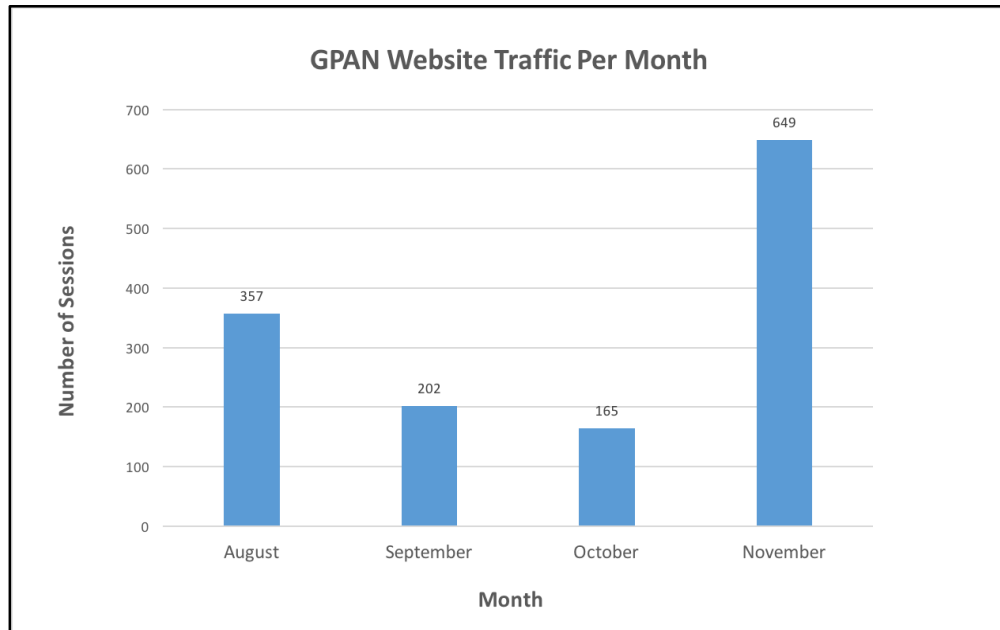
Figure 14: Comparison of 2015 GPAN website monthly user statistics

From August through October 2015, daily usage of the website was on a downward trend. In November, the number of daily users increased by 484 users. We cannot say for certain that this is due to advertisement at White Ribbon Day, but the advertisement could be a contributing factor. A common issue to consider is developer bias, or the concept that we as researchers increased the traffic statistics of the website in our efforts to update it by spending hours at a time combing through the server. We updated the website to the same frequency in October as we were in November, averaging about 2-3 sessions per day, with a typical maximum duration of two hours.

In addition to flyers and pamphlets, we made posters to raise awareness about domestic violence in Broadmeadows (Appendix T.1 through T.5). We held a photoshoot with GPAN volunteers, in which they posed for posters that they brainstormed during the interviews we held. The posters focused on bystander action and visualizing relationship violence statistics and promoted the GPAN group, featuring the GPAN website, QR code, and GPAN Facebook page (Figure 15).

Figure 15: GPAN bystander action poster featuring a GPAN member

We displayed the posters around Banksia Gardens Community Centre to support the 16 days of activism (section 2.2.2). The GPAN members offered feedback during the presentation-oriented focus group. One key suggestion was to make the subjects of the posters more diverse (Appendix O).

Additionally, we compiled an informational presentation and script based upon previous GPAN training workshops and website materials. The presentation addressed who we are and the different pillars of our program: healthy relationships, gender equality, domestic violence awareness and bystander action (Figure 16). To appeal to younger age brackets (13-18), we included slides with audience interaction, like asking "what do you know about relationship violence" and "does anyone know what a "bystander" is?"

Figure 16: A slide that showcases important topics of discussion in a GPAN meeting

We included quotes from GPAN volunteers to show how impactful the program can be. We made quick slides with pictures and quotes to hold the audience's attention (Figure 17).

Figure 17: Presentation slide featuring a personal testimony to appeal to the audience

The presentation included the contact information, website URL, and Facebook of the GPAN program. GPAN can present this package of materials to schools, sports clubs, or other community youth groups to recruit new members. The full presentation and script can be found in Appendix S.1 and S.2.

We presented to staff at Roxburgh College and sparked the interest of two teachers who then allowed us to present to their classes of secondary students (aged 13-15). At the end of each presentation, we asked students to rate how informational and captivating the presentation was, with a 1 being not at all, and a 5 being completely (Appendix G).
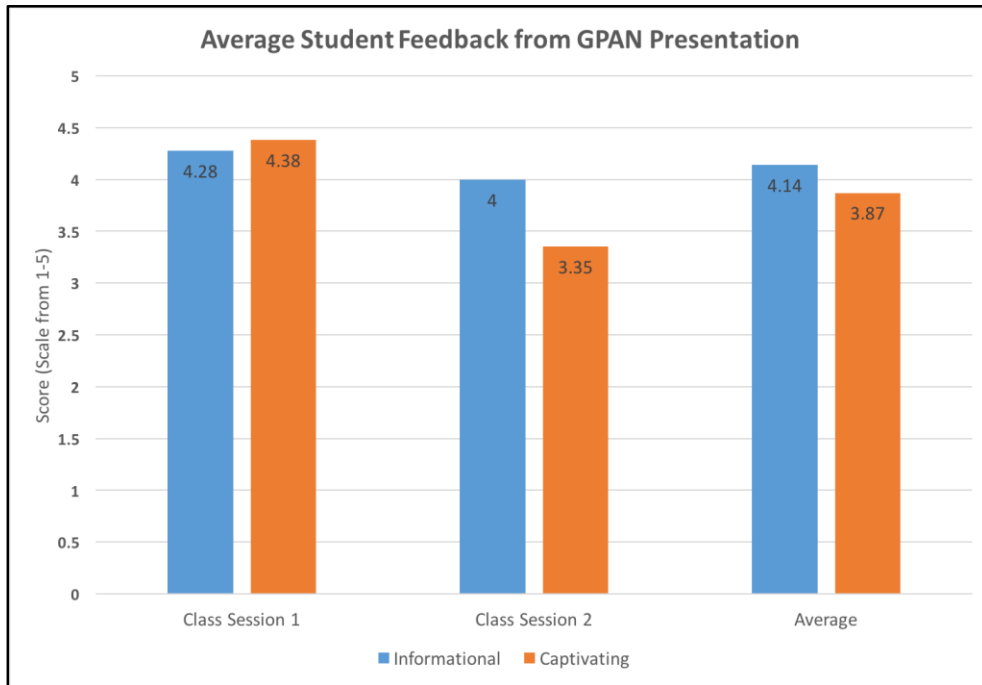
Figure 18: Student feedback from GPAN presentation

The results show the presentation was effective, but has room for improvement (Figure 18). We decided to review our presentation with GPAN members in a presentation-oriented focus group (Appendix N). Here, a participant would explicitly mention an idea and the rest of the participants would agree with him or her. The information from the focus group was prioritized based on the frequency of agreement; there were five suggestions which were highly supported by the GPAN volunteers (Table 10). A more detailed account of the presentation-oriented focus group can be found in Appendix O.

Specific Recommendations	Number in agreement
"Make it more engaging and ask more questions to capture the attention of kids"	5/5
"Form a connection over content"	5/5
"Start by defining the problem"	3/5
"Add videos"	5/5
"a very solid start that GPAN can build off of next year"	5/5

Table 10: Responses from presentation-oriented focus group

We took these suggestions into account, making final edits and adding more slides for future implementation.

4.12. Networking allows multiple outlets for promotion of a program

Finding 3: Through utilizing a network of prevention programs already in place, GPAN can target resources for promotion of the program.

In order to become more active and recognizable to the Broadmeadows community, GPAN should better utilize the network of prevention services in place.

We interviewed GPAN Steering Committee members and additional prevention leaders in the Broadmeadows area. We found in our interview with a representative from Dianella Community Health that they are planning to create a community-wide, accessible network of programs to increasing communication within the Hume area. This plan details how the Hume City Council, legal services, prevention programs, and support services for domestic violence could work in tandem with community based programs. The plan emphasized that each program brought a unique strength to the process, all working synergistically. We expressed interest in

joining this movement, and according to the GPAN coordinator, GPAN will work with Dianella when the program commences in early February 2016.

Women's Information and Referral Exchange (WIRE) specifically stated that calling up other programs and asking to be put into their databases is one of the best ways to promote the GPAN program.

Prevention Services that agreed to promote GPAN		
Type of promotion	Number	Percentage
eNewsletter	3	60%
Database	1	20%
Word-of-Mouth	1	20%
Overall agreement to promote	5	100%

Table 11: Summary of the types of promotion other prevention services agreed to give to the GPAN program

Testing this hypothesis, we contacted other prevention programs. All of the programs we interviewed expressed interest in learning more about our program and agreed to promote GPAN, as shown in Table 11. We made a private list of 21 other prevention services and their contact information that the GPAN coordinator could reach out to in the future. In addition to networking with other prevention resources, we requested GPAN to be added to the Hume City Council webpage.

In the next chapter, we present our overall conclusions, connect them directly to the various deliverables provided as part of this project, and offer a series of recommendations for possible future actions.

Chapter 5: Conclusions

This chapter explains the three key conclusions and deliverables and the eight recommendations that we developed to improve and expand Good People Act Now (GPAN), a program of Banksia Gardens Community Services (BGCS) that combats relationship violence.

5.1: Conclusions and Deliverables

Our conclusions and deliverables cover three areas of focus: updating GPAN's website, creating recruitment materials, and utilizing a network of prevention programs.

1. Updating GPAN's website increased the community's access to resources and information on violence prevention.

We updated the website in five ways:

1. Reformatting the website for easy viewing on mobile web browsers
2. Energizing the color scheme
3. Replacing blocks of text with informational and engaging graphics
4. Adding a map of local prevention services
5. Incorporating accessible multilingual resources

We first reformed the GPAN website to fit on a mobile platform because our community survey showed that the majority of participants use smartphones for internet access (section 4.4). The website became much easier to navigate because the buttons automatically resize to fit any screen.

We converted the GPAN website to a blue and green color scheme which reflects that of BGCS and replaced large paragraphs of texts with colorful infographics (Figure 4.7). This addressed the concern of GPAN volunteers who thought the website was lacking visual appeal. Additionally, a new map of prevention services now connects community members seeking aid to

local resources through this one central website. An expert from Dianella Health Services indicated that our map is a good starting point for the implementation of Dianella's own map (Appendix K.1). Finally, we incorporated multilingual resources to the GPAN website to reach out to the non-English speaking community of Broadmeadows. We added both a translation widget, which makes the website available in virtually any language and specific pages with specialized maps and resources in Turkish and Arabic, the two most spoken languages in Broadmeadows after English (Figure 4.9 and section 2.3). All of the website updates came in response to common suggestions from all focus groups and interviews with GPAN volunteers and BGCS staff.

2. Specialized recruitment materials can attract more members.

To address a common theme among interviews with GPAN volunteers, we investigated how other prevention services recruit and retain members. All of the programs that we spoke to utilize flyers, pamphlets and posters as successful promotional materials. Our team developed these materials for GPAN and piloted them at schools and community events. We provided a flyer design, pamphlet design, informational presentation and script, and poster designs to the GPAN coordinator which can be seen in Appendices Q, R, S, and T, respectively. One poster can be seen in Figure 19.

Figure 19: Volunteer-made domestic violence awareness poster

3. Collaboration with other programs increase the promotional reach of GPAN.

Through interviews with GPAN volunteers, BGCS staff members, and members of the GPAN Steering Committee, we determined that networking with other programs leads to promotion of the GPAN program. We reached out to other prevention services in the greater Broadmeadows area and created new connections; five of which agreed to promote GPAN through their websites and newsletters.

5.2: Recommendations

We have eight recommendations for the GPAN coordinator to extend our existing deliverables and further enhance the presence of the GPAN program in the Broadmeadows area.

5.2.1: Extending Existing Deliverables

1. If a designated GPAN member or BGCS staff member regularly updated the GPAN website with articles, pictures, resources, and summaries of events that GPAN attends or holds, then GPAN would be able to adapt to the evolving momentum of awareness.

The number of visitors to the GPAN websites has been on the decline. When updates were made to the website, both the overall number of visitors and the amount of time visitors spent on the website increased (section 4.11). Our interviews with the GPAN members have shown us that there is a lack of blog updates and current news articles. Once a month, someone should update the blog with any events that were held or attended by GPAN members, add new pictures, post relevant news articles, and add new services to the prevention map.

2. Use of recruitment materials can increase attendance of GPAN events and trainings.

We created a foundation of recruitment materials for GPAN to use: a flyer, pamphlet, five awareness posters, and a short informational presentation with a script. When testing these materials at community events and schools, people were very receptive of the GPAN program and six people wanted more information. GPAN should utilize the recruitment resources we created to increase interest and attendance at its events and trainings.

3. Continued expansion of the international tab on the GPAN website to include more languages would increase the program's accessibility to the diverse surrounding community.

Currently the GPAN website offers links to resources in English, Arabic, and Turkish, the three most spoken languages in the area of Broadmeadows. The GPAN website should continue

to expand and offer more linguistically diverse resources so that GPAN's message can reach more members of Broadmeadows. The next languages that should be added are Italian, Assyrian, and Greek, as they are the next most-spoken languages in Broadmeadows (2011 Census QuickStats, n.d.).

4. Producing additional interactive videos would benefit both the website and the GPAN training sessions.

The GPAN website currently has four interactive videos aimed to teach youth about bystander action and healthy relationships. The GPAN program was funded by the Department of Justice, which has expressed a desire to see more interactive videos produced. We found when conducting our interviews with GPAN members that although more videos were necessary, scheduling times for the GPAN members to meet for filming was very difficult due to their academic constraints. We suggest filming additional videos in early 2016 to coincide with the next round of training. This timing will allow new volunteers to get involved, while giving returning members a renewed perspective of their roles as active bystanders.

5.2.2: Further Enhancing the GPAN program

5. Working with Dianella Community Health to connect the prevention services in the local area would greatly benefit GPAN by connecting it to additional resources that work together synergistically.

Dianella Community Health, a violence prevention service in Broadmeadows, plans to create a local network of community groups and violence prevention support services. GPAN can bring the youth group perspective to this network. Many GPAN members noted in their interviews that they wanted to network with other services in the area. Collaborating with Dianella is a great stepping stone for GPAN to be a part of a broader network of services. The goal of the new

network is to provide a "whole community approach" to combat violence (Appendix K.1). In addition to strengthening GPAN's community connections, the creation of this network of supportive outlets would give GPAN future promotions and community outreach.

6. Reaching out to contacts in the area when planning events would increase promotion for GPAN.

From interviews conducted with other prevention services, we learned that reaching out and networking can lead to greater community awareness of a service and attendance at program events. Our team tested this recommendation, and all of the services we contacted agreed to promote GPAN events through their websites and newsletters. More members of the community can be aware of GPAN events as a result of other prevention services promoting GPAN.

7. Implementing a local GPAN chapter within Roxburgh College through the Student Representative Council would reach more youth.

Following our presentation to the students at Roxburgh College, one teacher recommended we get in touch with the college's Student Representative Council to discuss branching out and adding a GPAN chapter to the school. The teacher said that her students would be more receptive to the program if GPAN was held after school and they did not have to travel to Broadmeadows to attend the GPAN meetings. According to discussions with our sponsor, BGCS has a close relationship with Roxburgh College, so it would be possible to work with the school to develop this program. Implementing this recommendation would be an excellent start to situate GPAN within schools and to get more youth involved in the program.

8. Testing the hypothesis that promoting GPAN events on Facebook will increase attendance will provide a model for future social media promotion

We recommend that when GPAN hosts two different events, coordinators promote one of the events via Facebook advertising, but not the other. Our background research indicated that social media engages the community (section 2.2.1). The majority of responses from our Broadmeadows technology survey indicated that residents used Facebook as a way to gain information (Figure 2). A comparison of the resulting attendance will prove whether or not spreading awareness through Facebook is a useful method to promote GPAN events.

5.3: Concluding Remarks

Though the scope of our research did not extend far beyond the community of Broadmeadows, our project strengthens GPAN and its goal of bringing increased awareness of relationship violence to the Broadmeadows community. This project has enabled the GPAN program to reach more youth through its website, recruitment materials, and other promotional activities. Youth who have been exposed to the message of the GPAN program can learn about the reality of relationship violence, create healthy relationships, and encourage gender equality. Members of the GPAN program can then go out into the world and encourage other good people to act now by influencing their friends, family, and the general public to be less accepting of relationship violence and gender inequality, thus creating a lasting positive change in society.

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Appendices

Appendix A: Website-Oriented Focus Group Questions
We are a group of students from Worcester Polytechnic Institute in the United States and we are working with Banksia Gardens to help reduce violence against women. We are interviewing GPAN volunteers to better understand the current prevention program in place at Banksia Garden Community Centre.

Your participation in this focus group is completely voluntary and you may withdraw at any time. Please remember that your answers will remain anonymous. No names or identifying information will appear on the questionnaires or in any of the project reports or publications.
If interested we can email you a copy of our final proposal.

1. How do you feel about the formatting of this page?
2. How is the grammar?
3. Is the message conveyed properly?
4. What information could be added?
5. How would you make it more visually appealing?

Appendix B: Interview Questions for BGCS Staff
We are a group of students from Worcester Polytechnic Institute in the United States and we are working with Banksia Gardens to help reduce violence against women. We are interviewing BGCS staff to better understand the current prevention program in place at Banksia Garden Community Centre.

Your participation in this interview is completely voluntary and you may withdraw at any time. Please remember that your answers will remain anonymous. No names or identifying information will appear on the questionnaires or in any of the project reports or publications.
If interested, we can email you a copy of our final proposal.

1. What can you tell us about the GPAN program?
    a. How do you think it can be improved?
    b. How could it be more advertised?
2. Have you ever looked at the GPAN website?
3. How could it be improve?
4. How could it be more advertised?
5. Do you know of any other domestic violence awareness or prevention programs and activities at Banksia?
6. Do you know of any other domestic violence awareness or prevention programs and activities within the community?
7. Could you give us a definition of domestic violence, in your own words?
8. Do you see domestic violence as an important issue in Broadmeadows?

Appendix C: Interview Questions for GPAN Volunteers

We are a group of students from Worcester Polytechnic Institute in the United States and we are working with Banksia Gardens to help reduce violence against women. We are interviewing GPAN volunteers to better understand the current prevention program in place at Banksia Garden Community Centre.

Your participation in this interview is completely voluntary and you may withdraw at any time. Please remember that your answers will remain anonymous. No names or identifying information will appear on the questionnaires or in any of the project reports or publications.
If interested, we can email you a copy of our final proposal.

1. Could you tell us about the GPAN program?
2. Why did you join GPAN?
3. What is something GPAN has done successfully?
4. What do is something GPAN could improve on?
5. What you hope GPAN will look like in a year?
6. What have you learned through GPAN?
7. The GPAN program focuses on reducing violence, could you give us your definition of domestic violence or violence against women?
8. Has that changed since you started GPAN?
9. What was your favorite GPAN event?
10. How do you think the GPAN website could be improved?
11. What are your opinions on networking with other preventative services in the area?

Appendix D: Survey Questions for the Broadmeadows Community

We are a group of students from Worcester Polytechnic Institute in Massachusetts and we are working with the Banksia Gardens Community Centre to unite and empower the community of Broadmeadows through a network of technological programs and resources aimed to mitigate domestic violence. Currently, we are conducting a survey of people who live in Broadmeadows and around the Hume region.

Your participation in this survey is completely voluntary and you may withdraw at any time. Please remember that your answers will remain anonymous. No names or identifying information will appear on the questionnaires or in any of the project reports or publications.

If interested, a copy of our results can be provided through an internet link at the conclusion of the study.

1) Are you a resident of the Broadmeadows or Hume area?
   a) Yes
   b) No
2) Select any of the following you have access to, whether it be personally, through a library, or other program:
   a) Cell Phone (non-smartphone)
   b) Smart phone
   c) Desktop Computer
   d) Laptop
   e) Tablet
   f) iPod that connects to WiFi
3) Select any of the following that you own personally:
   a) Cell Phone (non-smartphone)
   b) Smart phone
   c) Desktop Computer
   d) Laptop
   e) Tablet
   f) iPod that connects to WiFi
4) Which of these devices do you use most often for internet access?
   a) Cell Phone (non-smartphone)
   b) Smart phone
   c) Desktop Computer
   d) Laptop
   e) Tablet
   f) iPod that connects to WiFi
5) Approximately how many hours per day do you spend on the internet?
   a) 0 hours
   b) 1-2 hours
   c) 3-5 hours
   d) 5-7 hours
   e) More than 7 hours
6) Select any of the following resources that you may use to access information on current issues:

a) Radio
b) Newspaper
c) Television
d) Social Media
e) Websites
f) Other (please specify)

7) Which of the resources do you use most often to access information on current issues?
   a) Radio
   b) Newspaper
   c) Television
   d) Social Media
   e) Websites
   f) Other

8) If you need information on a topic, where do you tend to look:
   a) Social Media
   b) Google
   c) Scholarly websites
   d) Other websites
   e) Other (Please specify)

9) How often do you use Facebook?
   a) Daily
   b) Weekly
   c) Monthly
   d) Rarely, but I have an account
   e) I don't have an account

10) How often do you use Twitter?
    a) Daily
    b) Weekly
    c) Monthly
    d) Rarely, but I have an account
    e) I don't have an account

11) Have you ever visited the Banksia Gardens Community Centre in Broadmeadows?
    a) Yes
    b) No

12) Have you heard of the Good People Act Now (GPAN) Program run by Banksia Gardens Community Centre?
    a) Yes
    b) No

13) Have you ever visited the Good People Act Now (GPAN) website?
    a) Yes
    b) No

Appendix E: Interview Questions for Other Prevention Programs
We are a group of university students from Worcester Polytechnic Institute in the United States. We are all engineering students, but part of our school curriculum involves doing a community focused project. For the past two months, we have been working with Banksia Gardens Community Centre in Broadmeadows to help improve their Good People Act Now Program. The GPAN program it is a youth action group focused on creating healthy relationships, promoting gender equality, raising awareness about domestic violence, and encouraging bystander action. They hold biyearly youth bystander action trainings and community wide events to raise awareness. We are looking to expand the GPAN program and are interested in learning how your programs recruit and retain members, and if you have any developed resources that could be brought to our GPAN trainings.

We are interviewing other prevention programs to better understand the current prevention program in place at Banksia Garden Community Centre and the network of prevention programs in the area.

Your participation in this interview is completely voluntary and you may withdraw at any time. Please remember that your answers will remain anonymous. No names or identifying information will appear on the questionnaires or in any of the project reports or publications.
If interested, we can email you a copy of our final proposal.

1. Can you tell us a little bit about your program and its overall goals?
2. Can you tell a little about your position?
3. For GPAN, one aspect we are looking at is understand future issues the GPAN program could face. Could you explain a challenge that your programs have faced and how are you planning to, or have you, overcome it?
4. How do you keep your programs up to date, especially with the changing technology?
5. How do you encourage attendance from the community for these programs/events/ workshops?
6. How do you advertise your workshops/programs/services how you get the word out?
7. What events had your program held recently?

Appendix F: Recruitment-Oriented Focus Group Questions

We are a group of students from Worcester Polytechnic Institute in the United States and we are working with Banksia Gardens to help reduce violence against women. We are holding a focus group of GPAN volunteers to review our suggested improvements for the GPAN program.

Your participation in this focus group is completely voluntary and you may withdraw at any time. Please remember that your answers will remain anonymous. No names or identifying information will appear on the questionnaires or in any of the project reports or publications.
If interested, we can email you a copy of our final proposal.

1. We updated the GPAN logo, what do you think of the new design? Any ideas on how to further improve it?
2. We created a flyer for the GPAN program. Do you have any suggestions to improve it?
3. We created a pamphlet for the GPAN program. What do you think of the design? Any improvements?
4. We created an informational PowerPoint about GPAN used for recruiting. What are your opinions?
5. We updated the GPAN website, what do you think of the new infographics?
6. We created a map of the resources in the area and added it to the GPAN website. Do you have any further suggestions on how to improve this map?
7. We added an international section to the website. Are we missing any resources?
8. Do you have any additional comments on how to improve the website page?

Appendix G: Feedback Survey from GPAN informational presentation
We are a group of students from Worcester Polytechnic Institute in the United States and we are working with Banksia Gardens to help reduce violence against women. We are conducting surveys from students at Roxburgh College to gain any feedback or sight from our informational PowerPoint to be used in the future to recruit members for the GPAN program.

Your participation in this survey is completely voluntary and you may withdraw at any time. Please remember that your answers will remain anonymous. No names or identifying information will appear on the questionnaires or in any of the project reports or publications.
If interested, we can email you a copy of our final proposal.

1. On scale from 1-5, how informative was this presentation (1 = least informative, 5 = extremely informative)

         1   2   3   4   5

2. On a scale from 1-5, how well did this presentation keep your attention? (1 = not very well, 5=very well)

         1   2   3   4   5

3. Yes or No: Did you learn something from this presentation?

         Yes   No

4. Yes or No: Did this presentation stimulate your interest on the subject matter?

         Yes   No

5. Any additional comments or suggestions?

Appendix H: Website-Oriented Focus Group Feedback

General Themes Mentioned	Specific Phrases	Number in agreement
Fewer Blocks of Texts	"too much text" "add graphics"	9/9
Change the Color Theme	"more vibrant theme"	9/9
Add Multiple Languages	"add from multiple languages"	8/9
Add a Map	"embed the map"	8/9

Page	Edits

Homepage	• Add a quick escape button (as a tab?)
	• The white & black theme is very plain
	   o Update/Change to more vibrant theme
	• Font is inconsistent
	   o Standardize font based on theme selection
	• Add counter plugin to show domestic violence occurrences
	   o Number of women killed this year live counter
	• Add Facebook link next to the Banksia link

The Problem	• Too much text o Replace blocks of text with info-web graphic
Be Part of the Solution	• Change wording (disapprove to discourage) • Change phrases to make more realistic • Add "think" or "feel" emotions to this page • Add graphics (more visually appealing than words)
Interactive Videos	• Include thumbnails for videos • Potentially look into using a meta-slider to organize videos • Look into including more videos
Need Help?	• Embed the map • color coordinate the different program types (family violence, prevention programs, youth groups)
GPAN Events	• Link GPAN Facebook events calendar to the page • Ask GPANers in interviews about the different events so the blog can be updated
Contact Us	• Change from Rachel to Kelly as contact • Insert group GPAN photo
International Tab (suggested idea)	• Add relevant domestic violence videos from multiple countries (ex: Turkey, Iraq, China, Japan, India, Middle East etc.) • Add international maps

Appendix I: BGCS Staff Interview Responses

2. What can you tell me about the GPAN program? How can it be improved?

Q2: Rubric			
Theme	**Youth**	**Events & Outreach**	**Bystander Action**
Justification	Specifically stating "youth" or talking about schools	Specifically stating "events", "projects", "community" or "outreach"	Specifically stating "bystander" or the general theme of being active and handling situations effectively

Interviewee	Response
1	It is youth led and they meet regularly to tackle Violence Against Women by holding events and reaching out to the community at different festivals for people of all ages; Also have guest speakers come to some events; Network with other agencies. Training young people to handle situations in their lives. They are very focused on outreach, domestic violence, and the contributing factors. It is run by Rachel Wood.
2	Began with funding from the Department of Justice and regulation. GPAN plans, carries out and designs prevention programs in the area. GPAN offers youth training and performs community service projects, focusing on bystander action. There needs to be more community branding.
3	Created in the wake of multiple DV cases in the banksia public housing (4 or 5 years ago). Peer lead program focused on gender equality. It was brought in to prevent domestic violence. It has changed over the years and grown with the group members involved in the program. Root goal is always the same: to provide dynamic resources to the community to prevent DV. It is successful in the conversations it induces and the interactive resources. It needs more resources and more money to really upgrade the program to where everyone wants to be. Need resources for it to be integrated into schools. Someone should be fully dedicated to the program, but resources and money restrict
4	Only been here two days, What he knows if from looking at the GPAN website. It raises awareness for Violence against Women and has Bystander Action tools. The GPAN volunteers are also trained

3. Have you ever looked at the GPAN website? How can it be improved? How could it be better advertised?

Q3: Rubric		
Theme	**Visual Appeal**	**Network with other**
Justification	Discussing the color or theme of the website	Discussing promotion of GPAN or adding more links to the website

Interviewee	Response
1	hasn't looked recently but helped the previous years WPI students implement the website; Improvements: it needs more content only saw the base bones. Has a black and white color scheme - add more color, shapes to engage the viewers. COMPRESS THE VIDEOS
2	It needs to be sold and promoted more than it is right now to extend the website's reach.
3	Advertisements could be focused within the hume city council and their magazines (Imagining, Global Learning Center). Need articles in the paper, everything needs to be consistently advertised - this is difficult because there isn't a single person in charge of only GPAN. The website is very interactive, but sometimes clunky. It needs more crisis access links
4	Look at it briefly; thinks there should be more organizations included not just Banksia; make it more holistic - more involvement from organizations like the government and community

4. Do you know of any other domestic violence awareness or prevention programs and activities at Banksia?

Q4: Rubric		
Theme	**Posters/Pamphlets**	**Newspapers**
Justification	Specifically stating posters or pamphlets	Specifically stating newspapers

Interviewee	Response
1	Rachel does a program with the Hume Valley school with regards to social and recreational activities but it is basically an extension of GPAN. Flyers and posters with information are distributed
2	White ribbon day - with Rosie Batty especially, DV is being talked about more and more, presenting a stage to talk about the issue. National newspapers are picking up on the interest, now is the time to strike if they want to advertise for GPAN. "if we're going to do something, it's time to do it now."
3	Not really, just arrived. There are posters and pamphlets around Banksia, and maybe the library but no where else

6. Do you see domestic violence as an important issue in Broadmeadows?

Q6: Rubric		
Coding theme	**High Rates**	**No**
Justification	Specifically stating yes	Specifically stating no

Interviewee	Response
1	Yes. The cultural diversity and amount of immigration in Broadmeadows could play a role in it. Generation after generation of "traditional" opinion toward gender roles/stereotypes contribute to the prevalence of domestic violence. Also Jon sees the DV in Broadmeadows in a potentially biased frequency as a result of his occupation at Banksia, where he is exposed to it everyday. He works with traumatized children in study groups that he can see have been affected
2	Yes, but it is an issue everywhere. Hume has high levels of DV, however much goes unreported.
3	Yes, prevalent. Need more people to be talking about it. There are large rates of male perpetrators here
4	Has not really noticed it yet

Appendix J: GPAN Volunteer Interview Responses

2. Could you tell us about the current domestic violence prevention programs and activities that are in place at Banksia Garden Community Centre?

Q2: Rubric					
Theme	**Violence prevention**	**Violence awareness**	**Positive, open environment**	**Youth**	**Community Action**
Justification	Specifically stating "violence prevention" or the theme of stopping domestic violence	The general theme of education and awareness	The general theme of positivity of the group, or the safe place GPAN provides	Specifically stating "youth" or "young people"	Specifically stating "programs", "community", or "events"

Interviewee	Response
1	GPAN- focuses on healthy relationships. 1.5 year old youth action group creating community activity aimed to remove violence. Programs at the Centre put no violence and equality values into all volunteer, program and staff meetings. There are presentations to staff and parents. The girls circle group focuses on creating and learning about equality through talking and presentations
2	GPAN is a group that discusses and plans different events in the Broadmeadows community to teach others about violence against women and make them more aware of it. The group gives the community more information about the issue.
4	GPAN is an action group in Hume that prevents domestic violence and violence against women. Offers trainings about relationship respect and community events and has regular meetings. She joined to research with the group and is evaluating and monitoring the program so it is ongoingly updated to help increase funding. She also sees DV as important issue, she is passionate and interested in seeing active solutions. Policies sounds great but groups that talk in the community are key. Everyone in the group is inspired to be there.
5	Banksia - strong ongoing attitude that encourages support and open learning GPAN - Mentoring, fluid & open (young people). It provides young people with a dynamic learning environment to express their creativity and develop/be exposed to numerous opportunities in the community to combat domestic violence.
6	I joined the GPAN project in May last year. Rachel had organised a seminar at the Institute i attended. I was a justice student and loved my family violence subject. GPAN really attracted my attention, and my passion for family violence issue. I knew there was something that I could offer to the group (as I was once a victim for several years of an abuse partner) and also knew that I would be learning so much more in depth about the topic in this group.
7	GPAN raises awareness for issues that have been around for centuries (didnt mention anything about domestic violence specifically though)
8	The way I describe GPAN to my friends and other people I meet, is that, we are a youth group dedicated to educating the community about the causes and effects of domestic/family violence. We tend to focus on the disconnect between healthy relationships and gender equality.
9	GPAN is a program that educates young people in Broadmeadows to become advocates and activists and leaders to end family violence

3. Could you give us your definition of domestic violence?

Q3: Rubric				
Theme	**Oppression**	**Not just physical**	**Respect**	**Violence towards both genders**
Justification	Specifically stating "oppression", or the feeling of being controlled	The theme that violence is not only physical	Specifically stating "respect"	The theme of violence against both genders

Interviewee	Response
1	family violence: repeated threatening abuse and creating isolation, undermining, and fear leading to fewer personal rights all directions, female to male, male to female, etc. Most prevalent in hetrosexual relationships.
2	It can happen in any relationship and isn't necessarily just physical violence. It can be sexual, emotional, mental, financial No definition has not changed
3	It isn't just physical, but many forms including mental and emotional, spiritual and financial violence between partners. It is abuse of any form that is detrimental
4	Stepping over lines. Not treating people with respect (in a broad sense, from attitudes to lifestyles). Subservient positions instilled and maintained, a lack of autonomous living at the cause of a partner. Changed since coming to GPAN? Yes, easier to verbalize and identify, and intervene. More confident in helping others.
5	family violence to me is much more than just physical emotional or financial abuse. its much more than just control and power.. the reality is that family violence is a crime.. and our community still continue to be bystanders and most still continue to keep it as a "private matter" as a nation we have gone beyond privatisation of family violence.. its a social issue that still prevails and still continues to make victims of people. family violence needs to be addressed as a serious crime and have the equivalent deterrence strategies as any other serious crimes.
6	Domestic violence is verbal, physical and emotional
7	Domestic violence is relationship violence that may occur during any stage. It can range from emotional, verbal, financial, social or physical abuse. It typically occurs in relationships where there is a gender imbalance, in which the female is seen as being lesser than her male partner or where she may be at a disadvantage, whether its financially or socially. However, it is of course not limited to heterosexual relationships it can also occur in homosexual ones or in any type of relationship where one person tries to dominate and rule.
8	If you had asked me to define Domestic Violence or Violence against women 18 months ago, I would have told you that it was all about the physical act of violence towards women. But GPAN has certainly taught me that Violence is so much more intricate than that. Domestic violence and violence against women includes everything from physical violence, to, controlling and manipulative behaviour and financial control.
9	very broadly it's a repeated pattern of control, but it can be any aspects of abuse (physical, emotional, financial)

4. Has that changed since starting GPAN?

Q4: Rubric		
Theme	**Yes**	**No**
Justification	Specifically stating "yes"	Specifically stating "no"

Interviewee	Response
1	No
2	This is what she has learned through GPAN. It isn't just physical, but mental and emotional
3	Yes, easier to verbalize and identify, and intervene and she is more willing to speak up/out about it, but the overall view hasn't changed too much.
4	of course the definition has changed! to me the definition of family violence was once "a private home issue" not anymore! its a life and health and wellbeing threatening issue we are confronted with everyday.. it is no more a private issue but now one that is a critical social concern.
5	Yes, it has changed from just physical violence to much more
6	Not sure what is being asked? Has my idea of domestic violence changed since GPAN? Yes, previously I was not aware that relationship violence or abuse covered such a large variety of behaviours; I thought it was limited to emotional or physical abuse.
7	If you had asked me to define Domestic Violence or Violence against women 18 months ago, I would have told you that it was all about the physical act of violence towards women. But GPAN has certainly taught me that Violence is so much more intricate than that. Domestic violence and violence against women includes everything from physical violence, to, controlling and manipulative behaviour and financial control.
8	Yes I've always been a feminist but have never linked family violence so closely with it. I became more are of just how prevalent it is and that it's not just physical and that it stems from these stereotypical gender roles. Family violence is very well linked to DV and relationships violence

6. Do you think the GPAN website effectively reaches the community?

Q6: Rubric			
Theme	**Needs Update**	**Needs more visitors**	**Multicultural**
Justification	Stating that the website needs something it does not already have	Theme of promoting the website to gain users	Discussions of an "other languages" tab

Interviewee	Response
1	Difficult to reach the community, especially in the early stages. People need a reason to go to the GPAN website - needs to be "jazzed up" - including more interactive videos and graphics. Needs increased advertisement.
2	Not sure, but it could definitely be improved to boost accessibility. If the website is updated then it will attract more people.
3	As i have already spoken to the group, the website needs a "other languages" section for those people who can not read english. after all, we are a multicultural society and we need to address all people.

8. What do you think is successful with these programs?

Q8: Rubric			
Theme	**Relationships**	**Bystander action**	**Changing preconceived notions of DV**
Justification	Specifically stating "relationships" or the theme of working together as a whole	Specifically stating "bystander action"	The theme of personal growth or working within the community to change beliefs

Interviewee	Response
1	Relationships form between the group members, group dynamics, - allowing them to learn together, transform, inspire each other, and pursue personal discovery. Everyone is very supportive, and these relationships bring about a long term change in their ways of thinking. Stronger relations also create stronger program commitment. It is less of a lecture and they hold each other accountable.
2	They openly show what the program does.
3	I feel that GPAN has been really good with its community outreach programs. When we started, obviously no one knew who we were but with the help of Rachel and Jaime, we have quickly grown our public profile in the Hume area and that has allowed us to get involved in the outreach programs where we have set up a few GPAN stalls at community festivals and we have even held our own forum event.
4	Gender inequality is seen as a one of the major causes of domestic and relationship violence. As GPAN, we have been actively promoting gender equality through bystander action. We have created interactive videos which schools and education groups can use to engage young people in conversation. In these videos we have great examples of everyday sexism which anybody could encounter, for example a group of young males making sexual comments and jokes about girls, in which we have given examples on how to take bystander action and say no to these types of behaviours.
5	The success off this group has been enormous! ı would not change anything about ıt. The group has been extraordınary actıvıtıes and promotıons, campaıgıng agaınst famıly vıolence wıth such a strong ınıtıatıve and passıon that ı am so proud to be apart of! the GPAN team ıs strong mınded and determıned to make a dıfference and get out there to raıse awareness.. they have been fantastıc!

9. What do you think could be improved within these programs?

Q9: Rubric			
Theme	**More participation**	**More community involvement**	**More events**
Justification	Specifically stating "more engagement" or the theme of recruitment	Specifically stating "community" or "getting people involved"	Specifically stating "events" or "activities"

Interviewee	Response
1	Needs more training, engagement and commitment, Need to get a new round of people engaged with the program - "fresh blood" The videos could be developed to create a program for locals schools, as that is now part of next year's curriculum. Small scale, but wants to embed the program throughout the local community and youth.
2	Have more events in the community to give out more information and get more people to join
3	The only I thing I can think of for us to improve on is our follow through on ideas. I feel that a couple of times, we have had some really good ideas for promotion and community based activities that, because of a lack of organisational support for Rachel we haven't been able to follow through on.
4	We could better use social media to promote ourselves and our cause.
5	GPAN could include a workshop on approaching people you see who look to be in trouble.

10. How do you think the GPAN website could be improved?

Q10: Rubric		
Theme	**Visual appeal**	**Connect & Network**
Justification	Specifically stating "visual" or phrases within the theme of simplistic and easy navigation	The theme of reaching more people and making GPAN a resource for others

Interviewee	Response
1	Site needs to be more visual to reach more youth. It needs to be kept simple with resources.It needs to share more events and programs with the community. Community programs need to be linked to show more youth involvement and to get more volunteers.
2	input from GPAN meeting
3	the interactive videos are powerful and should be kept as the focus. It should be less text heavy and offer more links, being a gateway with a clear message to other groups
4	Some kind of mailbox for "finds" (GIF, JPG, videos) to share with the web page. Also more visually appealing.
5	it needs to have all the information readily accessible, as well as be easy to navigate.
6	Make the map easier to access by changing the tab names, it is a bit hard to find; make sure the language map have resources other than just for example turkish ones - use the broader community resources as well

12. What are your opinions on networking with other preventative services in the area?

Q12: Rubric		
Theme	**Good**	**Unsure if feasible**
Justification	Expressing interest	Expressing doubts

Interviewee	Response
1	Wants it to happen, difficult to get everyone involved
2	Good if we could but not sure if there are any other programs in the area
3	"Absolutely essential". Accomplishments so far have been "fruitful". Different areas have different strengths/skills, so bringing them together creates "collaborative energy" that can fuel new programs and gives the group more meaning.
4	Networking with other agencies is fundamental! by working together with other departments or agencies we can work together.. more stronger and determined.. to change and advocate as anti family violence services.

14. What do you hope GPAN will look like in a year?

Q14: Rubric		
Theme	**Increase in number**	**More connection**
Justification	Specifically stating more "commitment" or "members" or the theme of growth of the program	The theme of more awareness of the GPAN program and reaching out to other groups in the area

Interviewee	Response
1	Connected to other youth programs in the area with more youth groups GPAN should be a model for others involvement at sports games doing prevention work
2	Have more volunteers to learn more about violence against women and to make people aware that GPAN is here in the area
3	She is still new and learning about the program, but she hopes to see more consistent commitment to keep momentum in the program. More events like You the Man, which engage the community and create a safe and open space to talk.
4	More young people, balancing the cycles of people who come and get really involved then have to take a step back due to other commitments. Space to open and grow for all ages.
5	Gpan in a year? bigger, stronger and more determined to make a difference! our team is so determined and full of drive and passion that they can take this to extraordinary levels! i believe in them.. and they all believe in each other!
6	To be known farther and expanded throughout the area.
7	I hope we will have more young people from variety of ethnic backgrounds joining in and taking part in the training. This will then allow for new ways in which we can reach out to all the different groups within the community.
8	I have always had this vision of GPAN holding an open forum in a really nice function/conference room with high profile guests on the panel and a wide variety of people attending. The room would be littered with the pink and blue hoodies that GPANners wear and the forum would be a huge success. For the group, I would just like to see a few people who are still in school at meetings and actively taking part in discussion and activities. That is something I think we can improve on. If we can put our name out to kids in schools then we will always attract like minded leaders from the younger generation.
9	I hope GPAN will connect with the youth in the area and hold a presence in schools. Having like GPAN nodes or clubs would be great. As Annie from WHIN said there is mandatory respectful relationships programs being implemented into schools so it'd be great to link into those (perfect timing). Schools need more than one less of training and GPAN can provide that. It would serve as a "best practice model" and gives GPAN the opportunity to expand beyond Banksia and really get its name out

15. What was your favorite GPAN event?

Q15: Rubric			
Theme	**Filming the GPAN videos**	**You the Man**	**Seeing the Teamwork of the volunteers**
Justification	Specifically stating "filming the interactive videos"	Specifically stating the "You the Man" event	Discussing teamwork and group dynamic

Interviewee	Response
1	Filming the interactive videos because it was heaps of teamwork, GPAN commitment, and seeing stories come to life hit home about how real this issue is
2	You the Man Event
3	You the Man Event
4	Filming the GPAN videos, because of the teamwork and universal passion.
5	all our events at gpan are equally important to me. the same passion and determination and drive was shown at every thing we did by all students and that's what counts!
6	The animation workshop
7	I really enjoyed participating in the soccer tournament with GPAN. In partnering up with 'Save the children' (I think that's what they were called), we had an interactive bus. In the bus the participants could play games, take photos, edit their photos, record themselves and watch videos. We also had a DJ and sound equipment on the site, where the participants got to play around and make music. This was a really good way in engaging the young male participants and talking to them about relationships and gender equality. We got them to make pledges and the best pledge won prizes in movie tickets.
8	My favourite GPAN even was definitely the Forum we held on the 25th of September. The You The Man performance was incredibly moving and brought out some really emotional responses from everyone who attended which made the discussion even more lively and we had really awesome feedback from everyone who was there. We probably could have rehearsed the night a little better. I know as MC I thoroughly enjoyed the night, however, had I gone over my script a little better, I would have made less mistakes. I felt that if we had used a smaller space we could have had a more formal discussion, however the numbers we had and the size of the hall we used just didn't make that possible.

Appendix K: Prevention Service Interviews
Summary: all common themes of recruitment, promotion and challenges

Appendix K.1: Analyzed Prevention Service Interview with Dianella Health Services

Prevention Service 1: Rubric			
Themes	**Recruitment**	**Promote our website**	**Challenges**
Justification	General discussion of how they promote their services and resources	Specifically state they would promote through their website or an eNewsletter advertisement	Discussion of challenges faced

Focused on service map, programs dealing with prevention of violence against women.
Her role: health promotion, not groundwork, doesn't know specifics of other programs.
- Suggested looking into other sports programs and teams to get involved

Dianella health strategy:
- Primary prevention does not have a lot of coordination between groups. Plan to fix this.
  - examples of programs: Berry Street, child first, RAMP, HDVN - police services
- Wants to localize the community services and get everyone on the same page.
- Create a steering group to bring everyone's perspectives together and increase networking.
- Coordinate higher up services to local community groups --- Hume police and legal aid connecting to youth groups and other prevention programs.

Dianella wants to make a map on their own site.
- Suggested to use helpful phrases rather than just mapping so that people can find services tailored to their needs fast and more effectively.
- Overall impressed with our work - wants to look at it for their own map.

They would promote our website online and try to get us on the Hume City Council.

Appendix K.2: Analyzed Prevention Service Interview with Foundation House

Prevention Service 2: Rubric			
Themes	**Recruitment**	**Promote our website**	**Challenges**
Justification	General discussion of how they promote their services and resources	Specifically state they would promote through their website or an eNewsletter advertisement	Discussion of challenges faced

- Refugees focused
- She has a lots of connections to her Lebanon community
- Works with the community of her background, and speaks Arabic, work with Iraq group women to translate
- Friendship women's group started four years ago, meets weekly, women from refugee background with trauma when arriving go to the group
  - Have guest speakers, bring in flyers, make it personal and helpful
- Technology for women's group: Facebook page, reminders on smartphones, bring people together through technology
  - Share events on the Facebook page

- Website is only in English, the program hopes children and family will help translate.
- Nothing major web-oriented to assist multilingual audiences
- emails, texts, Facebook, flyers, pamphlets
- meet with community leaders and groups to talk about community work
- have many school programs and English classes for adult and youth - 25% of their attendees are under 21
- Challenges:
  - Reaching the community from not English
  - Fix: employing the diversity community leaders make it easy
  - Reaching the males in the community (won't join because of subject matter)
  - Fix: display flyers in venue
- Said she would pass along our information to her colleagues by word of mouth

Appendix K.3: Analyzed Prevention Service Interview with Women's Health in the North (WHIN)

Prevention Service 3: Rubric			
Themes	**Recruitment**	**Promote our website**	**Challenges**
Justification	General discussion of how they promote their services and resources	Specifically state they would promote through their website or an eNewsletter advertisement	Discussion of challenges faced

- Works at WHIN and partners with other organizations. they promote health promotion
- Programs are mostly school based and GPAN is unique with that regard. Also work with professionals in the workplace about respectful relationships
  - government just made it mandatory for next year that school have respectful relationship courses/learning material from prep school to year 10
- Don't really have any events just the 16 days of activism and International Women's day in March
- Advice: call assemblies, sporting clubs and music bands to get the word out and recruit kids
- Facebook page promotion
- Problem (GPAN hurdles): common that everyone is busy so members don't always attend so she suggested to add motivation to others for joining GPAN - have student placements or give credit for certain subjects from different colleges
- WHIN is mostly funded or has funded workers so that is easier to get their participants and advertisement
- *** draft an email and advertisement to be implemented in 2016 from the eNews
- different programs: We can do it, National Framework of Violence against Women (ourwatch), Collingwood estate, WHIW Girls Talk/Guys Talk,
- health promotion keeps people well before they get sick
- Recruitment establishes sustainability
- health promotion worker she takes broader look at upstream healthiness
- places in Richmond and Broadie so there is a wedge of coverage
- Recruit: engagement via momentum
- International day have community based projects
- target audience incentives
- PROMOTE THROUGH ENEWSLETTER - LATER IN THE YEAR

Appendix K.4: Analyzed Prevention Service Interview with Women's Information and Referral Exchange

Prevention Service 4: Rubric			
Themes	**Recruitment**	**Promote our website**	**Challenges**
Justification	General discussion of how they promote their services and resources	Specifically state they would promote through their website or an eNewsletter advertisement	Discussion of challenges faced

Service:
- Started in 1983 - women's organization - labor party; service for women by women, started as a phone service. Involves sharing of information - knowledge is power. Call and ask questions and get an answer. Includes other programs - job clinics, legal clinic, lunches, training for phone work - 8 week training course

Position:
- Professional development workshops
- 9 paid professionals. Most volunteers, go through training for an accredited certificate for delivering training dealing with difficult calls.

Challenge:
- The women that come to the trainings are highly educated. in order to create a good diverse group of women, they need to reach out to more women who have not had such formal education. (80% have an undergraduate degree of some kind). They are trying to recruit to fill this gap.

Up to date programs:
- 1.5 year ago they added a projector and wifi which change how the trainings are run in the classroom, now they have access to more recent materials, broaden horizon from all over the world. Their website has a live chat for people who don't want to talk on phone, hearing impaired, all about using technology to make information accessibility
- Newsletters, Facebook page, not using them to communicate with other women. phone is still the best way to have these conversations. issue and exploring her options and giving her a referral. best way sans a face to face meeting. use annual report, weekly e-newsletter, radio and TV advertisements. word of mouth.

Networking:
- Network with others who have newspapers and promote that trainings are going on. Most people just small google keywords, not big heavy ones - ex. "relationship problems" or "money problems". Making other programs add your program to their database for further outreach. Staff meetings. Make local connections.

GPAN Promotion through their eNewsletter

Appendix K.5: Analyzed Prevention Service Interview with Gippsland Women's Health

Prevention Service 5: Rubric			
Themes	**Recruitment**	**Promote our website**	**Challenges**
Justification	General discussion of how they promote their services and resources	Specifically state they would promote through their website or an eNewsletter advertisement	Discussion of challenges faced

Their Program:
- Website: Make the Link (The link between gender equality and violence)... Share through social media and the Facebook account (share the resources)
- Training program – Scenario based training where people have to challenge a situation

How to get into schools:
- Targeting groups
- 40 facilitators, "train the trainer" then they go out to the young ppl they work with and take their resources and bring into their groups and schools

Getting the program name out there:
- Use social media
- Get in with teachers, challenging a shift in society
- Use social media campaigns
- Use one person to bring friends, and the network expands
- Information needs to be empowering, not overwhelmed or helpless

Her positions
- Offer training to community and work groups
- A specific workspace training
- Collaborate with steering committee
- People need to know about the events, use your contacts

Problem
- There is still a stigma and people won't go because it isn't in their life, but it is bystander training, which if you say no to, you are a bystander
- Hard to brand it as not counseling, need to create a buy in with people who have no idea on the topic

Changing Technology
- Target demographic through technology
- Make sure information is relevant to the area, local is better
- Keep an eye out for what is in the media

How to recruit
- Promote that it's free!, Use topic is in the news, National campaigns, hop on with those, Have movie nights, Get people talking – then they keep talking, Advertisements, Use bits of everything (Flyers, e-newsletter, twitter, Facebook, target workplaces and community organizations)

THEY WILL PROMOTE GPAN THROUGH ENEWSLETTER!!

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Appendix K.6 Analyzed Prevention Service Interview with Safe-Steps

Prevention Service 1: Rubric			
Themes	**Recruitment**	**Promote our website**	**Challenges**
Justification	General discussion of how they promote their services and resources	Specifically state they would promote through their website or an eNewsletter advertisement	Discussion of challenges faced

Program overall goals/position
- community service organization - funded by the government
- works with education and gender equality
- statewide crisis line for family violence – only work with women and children
- provide direct services, phone calls from hospital and police referrals,
- also work with people who live at home with violence and those who are high risk and who need security
- have a safe house, many people need to be moved out of the area for safety, so need to look for resources outside the area
- works as the general manager of operations
- gives immediate response in the suburbs for accommodation

Challenge
- community is very aware of family violence but hard to get everyone involved and on the same page
- lots of requests can be overwhelming and we're always talking to people
- getting their name out there
- finding people to promote by word of mouth

Up to date/how recruit and get the word out:
- marketing team in charge of promoting - social media - twitter - connecting with people keeping Facebook and website up to date
- talk to other services, word of mouth, community groups, media, radio, work with hospitals
- target groups of mothers and groups of youth

Programs held
- Have fundraising programs - walk against family violence
- find more events online - 16 days of activism

We did not specifically ask to promote our website

Appendix L: Material-Oriented Focus Group Questions

We are a group of students from Worcester Polytechnic Institute in the United States and we are working with Banksia Gardens to help reduce violence against women. We are interviewing GPAN volunteers to better understand your thoughts on what we have created for the GPAN program.

Your participation in this focus group is completely voluntary and you may withdraw at any time. Please remember that your answers will remain anonymous. No names or identifying information will appear on the questionnaires or in any of the project reports or publications.
If interested we can email you a copy of our final proposal.

1. We updated the GPAN logo, what do you think of the new design?
2. We created a flyer for the GPAN program. Do you have any suggestions to improve it?
3. We created a pamphlet for the GPAN program. What do you think of the design?
4. We updated the GPAN website, what do you think of the new infographics?

Appendix M: Material-Oriented Focus Group Feedback

Design	Feedback	Number in Agreement
Logo	**Colors are good and representative of GPAN**	**10/10**
	Need to have GPAN highlighted since we use the acronym all the time. Do not typically use Good People Act Now • *Solutions suggested: Use a different color for the GPAN or spell out the acronym at the beginning or end* • Suggestion for future: logo is fine for now but maybe it can include people that are neither male nor female and use symbols other than male and female possibly transgender (2/10 agree 8/10 think our symbols are fine) • quote: I have a "1% reservation" but think that we should be fine leaving the symbols and pictures as it	8/10 2/10 indifferent
Flyer	**Happy with the flyer (unanimous)** Grasps all the necessary information needed	**10/10**
Pamphlet	Include more activities that the GPAN does	2/10
	Add other resources from the website, different links	8/10 2/10 indifferent
	Add the jumper/banner phrase somewhere on it	**10/10**
	Add "don't be a bystander" to "how can you help?"	**10/10**
	Write less about domestic violence and more about the program as a whole	4/10 6/10 indifferent
Infographics	**Great, only suggestions is that the font is too small**	**10/10**
Map	Map looks great (unanimous)	10/10

Appendix N: Presentation-Oriented Focus Group Questions
We are a group of students from Worcester Polytechnic Institute in the United States and we are working with Banksia Gardens to help reduce violence against women. We are interviewing GPAN volunteers to better understand your thoughts on what we have created for the GPAN program.

Your participation in this focus group is completely voluntary and you may withdraw at any time. Please remember that your answers will remain anonymous. No names or identifying information will appear on the questionnaires or in any of the project reports or publications.
If interested we can email you a copy of our final proposal.

1. What do you think of the logo? How can it be improved?
2. What do you think of the website? How can it be improved?
3. What do you think of the international tab? How can it be improved?
4. What would you like to do moving forward with GPAN?
5. What do you think of the posters? How can it be improved?
6. What do you think of the presentation? How can it be improved?

Appendix O: Presentation-Oriented Focus Group Feedback

Specific Discussion	Specific Comments	Number in Agreement
Logo (4 people)	**"it looks great"**	**4/4**
Website (4 people)	"looks great condensed" "one giant leap" "leaps and bounds better"	**4/4**
Website - International Tab (4 people)	"ensure translations are okay" "retitle the other languages tab page"	**3/4** **1/4 agreed, 1/4 disagreed**
Moving Forward (4 people)	"want to work with a local school" • *Suggestion: Ellam School*	**4/4**
Posters (5 people)	"they look amazing" "add Facebook and the website link" "posters need more diversity" "make the '1 in 3' poster more powerful"	**5/5** **4/5** **5/5** **3/5**
Presentation (5 people)	"make it more engaging and ask more questions to capture the attention of kids" "Form a connection over content" "Start by defining the problem" "Add videos" "a very solid start that GPAN can build off of next year"	**5/5** **5/5** **3/5** **5/5** **5/5**

Appendix P: Creating and Embedding a Google Map of Prevention Resources

Using compiled list of prevention/support services in the region from Objective 2:

To create three distinct categories in the map as outlined in Objective 2, we created three separate Microsoft Excel spreadsheets (.xls or .csv). Each spreadsheet was populated with all of the specific set of programs within the designated categories (Prevention services, Family Violence, and Youth Groups). The format of the spreadsheets should follow the format below.

Service Title	Service Address
Example Service 1	Street #, Town, Victoria, Australia
Example Service 2	Street #, Town, Victoria, Australia

Using Google Maps, a custom "My Map" can be created. In this service, we named our map GPAN Local Support. Rather than going through and adding pins to each service manually, we opted to use the spreadsheets to guide an automated plotting routine, and we simply checked the finished product. Spreadsheets are used in Google Maps to create layers. Layers in this instance represent the different categories that we are trying to convey. Three spreadsheets translates to three layers. In each layer, we imported the appropriate spreadsheet. Google Maps asked a few clarifying questions to properly sort the data, and then the pins appeared. Custom descriptions for each program can be added either via spreadsheet (third column) or manually in the MyMap feature.

Embedding the map in the GPAN site was the next step. To do this, we followed the embedding instructions in the Google Maps window. When prompted, Google Maps opens a few lines of HTML code, and instructs that the user insert the code directly into the HTML of the desired website. Since GPAN is hosted through Wordpress, we opened the Wordpress Text Editor.

The Text Editor allows the user to directly modify the HTML code of the page. After some trial and error, we were able to successfully integrate the map-embedding code into the HTML, and include additional lines to properly format the map to the specified parameters.

Appendix Q: GPAN Promotional Flyer

Appendix R: GPAN Promotional Pamphlet

Fast Facts

- At least 1 woman dies **every week** at the hands of a current or former partner.

- Women are **3 times more likely** to experience violence at the hands of a partner than men.

- Younger women (18–24 years) experience **higher rates** of physical and sexual violence than older women.

http://www.goodpeopleactnow.org.au/why-are-we-doing-this/

Other resources

Safe Steps: Family Violence Response Centre 24/7 Family Violence Response
Toll free: 1800 015 188

InTouch Multicultural Centre Against Family Violence:
Free and Confidential Service
Toll free: 1800 755 988

Berry Street Family Violence Service: General Enquiries
Main Office: 03 9429 9266

More Info

For more information please

Visit our Facebook page: GPAN Project

And our website
goodpeopleactnow.org.au

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VICTORIA State Government

GANDEL PHILANTHROPY

GOOD PEOPLE ACT NOW
TOWARDS GENDER EQUALITY

Who are we?

Good People Act Now (GPAN) is a community group of young people in Broadmeadows, Victoria, working to end violence against women and promote gender equality

What is Violence against Women?

Oppression of women by men where rights/privileges are taken away

It can be: physical, emotional, sexual, social, financial, psychological

What do we do?

Bring prevention activities to the community of Broadmeadows and the surrounding area

Meet fortnightly on Wednesdays at the Banksia Gardens Community Centre to plan future events

Past Events include:
You the Man: A role play segment about different characteristics linked to domestic violence. Following was a live Q&A with family violence experts

Soccer Tournament: Boys ages 16-20 played in a round robin tournament where people came together to discuss violence against women and spread awareness

How can you help?

Be Part of the Solution
Sign the pledge to say No to Violence Against Women

Promote healthy and respectful relationships

Empower young girls who aspire to be leaders

Do not be a bystander

Interested in being involved in GPAN?

Contact Kelly at Banksia Garden Community Services
Phone: (03) 9309 8531
Email: kelly.a@banksiagardens.org.au

Appendix S: GPAN Promotional PowerPoint Presentation
Appendix S.1: PowerPoint

Bystander Action

How does GPAN help?
- Trainings
- Interactive videos on our website
- Other online resources

"GPAN makes a difference in our community"

I WILL NOT TURN A BLIND EYE TO VIOLENCE

"I've become more open and more trusting"

A COMMUNITY UNITING AGAINST FAMILY VIOLENCE

"We give each other energy"

"The group has extraordinary activities and promotions, campaigning against family violence with such a strong initiative and passion that I am so proud to be a part of!"

"GPAN has helped me to understand and also reflect on myself. I am and have become a person who is confident to face a family violence issue and speak where I need to speak, intervene when I need to!"

Meetings

We meet fortnightly on Wednesdays,
6-8:00PM at Banksia Gardens Community Centre

Meetings will begin again in February!

For more information contact:
Kelly Alexander (GPAN Coordinator)
kelly.a@banksiagardens.org.au
Or go to: GoodPeopleActNow.org.au

GOOD PEOPLE
ACT NOW
TOWARDS GENDER EQUALITY

Like the GPAN Project on Facebook!

Appendix S.2: Script

Slide 1: Introduction
Hello everyone! We are members from the Good People Act Now project or GPAN for short and we'd like to talk a little about who we are and what we do.
Slide 2: Who are we?
GPAN is a youth action group sponsored by Banksia Gardens Community Services, the Gandel Philanthropy and the Victorian Department of Justice. GPAN focuses on creating healthy relationships, promoting gender equality, raising awareness about violence against women, and encouraging bystander action, encouraging good people to act now. We offer biyearly youth trainings, which focus on giving participants the confidence to stand up against violence and gender inequality. We also attend community wide events to raise awareness of these issues, and have fortnightly meetings at the Banksia Gardens Community Centre, in Broadmeadows to plan these events
Slide 3: Fast Facts
Let's now look at a few statistics
Between the years of 2013-2014: there were approximately 65,000 cases of family violence reported to the Victorian police.
That comes down to 178 every day
1 in 3 women is a victim of domestic violence
Statistic from 2015 (can reference to in 2016 – check accuracy)
78 women have been killed so far this year in Australia by a
current or former partner.That's almost 2 every week
Slide 4: Factors of Violence against Women
There are three primary causes for violence against women: rigid gender roles and stereotypes, unequal gender relations and violence supportive attitudes
Rigid gender roles stem from the notion that a man goes out and works all day. He is the bread winner while the woman stays at home to take care of the kids and clean the house.
Unequal gender relations originate from the workplace where men still make more money than women doing the same job even though they are both equally qualified and have the same skill set. Violence-supportive attitudes are evident in many different cases including sexual harassment and the objectification of women in the media
Slide 5: Healthy Relationships & Gender Equality
We'd first like to start by asking: How would you guys classify a healthy relationship? (wait for audience member to respond)
Healthy relationships really boil down to the concept of respect.
In order to have a healthy relationship, you need to respect others, you need to respect your partner, and you need to have respect for yourself. Examples for what we thought were characterized of good relationships can be seen in the image. Gender equality comes down to having equal levels of respect for each gender.
GPAN spreads this message through their training and pledging events. GPAN's training is done so in a discussion based way. For example we would ask questions like "When does jealousy go too far?" or "what do you want out of your relationship?"
It allows for a lot of self-reflection and good discussion about what our members feel is important.

We also do pledging events, where we go out into the community and promote healthy relationships by getting others to pledge and to support healthy relationships

Slide 6: Domestic Violence Awareness

One of the topics that GPAN focuses on is domestic violence awareness.

GPAN trains young people to recognize domestic violence so that they can spot it in their own relationships and those around them.

November 25th was White Ribbon Day and it was held at Hume City Council. It is an international event about ending men's violence against women and promoting awareness Australian of the year Rosie Batty was the guest speaker and talked about how she overcame living with an abusive partner and how she dealt with losing her son. GPAN was there and was actively handing out flyers and making the community more aware of who we are and what we do. This is just one example of the events GPAN attends.

GPAN also provides links on its website for people who want more information about violence against women, as well as resources to go to if a person found themselves trapped in an abusive relationship or wanting to help a friend

We have also made a series of posters that were put up around Broadmeadows and Banksia Gardens to raise awareness about violence against women. For example seen in the poster on the screen and as previously mentioned by (insert name) *one in three women will be a victim of domestic violence in her lifetime.*

Slide 7: Bystander Action

So does anyone know what bystander action is? (wait for someone to respond). *It is a person who speaks out when they see discrimination or any other unacceptable behavior.*

Why do you think so many people don't intervene? (wait for response). *Surveys show that people recognise and feel uncomfortable in certain situations like it is none of their business, we need to overcome this barrier and make it our business.*

So what can you do to help?

GPAN members are trained to take action through 4 different steps: Identify the situation, Speak out (someone needs to step up), try to get others to respond as well and respond to specific incidents.

For example just a few weeks ago one of our GPAN members found herself in a situation where she needed to take bystander action. She identified the situation: she saw a man harassing another man and his family and was getting physically involved. She then spoke out to make those around her know that this man's behavior was unacceptable. She quickly took the wife and children out of harm's way and got others involved by asking someone to contact security. She was very smart in responding to that specific incident. The men were interacting physical so she made sure she didn't put her own safety or anyone else's in danger by trying to directly break up the fight.

It is important to train young people to interject and stand up for those around them.

There are many bystander action tools readily available.

GPAN has online interactive skits showing how to intervene and be an active bystander. There are also other online resources about being an active bystander and give advice which can be found on the good people act now website

Slide 8: Quote and Picture

Now that you know some background, we're going to talk more specifically about the events we hold. GPAN holds many community wide awareness events. At one of these event, where this picture was taken, we asked people to write a pledge about not being a bystander. One GPAN

member has pledge to not turn a blind eye to violence. As one of our members said, GPAN makes a difference in the community and combats family violence.

Slide 9: Quote and Picture

This banner was made at one of our weekly meeting. The slogan on the banner took hours to properly form. It says who we are, but also who we want to be, a community uniting against family violence. So at these meetings, it isn't a classroom setting, Members have conversations about current events, planning future outreach events, and just general conversations about how violence appears in their every day and personal lives.

Slide 10: Quote and Picture

GPAN is not just attending meetings fortnightly; it's about forming relationships and really growing in our friendships. Here you can see a bunch of GPAN volunteers having fun, like the family that we are. As the quote says we truly give each other energy

Slide 11: Quote and Picture

This slide shows another picture from one of our events

This quote came from a passionate GPANer and really encompasses all aspects of our program. It reads: "The group has extraordinary activities and promotions, campaigning against family violence with such a strong initiative and passion that I am so proud to be a part of!"

Slide 12: Quote and Picture

Our website has interactive videos about bystander action as (insert name here) *previously mentioned. This is a picture of the day they were filmed. We hope you'll take some time to check them out! The group really came together and worked well. We've definitely noticed that everyone has become more confident and willing to speak up against violence.*

Slide 13: Meetings

We meet fortnightly, on Wednesday evenings from 6-8PM at Banksia Gardens Community Services.

Meetings will begin again in February with a new round of training sessions. (adjust if it's already past February)

If anyone is interested in our program, wants to come to a meeting to check it out, or has any other questions,

Option 1: *point out Kelly* please speak with Kelly – our GPAN program coordinator.

OR

Option 2: Let us know following this presentation, and we'll put you in contact with our program coordinator, Kelly.

(choose the appropriate action depending on who is present)

In the mean time, check out our website, goodpeopleactnow.org.au

Slide 14: Facebook/Thank you/Questions

We also have a Facebook page called GPAN project so go check us out and feel free to like it. We regularly update our pages with different articles relating to recent events dealing with violence against women and posts about how people are taking stand to combat this social issue. Thank you for letting us present to you and we will now take any questions.

Appendix T: GPAN Promotional Posters

Appendix T.1: GPAN Domestic Violence Awareness Poster 1

Appendix T.2: GPAN Domestic Violence Awareness Poster 2

Appendix T.3: GPAN Domestic Violence Awareness Poster 3

Appendix T.4: GPAN Domestic Violence Awareness Poster 4

Appendix T.5: GPAN Domestic Violence Awareness Poster 5

Appendix U: Team Evaluation

Though there is always room for improvement, our team has accomplished tremendous feats over the past 14 weeks. We need to learn to be less defensive when someone, whether a fellow teammate or the advisors, critiques our writing. The four of us are dedicated and strong-minded, often taking feedback very personally and overanalyzing situations. We needed to learn that it is okay for our ideas to be replaced by others to help drive our project farther. By the end of our project, we started to work as a team to hear both sides to an argument, and from there make a team decision on how to proceed with the feedback.

We learned to take initiative and reach out on our own to the advisors when we felt needed room for improvement to certain aspects of our writing. On many different occasions, we emailed the advisors questions about comments we had received on our writings and set up extra meetings to go over formatting. We learned how to phrase our questions so we could get direct, specific answers that acknowledged the root of our concern.

Our team has learned that we need to compartmentalize our personal and professional relationships. During some meetings, we would have fun and distract each other. At the apartments, when we should have been having fun, we could not leave the constant discussion about our project at work. It was difficult to separate the two areas of relation. We learned to balance our time, scheduling time to focus and time to take breaks.

Though we met all of the project deadlines, our team had difficulty prioritizing and sticking to our personally set deadlines. Sometimes we did not allocate time properly, or simply jumped to tasks destined for other days. Towards the end of the term we would write each days tasks down on a whiteboard so we could physically see what we needed to accomplish that day and could cross them off.

At the beginning of this project, we did not split up work effectively. After individually writing sections of a chapter we would collectively read through it and edit sentences over one another, debate about phrasing, and take much more time than necessary. By the end of the project we learned to trust each other. Everyone would individually write sections, then we would comment on each other's work with constructive suggestions. At the end, we all reviewed the edits and either accepted or rejected them, quickly finalizing our work, and saving much frustration.

We learned many other concepts through the completion of this project. We learned when to take mental breaks so we do not over-exhaust ourselves. Also, we learned that a team needs open communication and honest feedback so that issues do not fume under the surface. A team needs patience to work with the variety of writing styles.