

eSafety Commissioner

Evaluation of eSafety Women's disability workforce and frontline worker program

21 October 2022

ORIMA Research pays respect to Aboriginal and Torres Strait Islander peoples past and present, as well as their cultures and traditions, and acknowledges their continuing connection to land, sea and community.

About the eSafety research program

The eSafety Commissioner's (eSafety) purpose is to help Australians have safer and more positive experiences online.

The eSafety research program supports, encourages, conducts and evaluates research about online safety for Australians. We do this so that:

- our programs, and policy and regulatory functions, are evidence-informed
- robust, citizen-centred evidence on the prevalence and impact of online harms is available to stakeholders
- the evidence base on what works to prevent and remediate online harms continues to grow.

eSafety research is available at: esafety.gov.au/research

For enquiries about the eSafety research program, please contact: research@eSafety.gov.au

About eSafety's Education Prevention and Inclusion Branch

The Education Prevention and Inclusion (EPI) Branch of eSafety provides leadership, guidance and evidence-based resources to educate Australians and raise awareness about online safety. The eSafety Women team is part of the EPI Branch. It works to ensure that women and girls are safer from gender-based abuse in their digital environments and provides support to help them engage confidently online.

Acknowledgements

ORIMA Research would like to acknowledge and thank all those who participated in our research for their valuable contribution.

Quality and compliance statement

This project was conducted in accordance with the international quality standard ISO 20252, the international information security standard ISO 27001, and the Australian Privacy Principles contained in the *Privacy Act 1988* (Cth). ORIMA Research also adheres to the Privacy (Market and Social Research) Code 2021 administered by the Australian Data and Insights Association (ADIA).

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Key findings snapshot



The eSafety Women program provides targeted professional learning and resources that build the capacity of disability workforces and frontline worker specialists to support women with intellectual or cognitive disability to be safe when using technology and to raise awareness of the impacts of technology-facilitated abuse.

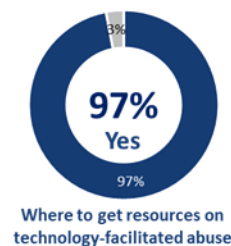
Evaluation of the training program by ORIMA Research found that overall it was effective at meeting its objectives.



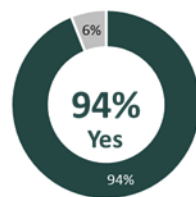
of respondents were satisfied with the training content

(Q15, n=35)

Most respondents learnt something new about the following ...



Where to get resources on technology-facilitated abuse



Technology-facilitated abuse

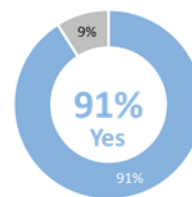
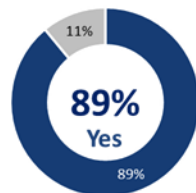
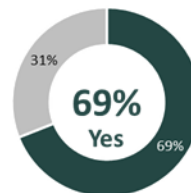


Image-based abuse



How to refer a client experiencing technology-facilitated abuse to supports



Domestic and family violence

(Q13, n=35)



I've gone back onto the eSafety site with clients now and we've read some things together. By doing that I'm making them aware that they're not the only ones who might face technology abuse and that there are things out there to keep them safe."

Interview participant

Evaluation results

Evidence of awareness: Met expectations

Evidence of knowledge acquisition: Exceeded expectations

Evidence of behaviour change: Met expectations

Executive summary

eSafety Women delivers professional development training for disability workforces and frontline workers who support women with intellectual or cognitive disability (the program). This program aims to build the capacity of workers to assist women who may be experiencing, or who are at risk of experiencing, technology-facilitated abuse.

ORIMA Research was commissioned by eSafety to conduct an evaluation of the program, including the training sessions and the range of resources provided. The evaluation assessed the impact of the program on three criteria: evidence of awareness, evidence of knowledge acquisition, and evidence of behaviour change.

Overall, the evaluation found that the program training and resources were of a high quality and met a current training need in the sector. Almost all interview participants and survey respondents reported that they were satisfied with the frontline worker training program content (97%) and delivery (97%). Furthermore, almost all follow-up survey respondents (94%) reported that they were extremely or very likely to recommend the training to colleagues.

1. Evidence of awareness

- ✓ **Met expectations:** 74% of follow-up survey respondents reported that they had a strong understanding of technology-facilitated abuse, a significant increase from 39% before the training. Most interview participants reported that the training increased their perception of the relevance of technology-facilitated abuse to their work.

2. Evidence of knowledge acquisition

- ✓✓ **Exceeded expectations:** 97% of follow-up survey respondents reported that they had learnt something new from the training. Of these, most reported that they had learnt something new about where to get resources for technology-facilitated abuse (97%), what constitutes technology-facilitated abuse (94%) and image-based abuse (91%), how to refer a client to get support for technology-facilitated abuse (89%), and what is technology-facilitated abuse in a domestic and family violence context (69%). The majority of follow-up respondents also reported that they felt confident of their skills in relation to each of these areas following the training.

3. Evidence of behaviour change

- ✓ **Met expectations:** 97% of follow-up survey respondents indicated that they intended to use at least one of the eSafety resources mentioned in the training. At longer term follow-up, most interview participants reported they had used something from the training in their work. For example, they had updated processes for supporting management of clients'

devices, had discussions about technology-facilitated abuse with clients, and searched the eSafety website to find more information.

1. Introduction

1.1. Background

The eSafety Commissioner (eSafety) is Australia's independent regulator and educator for online safety, aiming to facilitate safer and more positive online experiences for all Australians. In working towards this aim, eSafety offers a range of regulatory and reporting schemes alongside the development and delivery of evidence-based programs designed to prevent, protect and mitigate against online harms.

To support the empowerment of women to manage online risks, eSafety introduced the eSafety Women program in 2017. In 2021, eSafety Women rolled out its professional development learning program (the program) for disability workforces and frontline workers who support women with intellectual disability who may be experiencing technology-facilitated abuse, including in a domestic and family violence context. Alongside this training, a range of guidance resources were developed to help workers and their clients identify technology-facilitated abuse. The program reflects eSafety's intersectional approach to supporting communities at high risk of online abuse.

The program's key objectives include:

- raising awareness of technology-facilitated abuse
- building the knowledge and skills of disability workforces and frontline workers to support clients experiencing, or at risk of experiencing, technology-facilitated abuse
- equipping training attendants with strategies for identifying and addressing risks, including providing relevant support pathways for their clients
- supporting service providers to improve their online safety policies and risk assessment processes.

The program is currently in its early stages of implementation. In February 2022, ORIMA Research was commissioned by eSafety to provide evaluation services for the program, including assessing the training and the range of resources it provides.

Description of the program

The program includes the following elements:

- a **monthly webinar** for which people can register online
- **hosted training sessions**, provided on demand via webinar format or in-person
- a range of **resources** available from eSafety's website for **workforces supporting women with intellectual or cognitive disability**. These practical materials include personal story videos, conversation starters, posters, wallet cards, Easy Read guides and relevant eSafety research
- web-based **guidance and resources** about **technology-facilitated abuse**.

1.2. Evaluation objectives

The objectives of the evaluation were to understand how effectively the program was meeting its aims and objectives. Specifically, the evaluation explored:

- training attendants' overall satisfaction with the program
- the extent of the program's efficacy, including exploration of its impacts on the implementation of best practice such as whether there were any enablers/barriers to implementation that may require further support
- early indicators of reach, and the audience for the program
- opportunities to improve the program.

To inform the evaluation, an evaluation rubric and a set of overarching evaluation questions were developed (see Appendix A).

1.3. Evaluation methodology

The evaluation adopted a mixed methods approach consisting of the following components:

- an online quantitative pre- and post-training survey with training attendees – to assess perceptions and impact of the program directly following participation
- qualitative interviews with training attendees – to gather data at longer term follow-up about the value of the program to attendees' work, as well as to identify elements that could be improved for future iterations of the program.

1.3.1. Quantitative methodology

Quantitative results presented in this evaluation report comprise data from two online surveys of training attendees:¹

- a voluntary **pre-training survey ('registration'/'pre'; n=69)**, completed when registering for the eSafety training, which measured attendees' baseline knowledge of technology-facilitated abuse and expectations for the training
- a voluntary **post-training survey ('follow-up'/'post'; n=35)**, which measured attendees' subsequent satisfaction, knowledge gained, confidence in addressing technology-facilitated abuse, and intentions and likelihood of using eSafety's resources.

Hereafter, respondents to the pre-training survey are referred to as registration survey respondents, and respondents to the post-training survey are referred to as follow-up survey respondents.

The online surveys were run from April to July 2022 and were completed by attendees before and after sessions in each month (April, May, June and July). Table 1 shows each month's number of eligible survey completions that were included in analyses.

Table 1. Survey completions by month

Month (2022)	Pre-training survey (n=)	Post-training survey (n=)
April	3	3
May	11	6
June	39	21
July	16	5
TOTAL	69	35

Tables 2 to 5 show an aggregate profile of the quantitative respondents.

¹ Questionnaires available on request.

Profile of quantitative respondents

Table 2. Location of work

State	% of pre-training survey respondents	Location type	% of pre-training survey respondents
Victoria	54	A capital city	65
New South Wales	26	A regional centre	26
Australian Capital Territory	10	A rural/remote area	9
Queensland	4		
Tasmania	4		
South Australia	1		
TOTAL	100	TOTAL	100

Pre Q1. Which state or territory do you mainly work in? Pre Q2. Do you mainly work in ...? Base: Pre-training survey sample (n=69).

Table 3. Work organisation type

Type	Pre-training survey (%)
Domestic and family violence support	41
Non-frontline public sector/government	25
Disability support services	16
Family support services	13
Aboriginal and Torres Strait Islander services	9
Housing and homelessness services	6
Advocacy/peak body	6
Youth support	4
Educational institution	4
Legal/court support	3
Health service/nursing	3
Psychological/counselling/therapeutic	3
Multicultural/migrant services	1
Alcohol/drug services	1
Other	6

Pre Q4. Which of the following best describes the type of organisation that you work for? (Multiple response)
Base: Pre-training survey sample (n=69).

Table 4. Work role

Role	Pre-training survey (%)	Post-training survey (%)
Social worker/case manager	41	40
Government officer (federal/state/local)	28	23
Designing/developing programs and/or services	14	9
Advocacy	9	9
Counsellor/psychologist/mediator	6	3
Policy	6	0
Educator	6	9
Shelter/crisis worker	3	6
Healthcare/nurse/mental health	1	0
Youth worker	1	3
Student	1	3
Other	6	3

Pre Q3, Post Q3. Which of the following best describes the work that you do or your main activity? (Multiple response)

Base: Pre-training survey sample ($n=69$); post-training survey sample ($n=35$).

Table 5. Work role proximity to women with intellectual or cognitive disability and women who may have been impacted by abuse

	Work with women with intellectual or cognitive disability		Work with women who may have been impacted by abuse	
Role	Pre-training survey (%)	Post-training survey (%)	Pre-training survey (%)	Post-training survey (%)
In a one-to-one setting	45	53	51	60
Support others to work with them	20	21	23	17
Work at a policy or governance level	16	12	16	17
In group settings	6	3	3	3
Other	4	0	3	0
Do not currently work in this area	14	12	4	3
TOTAL	100	100	100	100

Pre Q5, Post Q4. Generally, how closely do you work with women with an intellectual or cognitive disability?

Base: Pre-training survey sample ($n=69$); post-training survey sample ($n=35$).

Pre Q6, Post Q5. Generally, how closely do you work with women who may have been impacted by abuse?

Base: Pre-training survey sample ($n=69$); post-training survey sample ($n=35$).

1.3.2. Qualitative methodology

The qualitative component of the evaluation consisted of **eight² semi-structured in-depth interviews** (each up to one hour in duration).³ The interviews were conducted online between May and July 2022 with professionals who had attended a training session approximately four to six weeks earlier. These interviews enabled exploration of participants' actions following participation in the program and their impacts. The sample was purposively selected to include participants from a variety of locations and working in a range of roles including disability support, domestic violence services and education.

Participants received an **\$80 reimbursement payment** to cover their time and expenses for participating and were recruited via an **opt-in process** when completing the pre- and post-training surveys. Those who opted in were contacted by ORIMA Research by phone and offered the opportunity to participate and a suitable interview time was arranged.

Qualitative findings were analysed thematically and compared with those from the online surveys to assess consistency of the findings and to make an evaluative judgement against the evaluation criteria.




1.3.3. Evaluation rubric

ORIMA Research developed an evaluation rubric in consultation with eSafety which was used to inform the evaluation of the program. The rubric was based on the objectives of the program and standards adopted in evaluations of previous eSafety programs. Evaluation rubrics are developed prior to commencing an evaluation to support a consistent and structured approach to making an evaluative judgement. They outline the standards to be assessed, the criteria for meeting the standards and the sources of data used to measure them. Table 6 provides a summary of the evaluation, and the full evaluation rubric is included in Appendix A.

² This number of interviews was determined before commencing the evaluation based on eSafety's estimate of the number of program attendees.

³ Discussion guide available on request.

Table 6. Summary evaluation rubric

Criteria		Standard		
		 Exceeds expectations	 Meets expectations	 Does not meet expectations
Evidence of increased awareness	Quant	90+% of survey respondents report increased awareness of the topic of technology-facilitated abuse ⁴	60+% of survey respondents report increased awareness of the topic of technology-facilitated abuse	Less than 60% of survey respondents report increased awareness of the topic of technology-facilitated abuse
	Qual	Almost all interview participants report that the program increased their perception of the relevance of technology-facilitated abuse to their work	Many (more than half) interview participants report that the training increased their perception of the relevance of technology-facilitated abuse to their work	Few (a quarter or less) interview participants report that the training increased their perception of the relevance of technology-facilitated abuse to their work
Evidence of knowledge acquisition	Quant	90+% of survey respondents report that they have learnt something new	60+% of survey respondents report that they have learnt something new	Less than 60% of survey respondents report that they have learnt something new
	Qual	Almost all interview participants report that the program was useful to their work	Many (more than half) interview participants report that the program was useful to their work	Few (a quarter or less) interview participants report that the program was useful to their work
Evidence of behaviour change	Quant	90+% of survey respondents report they are likely to use or distribute resources if the opportunity arises	60+% of survey respondents report they are likely to use or distribute resources if the opportunity arises	Less than 60% of survey respondents report they are likely to use or distribute resources if the opportunity arises
	Qual	Almost all interview participants report that they have used something	Many (more than half) interview participants report that they have used	Few (a quarter or less) interview participants report that they have used

⁴ The relevant survey questions (Pre Q8, Post Q7) measured participants' perceived level of understanding of technology-facilitated abuse (pre- and post-training), rather than the extent to which they felt their awareness had increased following the training. In addition, there was no way to match attendees' responses between the registration and follow-up surveys, as surveys were anonymous and used a generic link. Therefore, to evaluate evidence of increased awareness, the levels of awareness between the registration survey and follow-up survey samples were compared, as well as the proportion of follow-up respondents who reported that they understood technology-facilitated abuse well ('Understand and could explain to others' or 'Understand quite well')—see [Figure 4](#).

Criteria		Standard		
		 Exceeds expectations	 Meets expectations	 Does not meet expectations
		from the training in their work	something from the training in their work	something from the training in their work

1.4. Presentation of findings

1.4.1. Qualitative findings

The term '**participants**' is used throughout this report to refer to those who participated in the qualitative interviews.

The following terms used in the report provide a qualitative indication and approximation of the size of the target audience who held particular views:



Most – refers to findings that relate to more than three-quarters of the evaluation participants.



Many – refers to findings that relate to more than half of the evaluation participants.



Some – refers to findings that relate to around a third of the evaluation participants.



A few – refers to findings that relate to less than a quarter of the evaluation participants.

Participant quotes have been provided throughout the report to support the main results or findings under discussion.

1.4.2. Quantitative findings

The term '**respondents**' is used throughout this report to refer to those who participated in the online surveys.

Percentages in this report are based on the total number of valid responses made to the question being reported on. Percentage results throughout the report may not sum to 100% due to rounding or where respondents were able to select more than one response.

Base sizes may vary for questions asked of the same respondents due to respondents being able to select 'Don't know/Prefer not to say' (or similar) throughout the survey. These responses were treated as missing in questions answered on rating scales – that is, they were removed from the valid response base.

Some analyses in this report are based on comparing results from:

- respondents who work with women with intellectual or cognitive disability in a one-to-one setting to results from respondents who do not work in a one-to-one setting, as frontline workers were the primary target audience for the program

- the registration survey results to the follow-up survey results at an aggregate level.

The lower take-up rate of the follow-up survey and the resulting small sample size limit the statistical analyses and interpretations that are feasible regarding these differences.

Interpretations are also limited by the fact that each person's responses were not linked between the two surveys, due to the surveys being completed anonymously using a generic survey link.

Some open-ended (text-response) questions were included in the surveys, to give context to the quantitative responses. Selected verbatim responses have been quoted throughout this report to give context to the findings.

1.4.3. Limitations

The opt-in nature of the recruitment process should be considered when interpreting the results, as this approach is likely to select for those who are more engaged with the topic. However, the achieved sample included respondents from a range of geographical areas and sectors and the characteristics of the follow-up survey respondents are broadly comparable to the registration survey respondents.

Longer term quantitative follow-up was not adopted in the methodology due to the small population of program attendees. This limited the opportunity to assess behaviour change beyond what was identified in the qualitative interviews (conducted four to six weeks following program attendance).

In addition, the lower take-up rate of the follow-up survey and the resulting small sample size ($n = 35$) limit the statistical analyses and interpretations that are feasible for some analyses.

2. Overall findings about the training

2.1. Expectations of the training

In the registration survey, respondents reported that they were aiming to achieve the following by participating in the training:

- increase their knowledge of practical skills and strategies to support their clients in the prevention and remediation of technology-facilitated abuse
- increase their understanding of the resources and support available on the topic
- gain insights into specific considerations for understanding and managing technology-facilitated abuse among women with intellectual disability
- increase their understanding of how to support and educate staff who support women who may experience technology-facilitated abuse
- improve their general awareness and understanding of technology-facilitated abuse among women with intellectual and cognitive disability.

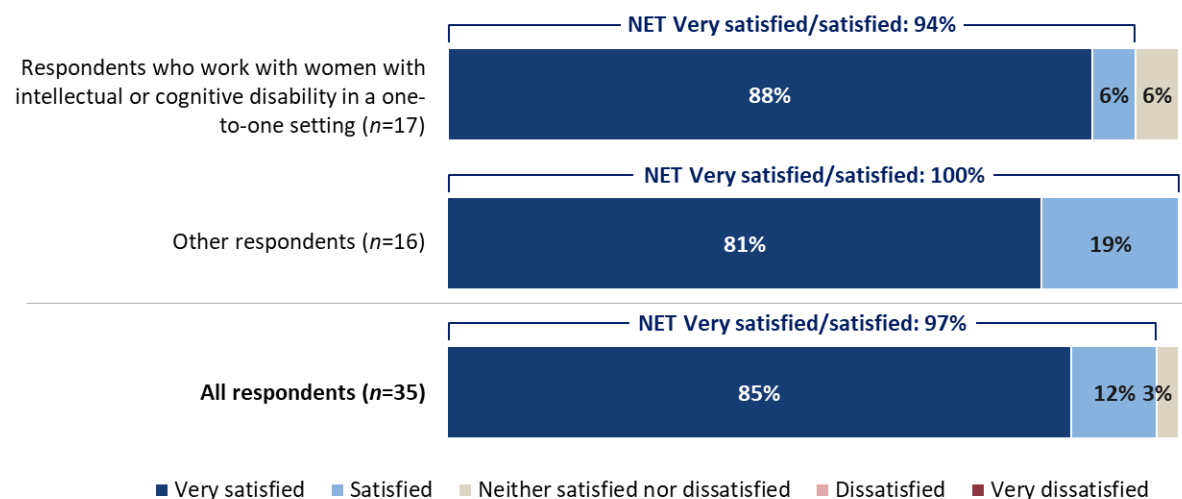


I would like some information and ideas about what resources are available around e-safety for women with intellectual disability but also what workers in the domestic and family violence sector need to know to respond to women with ID [intellectual disability] who present to their services." —Registration survey respondent

With respect to whether these expectations were met, following the training most participants and respondents reported that they were highly satisfied with the training, as discussed in the following sections.

2.2. Satisfaction with the training content

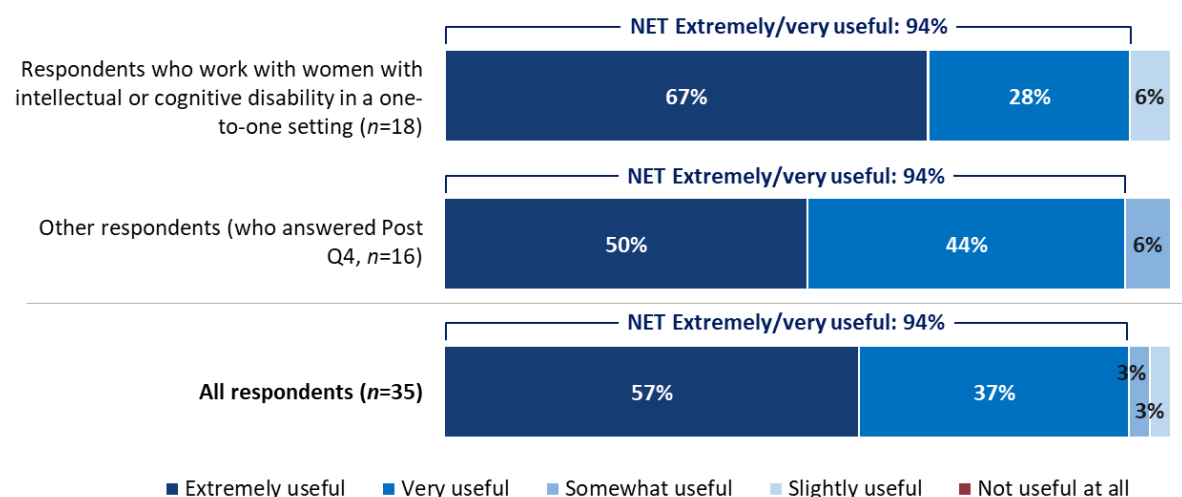
Almost all interview participants and survey respondents (97%) reported that they were satisfied with the program content. Furthermore, 94% of respondents indicated that the content of the training was extremely or very useful.

Figure 1. Overall satisfaction with the training content

Post Q15. Overall, how satisfied or dissatisfied are you with the content of the eSafety training?

Base: Post-training survey sample (n=35).

Group differences should only be interpreted descriptively/qualitatively due to small sample size.

Figure 2. Perceived usefulness of training content

Post Q6. To what extent was the content of the eSafety training useful to you?

Base: Post-training survey sample (n=35).

Group differences should only be interpreted descriptively/qualitatively due to small sample size.

Respondents and participants reported the following key reasons for their satisfaction with the training content:

- **Addressed an important training gap** – many interview participants reported that technology-facilitated abuse was an important and rising issue that they felt frontline workers should be aware of and know how to address with clients. They reported that there was currently limited similar training available on this topic.
- **Useful and relevant to professional roles** – participants and respondents reported that the training assisted them to better understand and identify technology-facilitated abuse and

included suggestions for supporting and addressing this abuse that were realistic and could be practically applied to their work.

- **Included links for further information and resources** – participants and respondents reported that it was useful to learn about the eSafety website and the other resources and sources of information they could refer to as needed. They reported that knowing these resources were available increased their confidence that they could manage these issues if they arose.

A few participants reported that the online webinar could be further improved by seeking opportunities to tailor the content to the audience at each session where possible, such as integrating the use of polls to identify areas of more limited knowledge. A couple of participants working in the domestic violence sector reported that they would have valued a greater focus in the training on the disability-specific emergence of technology-facilitated abuse and the implications of reporting and referral pathways.



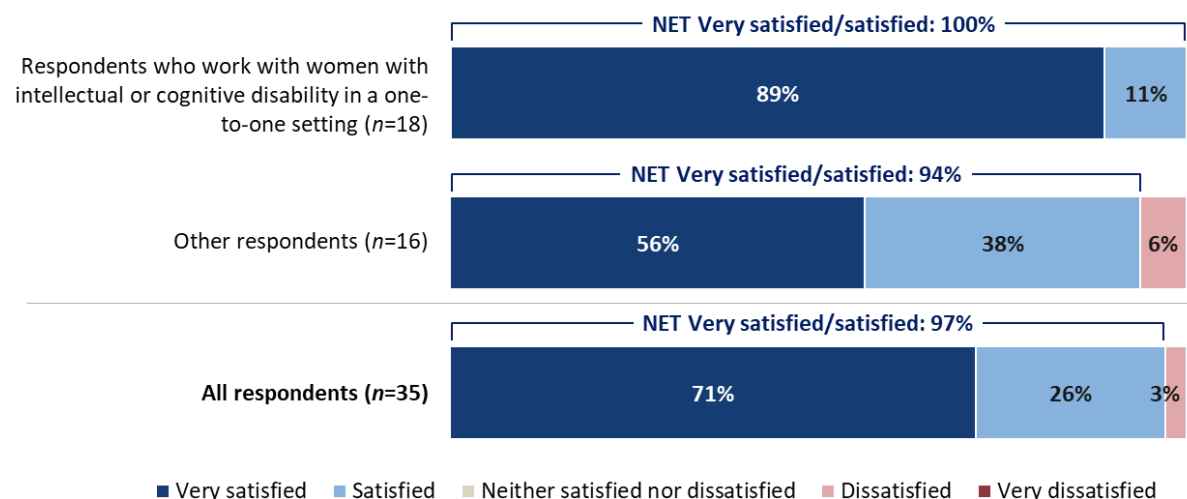
[The training] gave me good ideas and would be good for everyone to do."
—**Interview participant**



Well researched and organised in a way that was easy to understand, included personal stories and ways that eSafety can help victims of TFA [technology-facilitated abuse]." —**Follow-up survey respondent**

2.3. Satisfaction with the training delivery

Almost all interview participants and survey respondents (97%) indicated that they were satisfied with the frontline worker training program delivery.

Figure 3. Overall satisfaction with the training delivery

Post Q16. Overall, how satisfied or dissatisfied are you with the delivery of the eSafety training? (e.g. software, location, presenter).

Base: Post-training survey sample (n=35).

Group differences should only be interpreted descriptively/qualitatively due to small sample size.

The qualitative and quantitative components of the evaluation identified the following reasons for satisfaction with the training delivery:

- **Presentation was respectful and well-informed** – participants and respondents reported that the presentation was delivered with respect for the training attendants and subject matter. They reported that it was clear that the trainer had practical knowledge of working with women, which supported their interest in and engagement with the training.
- **Delivered clearly and simply** – participants and respondents reported that the training was effectively structured, paced and explained. They reported that the slide presentation further supported their understanding of the content.
- **Effective training formats offered (in-person and webinar)** – participants and respondents reported positive experiences of the webinar and in-person formats of the training. The webinar times offered convenience and supported attendance for time-poor frontline workers, while the in-person format supported more in-depth discussion and engagement with the content.

Some participants reported that the webinar format of the training could be further improved by including more opportunities for input from training attendants, including using the chat function to ask questions and share ideas. They reported that this would allow them to learn from others in the sector and to engage further with the content.

In addition, one deaf participant reported that they had needed to rely on captions in the webinar and as such the training had been too long and 'exhausting'. Further consideration could be given to opportunities to support the inclusiveness of the training for people with a range of disabilities.

“



Very professionally and compassionately delivered, demonstrated an expertise in the subject matter and an empathetic approach to the material, the victims, and the audience. —**Follow-up survey respondent**

“

The session didn't feel rushed, but we also covered a lot of useful content. —**Follow-up survey respondent**

3. Evidence of awareness

Summary of findings about awareness

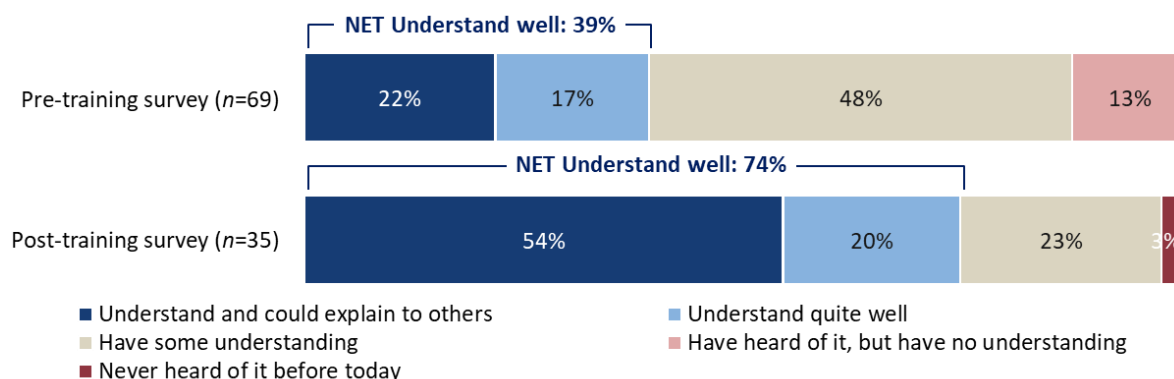
Quantitative standard	
 Met expectations	74% of follow-up survey respondents reported that they had a strong understanding of technology-facilitated abuse, compared to 39% of registration survey respondents.
Qualitative standard	
 Met expectations	Most interview participants reported that the training increased their perception of the relevance of technology-facilitated abuse to their work.

Comparison of registration survey and follow-up survey findings showed that respondents were far more likely to report high levels of understanding of the topic after completing the training (see Figure 4). Following the training, almost three-quarters (74%) of respondents described their understanding of technology-facilitated abuse as either 'understand and could explain to others' or 'understand quite well'. This was almost twice as high as in the registration survey (39%), a difference that was statistically significant ($p < .001$).

Based on these findings, the training **met expectations** according to quantitative measures.

Similarly, the qualitative component of the evaluation found that most participants were more aware of technology-facilitated abuse, how to identify it and/or how to support clients following the training. Many participants reported that this increased awareness highlighted the relevance of technology-facilitated abuse in their daily practice with clients. However, a couple of participants in the domestic and family violence sector reported that they were already highly aware of technology-facilitated abuse and, as such, placed high importance on this issue.

Based on these findings, the training **met expectations** according to qualitative measures.

Figure 4. Understanding of technology-facilitated abuse

Pre Q8, Post Q7. How would you rate your understanding of technology-facilitated abuse?
 Base: Pre-training (n=69) and post-training (n=35) survey samples.

This improvement in understanding and perceived importance of the issue is notable, as before the training 84% of respondents had not attended any other training on the topic of technology-facilitated abuse, and three-quarters (75%) of respondents had not attended any other training on the topic of online safety. This suggests that the eSafety training is addressing a currently unmet need in raising awareness of and educating frontline workers on this topic.

“

The training reiterated for me what was meant by technology-facilitated abuse – it covers a lot more avenues than what I was thinking about ... I wasn't thinking about monitoring and tracking devices, I had totally forgotten phones can monitor your whereabouts ... I was looking on the surface – thinking about direct messaging only. —**Interview participant**

“

The webinar makes you aware [of] the percentage of people who are experiencing this and made me want to be more open with clients. I felt like I should be having these conversations – it's part of my job. —**Interview participant**

4. Evidence of knowledge acquisition

Summary of findings about program efficacy

Quantitative standard



Exceeded expectations

97% of follow-up survey respondents reported having learnt something new from the training, including 94% who reported that they learnt something new about technology-facilitated abuse in particular.

Qualitative standard



Exceeded expectations

Almost all interview participants reported that the training was useful to their work.

Almost all follow-up survey respondents reported that they learnt something new from the training. Figure 5 shows the topics about which follow-up survey respondents felt they had learnt something new.

Based on these findings, the training **exceeded expectations** according to quantitative measures.

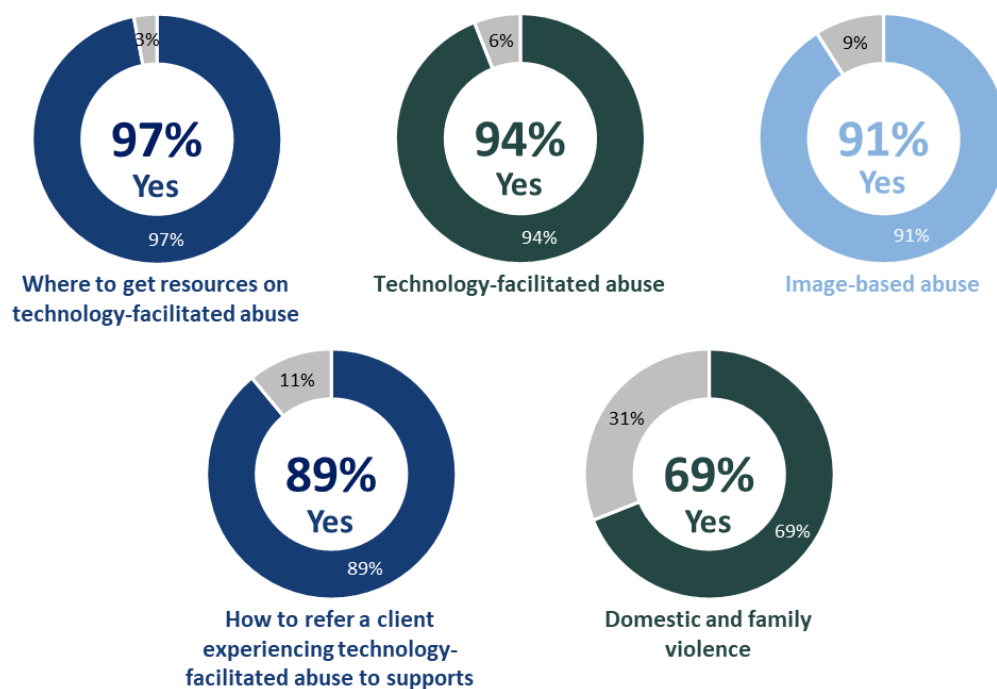
Almost all participants reported that the information they learnt in the training and the referenced resources were useful to their work. While a few participants reported that the resources had limited use for their day-to-day work as they did not specifically work in the domestic violence sector, they reported that they had saved the resources or would use the eSafety website if a learning opportunity or incident arose at their workplace.

Based on these findings, the training **exceeded expectations** according to qualitative measures.

The majority of follow-up survey respondents reported that they had learnt something new about each of the topics outlined in Figure 5. However, fewer respondents reported that they had learnt something new about domestic and family violence compared to the other topics. This was consistent with feedback from a couple of interview participants who had extensive experience of working in the domestic and family violence sector. They reported that this content was less novel, as they had observed these issues through their work. Nevertheless, the

results suggest that the domestic and family violence content was valuable to include in the training as only a minority of respondents (29%)⁵ reported that they had not learnt anything new about this topic. Overall, these findings suggest that the range and depth of content covered in the training was appropriate and well-pitched to meet the audience's needs.

Figure 5. Feelings of having learnt something new from the training



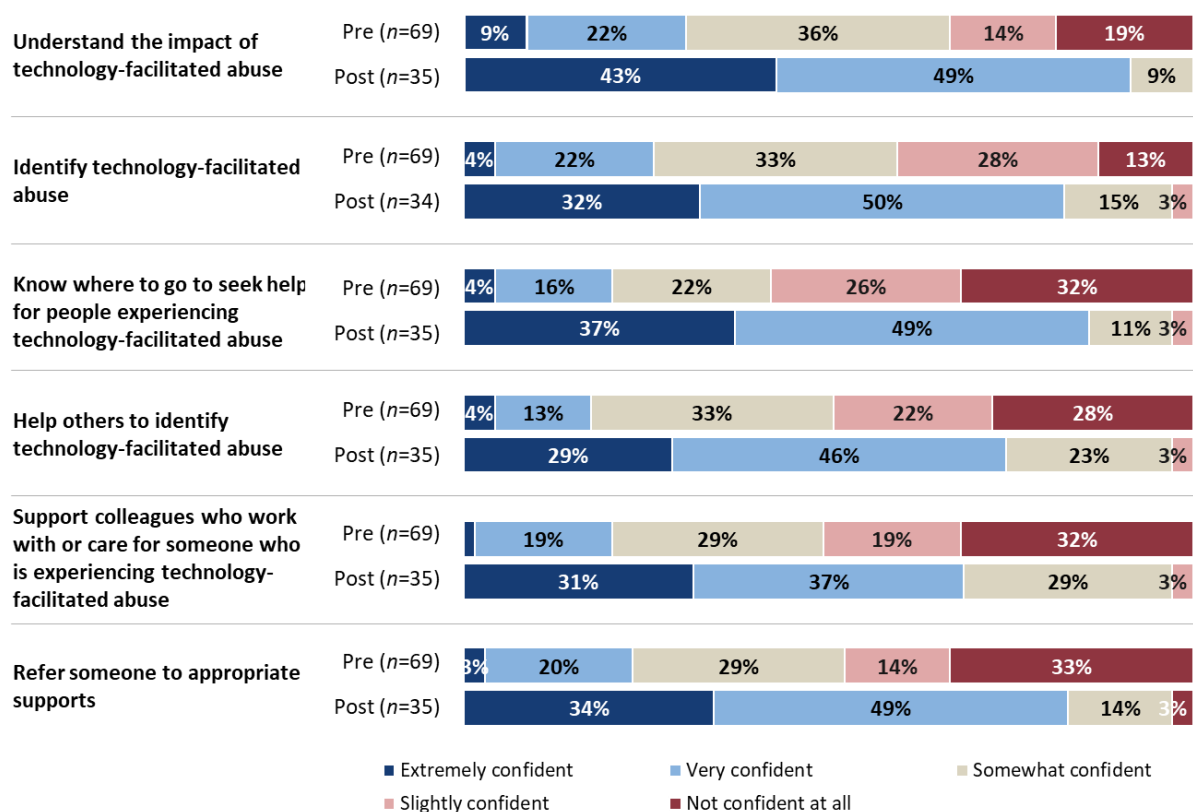
Post Q13. Do you feel you learnt something new about the following topics? ('Yes' indicated vs. 'No', 'Don't know/Prefer not to say').

Base: Post-training survey sample (n=35).

Specific areas of knowledge which participants reported were novel and useful included the range of channels used in technology-facilitated abuse, how devices can be tracked/monitored, and the available eSafety tools to support reporting and content removal.

The majority of follow-up survey respondents reported that they felt confident they had skills in each of the areas shown in Figure 6. This suggests that the training was effective at equipping workers with the information and skills required to support their practice in relation to working with women with intellectual or cognitive disability who may be at risk of or have experienced technology-facilitated abuse.

⁵ The 31% of respondents who did not answer 'Yes' to Q13b (regarding whether they had learnt anything new about domestic and family violence), as indicated in Figure 5, consisted of 29% of respondents who answered 'No' plus 2% who answered 'Don't know/Prefer not to say'.

Figure 6. Confidence in addressing technology-facilitated abuse

Pre Q9, Post Q14. To what extent do you feel confident that you have the skills to...?
 Base: Pre-training (n=69) and post-training (n=35) survey samples.

“

[The training] was easy to follow and understand to implement in everyday practice. —**Follow-up survey respondent**

“

Clear and concise information, very informative with background knowledge as well as practical advice that can be implemented immediately. —**Follow-up survey respondent**

“

[The training] gave me a good understanding of the complexities of abuse of women with disabilities. [It] made me think of many scenarios I hadn't considered. —**Follow-up survey respondent**

5. Evidence of behaviour change

Summary of findings about outcomes

Quantitative standard



Exceeded expectations

97% of follow-up survey respondents indicated that they intended to use at least one of the eSafety resources mentioned in the training.

Qualitative standard



Met expectations

Frontline workers: Most interview participants report that they have used something from the training in their work.

Support staff/adjacent workforce: Almost all interview participants report that they know where to go for resources if they need them.

The follow-up survey measured respondents' intentions to use what they had learnt in the training and the resources in their work. These findings indicated a strong intention to implement knowledge and resources in practice. Specifically, most respondents (66%) indicated that they were extremely or very likely to use information from the training in their daily practice (Q10; see Figure 7). Almost all respondents (97%) indicated that they intended to use at least one of the eSafety resources mentioned. For each of the resources, a majority of respondents indicated that they were either extremely likely or very likely to use it in their daily work, with the exception of the wallet card (42%; see Table 7).

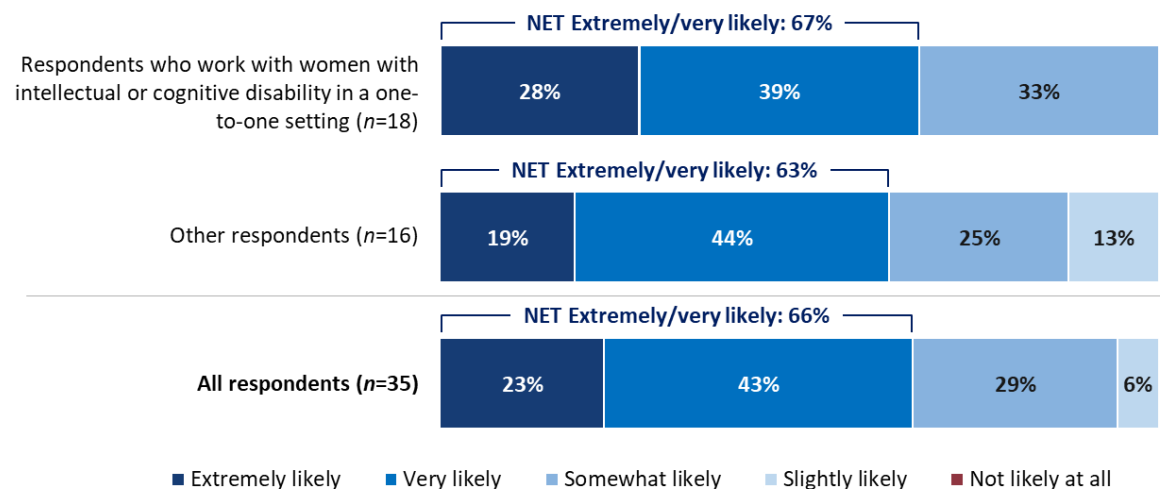
Based on these findings, the training **exceeded expectations** according to quantitative measures.

The qualitative component of the evaluation was conducted at longer term follow-up and therefore included questions about what participants had actually implemented in their practice since the training. Almost all participants were frontline workers in the disability or family and domestic violence sector. Of these, most had used something from the training in their practice.

Based on these findings, the training **met expectations** according to qualitative measures.

Use of information provided in the training

Figure 7. Likelihood of using information from training in daily practice



Post Q10. How likely are you to use the information covered by the training in your daily practice?

Base: Post-training survey sample (n=35).

Group differences should only be interpreted descriptively/qualitatively due to small sample size.

Participants reported using what they had learnt in the training in the following ways:

- adopting a new approach to managing devices when families commence with their domestic violence services to focus on enabling women and children to use their devices safely, rather than discouraging use of devices
- helping clients to set up their new devices safely
- raising technology-facilitated abuse at team meetings and sharing learnings from the training with colleagues
- having discussions with specific clients experiencing issues online, including using the conversation starter resource and sharing the Sunny app
- conducting a reverse image search for a client being targeted by strangers online
- searching the eSafety website for further information and resources.

These findings suggest that the training contributed to workers undertaking activities to support the prevention of technology-facilitated abuse.

Many participants working outside of the disability sector reported that the information was also relevant and useful to supporting their broader client base, including women from culturally and linguistically diverse backgrounds and women with lower levels of education.



I've gone back onto the eSafety [web]site with clients now and we've read some things together. By doing that I'm making them aware that they're not the only ones who might face technology abuse and that there are things out there to keep them safe." —Interview participant



We have been developing processes for figuring out how our clients can use [technology] to communicate safely rather than just taking things away."
—Interview participant




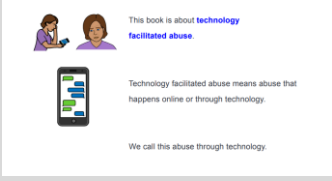
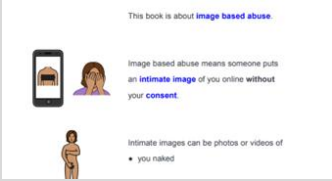
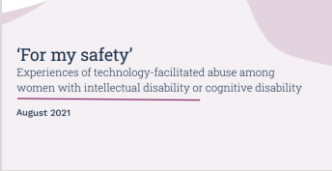
Use of resources

The quantitative component of the evaluation found that there was a strong intention among follow-up survey respondents to use and refer to the resources outlined in the training (see Table 7 overleaf). At qualitative follow-up, many participants had referred to at least one of the resources in their work; however, some others had not. This was due to factors such as not being in a position to decide which resources are displayed in the workplace, the opportunity not arising with clients, and having competing demands on their time.





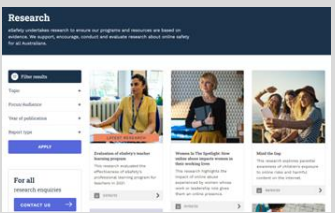
Overall, participants reported that the resources were of a high quality. There was a general preference for resources that supported discussions with clients as this was a preferred approach to sharing information. **Detailed findings about the resources are included in Appendix B.**

Almost all respondents reported that they were extremely or very confident that they knew where to find resources about technology-facilitated abuse (91%). The qualitative component of the evaluation suggested that this confidence was maintained at follow-up four to six weeks later, indicating the training supported a sustained increase in awareness and knowledge of the resources available on this topic for use as required.

Table 6. Intentions to use or refer to resources

Resource		Intention to use resource (%yes)	Likelihood of referring to resources ⁶ (%very/extremely likely)
eSafety website		94	91
eSafety Women webpages		94	84
eSafety resources and information about image-based abuse		91	84
Easy Read guide about technology-facilitated abuse		86	75
Personal story videos: 'Anna', 'Patrice' and 'Rebecca'		79	73
Easy Read guide about image-based abuse		79	75
eSafety Research report ⁷		73	73

⁶ Including sharing resource with colleagues, clients or other contacts.⁷ 'For my safety': Experiences of technology-facilitated abuse among women with intellectual disability or cognitive disability.

Conversation starters	 The graphic lists scenarios where someone might have shared a private photo or video without asking first, such as being tricked into sharing or threatened to send a photo to others. It includes a photo of a woman looking at her phone.	68	81
Easy Read poster for reporting image-based abuse	 The poster explains that eSafety can help when someone puts nude or sexual pictures or videos of you online, or when someone scares you by saying they will do this. It features icons of a smartphone and a person.	65	68
Online safety posters	 The poster states 'I have the right to be safe online' and features a smiling woman's face.	52	61
Wallet card	 The wallet card supports the online safety of women with intellectual or cognitive disability, showing two women talking.	42	52
Other eSafety research	 The graphic shows a screenshot of a research report titled 'Research' with various images of people.	59	76

Post Q9. Do you intend to use any of the following resources? ('Yes' indicated vs. 'No', 'Not applicable', 'Don't know/Prefer not to say')

Post Q11. How likely are you to refer to the following resources in your daily work?

Base: Post-webinar survey sample (n=35).

Respondents were less likely to indicate that they intended to use online safety posters and wallet cards compared to the other resources. Findings from participants suggested that this may be due to these resources being less detailed, and therefore being perceived to be less informative, compared to the other resources. Many participants reported that the most useful resources increased their own knowledge or supported them to discuss these issues with clients.

“

Resources were of a high standard and realistic." —Follow-up survey respondent

“

Having those resources available online is good for those workers who may need to come back to them ... I thought [the resources] were really impressive." —Interview participant

6. Preliminary findings in relation to evidence of reach

Summary of preliminary findings about reach

Quantitative standard

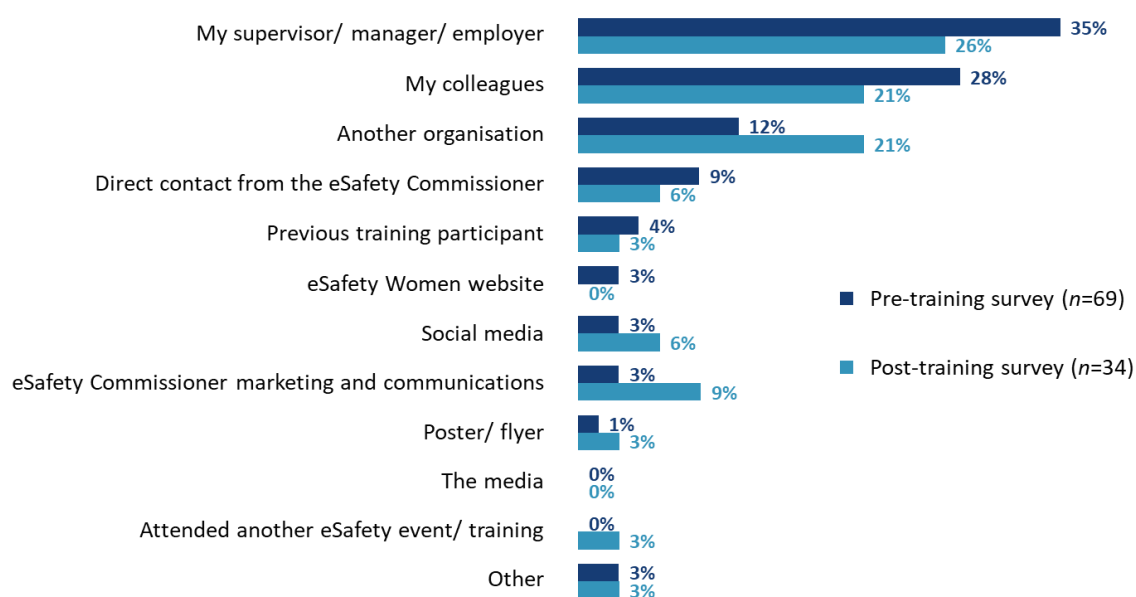
Not evaluated

This was not evaluated given that the training program is in its early stages. Future evaluations may assess reach by measuring changes in attendance rates for the training over time.

The profile of respondents included in Section 1.3.1 shows that training attendants from a range of states and territories participated in the program. However, there were no respondents from Western Australia or the Northern Territory and there was limited participation in Queensland (4%) and South Australia (1%). There was a good spread of training attendants from metropolitan, regional and remote areas.

The profile in Section 1.3.1 also shows that the most common type of work among respondents was social work or case management, followed by government (officer) and then program/service design/delivery. The number of respondents in disability support services was substantially lower compared to domestic and family violence services and non-frontline public sector/government.

Most respondents to the registration survey had heard about the training from their supervisor/manager/employer or their colleagues (see Figure 8). Very few training attendants had heard about the training through other channels, such as social media, eSafety marketing and communications, or by attending another eSafety training session. Participants in the qualitative component of the evaluation reported that work-based channels were effective for hearing about training opportunities.

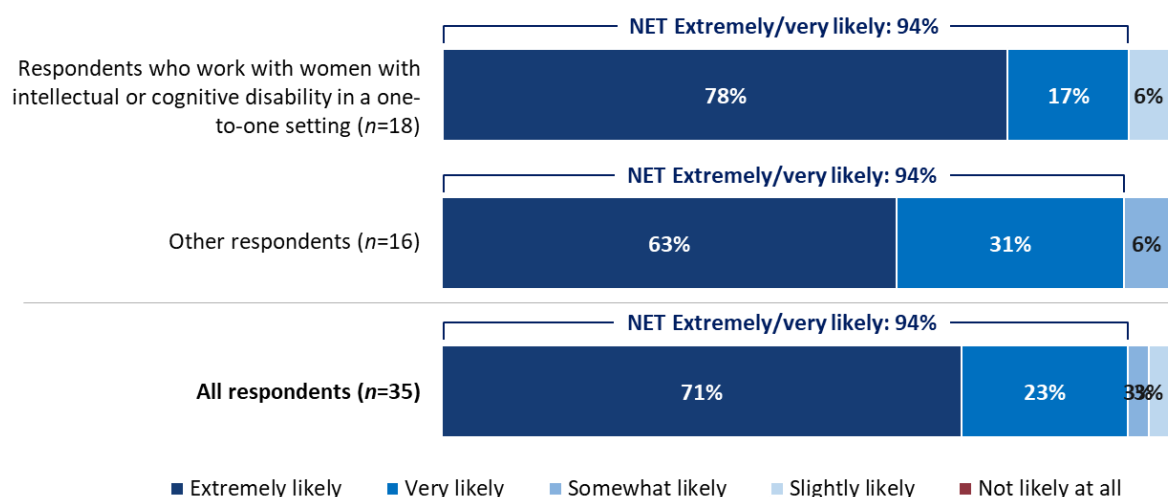
Figure 8. How respondents found out about the training

Pre Q10. How did you find out about the eSafety training?

Post Q12. Where did you first hear about the eSafety training?

Base: Pre-training survey sample (n=69), post-training survey sample (n=35).

While only 3–4% of respondents reported hearing about the training from previous training attendants, almost all follow-up survey respondents (94%) reported that they were likely to recommend the training to colleagues (see Figure 9). This suggests that word-of-mouth could be a growing channel for finding out about the training in future as more people participate. In turn, this may translate into increased reach.

Figure 9. Likelihood of recommending the training to colleagues

Post Q17. Overall, how likely are you to recommend the eSafety training to colleagues?

Base: Post-training survey sample (n=35).

Group differences should only be interpreted descriptively/ qualitatively due to small sample size.

Participants in the qualitative component of the evaluation reported that mailing lists from relevant sector organisations were a useful approach to finding out about training

opportunities. They suggested the following organisations for distributing information about the training:

- The Mental Health Coalition
- Disability Advocacy Resource Unit
- Council for Intellectual Disability
- Australasian Society for Intellectual Disability
- Australian Community Workers Association.

These organisations and similar may be good advocates for the training and for sharing information about the training with their sector.



They should definitely be talking about this webinar to people. I shared it with my regional manager and two team leaders ... [eSafety] could send out info to some of the larger community services." —Interview participant

7. Participant suggestions for improvement

Overall, the evaluation found that the training was effective at educating frontline workers about technology-facilitated abuse. When prompted, participants provided the following suggestions for improvement:

- **Increase opportunities for webinar attendants to share and participate.** Some participants reported that they valued opportunities to hear from other workers and encouragement to consider the content of the webinar in relation to their own context. They suggested that the chat function could be used to support this in the webinar setting.
 - A couple of participants reported that they had asked questions in the session via the chat function and that these had not been responded to. Although these had been followed up with a call after the session, they suggested it would be useful to signpost if there will be opportunities to ask questions, and when and how these will be addressed.
- **Provide information about where workers can get more specialised technology support for issues outside of their expertise.** A few participants reported that some technology-facilitated abuses required expert knowledge to detect and remediate (e.g. how to check for and remove spyware). They reported that it would be useful to receive information about where they can get this technical support if required.
- **Further promote the training.** Participants and respondents reported that this training was filling an important knowledge gap. They suggested promoting the training more broadly, including through professional associations.



I was happy to put things in the chat – but I was left without answers to all my questions when I hung up. It was great that they followed up with a phone call, but at the end of the webinar I was concerned my questions hadn't been acknowledged or addressed." —Interview participant










It updated some of my knowledge of the issue[,] however[,] I hoped for more practical and specialised services I could refer to. I was fully aware of the issues, but still do not have a very good idea of how I can get practical support for someone being stalked by spyware[,] for example." —Survey respondent

8. Conclusions and recommendations

8.1. Conclusions

Overall, the evaluation found that the training was a highly valued professional learning opportunity on the topic of technology-facilitated abuse among women with intellectual or cognitive disability. The evaluation found the training was meeting a perceived need and gap in current professional learning programs. The training program met or exceeded expectations on all evaluation criteria, as summarised below.

	Standard	Result
	Evidence of awareness	 Met expectations
	Evidence of knowledge acquisition	 Exceeded expectations
	Evidence of behaviour change	 Met expectations
	Evidence of reach	To be measured in future evaluations

8.2. Recommendations

The evaluation identified several opportunities to improve future programs and future evaluation efforts.

- **Awareness and reach of eSafety training.** Target information about the training to those in leadership roles at relevant disability and domestic violence services. The evaluation found that supervisors, managers and employers were a common source of information about training opportunities. In addition, this channel increased the relevance and importance of attending the training for workers. Relevant representative and membership bodies are a useful avenue for sharing information about training opportunities as they are generally a trusted source of information and often send information directly to members via email newsletters.
- **Training content.** Seek to tailor the emphasis placed on different elements of the training to the audience wherever possible, particularly for closed sessions (i.e. focus on the disability-specific elements for sessions with workers who already have a strong understanding of domestic violence information). In webinars, this could be supported by

the use of polls at the beginning of the session to gauge current level of knowledge. An additional area to cover in the training may include information about where workers can get more specialised technology support for issues outside of their expertise.

- **Training delivery.** Seek to include opportunities for training attendants' engagement during the training to encourage workers to reflect on the relevance of the content to their context and enable opportunities for information sharing about useful strategies. In addition, signpost how questions will be managed during the training, particularly for webinar delivery. Continue to seek input from people with disabilities about ways to improve the accessibility of the training for people with a range of disabilities.
- **Training follow-up.** Continue to provide the webinar summary sheet as a resource for training attendants to retain and share with colleagues following the training. Consider combining this with a short assessment task (e.g. an online module with multiple choice questions about the training content) to support further engagement with and reflection on the content after the training.
- **Training resources.** Continue to provide the range of resources available to support the wide range of needs among training attendants. Focus on sharing information about resources that can be used to support workers to have conversations with their clients, as this was a preferred method of distributing information for many respondents. Provide context for when and how different resources may be used where relevant.
- **Continue to evaluate the program.** Continue to evaluate the program to understand its value and impact for frontline workers. Collate data on the number of attendees quarterly or each year to understand changes in program reach. Should training attendant numbers increase, consider implementing a follow-up survey a few weeks following program attendance to quantitatively assess behaviour change.

Appendix A: Evaluation rubric

Criteria	Standard				Quantitative measures	Qualitative measures
	Exceeds expectations	Meets expectations	Does not meet expectations	Insufficient evidence		
Evidence of increased awareness	<p>QUANT: 90+% of survey respondents report increased awareness about the topic of technology-facilitated abuse.</p> <p>QUAL: Almost all interview participants report that the training increased their perception of the relevance of technology-facilitated abuse to their work.</p>	<p>60+% of survey respondents report increased awareness about the topic of technology-facilitated abuse.</p> <p>Many (more than half) interview participants report that the training increased their perception of the relevance of technology-facilitated abuse to their work.</p>	<p>Less than 60+% of survey respondents report increased awareness about the topic of technology-facilitated abuse.</p> <p>Few (a quarter or less) interview participants report that the training increased their perception of the relevance of technology-facilitated abuse to their work.</p>		<p>> Increases in awareness of technology-facilitated abuse between pre- and post-survey</p>	<p>> Changes in awareness of technology-facilitated abuse</p> <p>> Changes in ability to identify technology-facilitated abuse</p> <p>> Awareness of reporting/referral pathways</p> <p>> Changes in awareness of risks of technology-facilitated abuse to clients</p> <p>> Changes in perceived importance of supporting clients in relation to technology-facilitated abuse</p>
Evidence of knowledge acquisition What is the utility and relevance of program outputs? Which outputs are	<p>QUANT: 90+% of survey respondents report that they have learnt something new.</p> <p>QUAL: Almost all interview participants report that the training was useful to their work.</p>	<p>60+% of survey respondents report that they have learnt something new.</p> <p>Many (more than half) interview participants report that the training was useful to their work.</p>	<p>Less than 60% of survey respondents report that they have learnt something new.</p> <p>Few (a quarter or less) interview participants report that the training was useful to their work.</p>		<p>> Respondents identify training content as useful</p> <p>> Knowledge and skills gained between pre- and post-survey</p> <p>> Satisfaction with training content</p>	<p>> Value/usefulness of training in helping to support clients</p> <p>> Value/usefulness of the eSafety resources available on this topic</p> <p>> Changes in knowledge about how to support</p>

Criteria	Standard				Quantitative measures	Qualitative measures
	Exceeds expectations	Meets expectations	Does not meet expectations	Insufficient evidence		
leading to what outcomes?	Almost all interview participants report that the resources were useful to their work.	Many (more than half) of interview participants report that the resources were useful to their work.	Few (a quarter or less) interview participants report that the resources were useful to their work.		> Satisfaction with training method (channel, mode, etc.)	clients experiencing technology-facilitated abuse
Evidence of behaviour change Did the program produce or contribute to the intended outcomes? For who, in what way, in what circumstances? Were there any unintended outcomes? Positive or negative? Have program participants implemented best practice approaches? What additional supports or resources (if any) do	QUANT: 90+% of survey respondents report they are likely to use or distribute resources if the opportunity arises. QUAL: Frontline workers: Almost all interview participants report that they have used something from the training in their work. Support staff/adjacent workforce: Almost all interview participants report that they know where to go for resources if they need them.	60+% of survey respondents report they are likely to use or distribute resources if the opportunity arises. Frontline workers: Many (more than half) interview participants report that they have used something from the training in their work. Support staff/adjacent workforce: Many (more than half) interview participants report that they know where to go for	Less than 60+% of survey respondents report they are likely to use or distribute resources if the opportunity arises. Frontline workers: Few (a quarter or less) interview participants report that they have used something from the training in their work. Support staff/adjacent workforce: Few (a quarter or less) interview participants report that they know where to go for		Extent that respondents see the training as being useful in their work The likelihood of respondents to use resources Test of learning outcomes Materials respondents are most likely to refer to or pass on to others Awareness of what resources are available	Steps taken to better support clients in relation to technology-facilitated abuse since the training – 3 strategies (listen and believe, build your own tech confidence, know when to refer and support) Use of eSafety resources since the training Changes in knowledge about how to find information and resources about this topic

Criteria	Standard				Quantitative measures	Qualitative measures
	Exceeds expectations	Meets expectations	Does not meet expectations	Insufficient evidence		
they need to support the implementation?		resources if they need them.	resources if they need them.			
Evidence of reach Who is the program reaching?	Not evaluated*	Not evaluated*	Not evaluated*		Who is attending the training How are people attending (webinar/in person) Where and how attendees are finding out about the training Likelihood to recommend training Type of worker/organisation that they originate from	Type of worker/organisation that they originate from Sources for finding out about the program Useful channels for finding out about the program Other preferred sources of information about this topic Likely recommendation of the program to others

Appendix B: Findings about the resources

Overall findings about the resources

Overall, most interview participants reported that the resources were effective for supporting further knowledge building following the initial training, as well as for supporting discussions about technology-facilitated abuse with colleagues and clients. Participants reported that the range of resources was appropriate, although they had differing preferences for resources based on factors such as their role, the type of clients they work with, and their preferred learning and teaching styles.

Overall, participants reported that the resources were of a high quality, and they had limited suggestions for improvement. There was a general preference for resources that supported discussions with clients, as this was a preferred approach to sharing information. A few participants in domestic violence services reported that sometimes it was not safe to share resources directly with clients if they were still living with a perpetrator.

Specific findings about the resources

1. Personal story interviews

Most participants were aware of the personal story videos, as they had been shown in the training. However, only a couple of participants had accessed these outside of the training. The evaluation identified the following findings about the personal story interviews:

- **Realistic and relatable stories.** Participants reported that the way the workers in the videos managed issues was realistic and provided a good practice example.
- **Effective and engaging format.** Participants reported that they valued having resources in a video format to suit their own or their clients' learning preferences.
- **Depicted a diversity of issue types.** Participants reported that the stories showed different types of abuses about which they had differing levels of knowledge. A couple of participants suggested that, for closed sessions, the video shown in the training should be tailored based on which topics professionals are least knowledgeable about.



The practical scenarios provided realistic and usable strategies for working with women with intellectual disabilities. The videos were the right length to keep me engaged in the process. —**Survey respondent**

2. Posters

Many participants were aware of the availability of the posters, as they were referenced in the training. A few participants had wanted to display these posters; however, they had not done so

as they had to gain permission from supervisors to display content at their service. The evaluation identified the following findings about the posters:

- **Useful prompt for discussion.** Some participants, particularly those working in the disability sector, reported that these posters would be useful to display at their service to prompt discussion and consideration among their clients about staying safe online.
 - However, other participants, particularly those in domestic and family violence services, reported that their clients are commonly reminded of and dealing with abuse and therefore they would be unlikely to display posters about this topic.
- **Visually appealing and relatable.** Most participants reported that the posters were 'attention grabbing' and that the talent depicted in the posters was relatable.
 - However, a couple of participants reported that the branding of 'eSafety Women' reduced the relatability of the posters for men at their service, who may benefit from messaging about rights in relation to online abuse both from a victim and perpetrator perspective.
- **Clear, actionable message.** Participants reported that the posters highlighted the availability of support in a manner that was positive and empowering (i.e. depicting people who had accessed support).



Maybe it shouldn't say women – it's not only women who will get or send these sexual photos. Making someone aware that to send photos online is wrong is also a good service to prevent things we don't want happening.” —Interview participant

3. Conversation starters

Most participants were aware of the availability of the conversation starters through the training. Some participants had used these resources to support conversations with clients. The evaluation identified the following findings about the conversation starters:

- **Practical format.** The conversation starters were a preferred resource for many participants as they aligned with their preferred approach for sharing information with clients (i.e. having discussions).
- **Relatable prompts.** Participants reported that they had found the prompts useful for guiding conversations with their clients.
- **Diverse usability.** While most participants reported that they would prefer resources that they could use in discussions with clients, a couple of participants reported that they would also consider leaving the conversation starters at their services for clients to engage with themselves in their own time.



The conversation starter pack allowed me to sit down with clients and ask them these things more directly than I had in the past – I hadn't thought to ask many of these things. They were good conversation starters because they broke through well with my client. —**Interview participant**

4. Easy Read materials

Some participants were aware of the Easy Read booklets and poster; however, there was less awareness of these compared to the other resources. There had been limited use of these resources among participants. The evaluation identified the following findings about the Easy Read materials:

- **Simple and effective language.** Participants reported that the language adopted in these resources supported understanding of technology-facilitated abuse. A couple of participants reported that these resources could be useful for clients with disabilities, but also to assist in communicating the information to a broader range of clients, including those who speak limited English or have lower levels of education.
- **Booklets perceived to be lengthy.** Some participants reported that they would be unlikely to share these resources directly with clients to read in their own time as they felt the booklets were lengthy and clients would be unlikely to engage with them.
 - However, a few participants reported that if the circumstances arose, they would talk through the content with clients in a discussion format.
- **Broadly accessible poster.** A couple of participants reported that the poster would be useful to display in a general domestic violence setting as it could be seen and engaged with by all women, including those who may not disclose that they have a disability or where they have not understood information shared with them about the topic.

5. Webinar summary sheet

Most participants recalled receiving the webinar summary sheet; however, a few participants did not. Some participants had been prompted to engage with the information when they received it or had saved the summary in a personal or shared resource location. The evaluation identified the following findings about the webinar summary sheet:

- **Effective summary of content.** Participants reported that the content was useful for summarising the key issues covered in the training and for providing links to available resources.
- **Appropriate length.** Participants reported that the two-page summary was an appropriate length to promote engagement.

- **Useful prompt.** A couple of participants reported that the timing of receiving the email with the summary sheet prompted them to re-engage with the content and discuss it with others.
 - However, a couple of participants reported that they would have preferred to receive the summary sheet prior to the training to assist them with taking more effective notes during the session.

6. Wallet cards

Some participants were aware of this resource; however, there was less awareness of this resource compared to others. There was limited use of the wallet cards among participants. The evaluation identified the following findings about this resource:

- **Unclear purpose.** Some participants were unsure of the intention of this resource and of how to use it, which limited its perceived value. Additional context about the purpose of the resource could support its further use.
- **Useful as a reminder for a couple.** This was a preferred resource for one participant who was working in education and therefore was not as regularly involved in supporting people experiencing technology-facilitated abuse. The appeal of this resource was that it could be kept discreetly and be referred to as a reminder about how to help if and when an issue arose.
- **Appropriate content.** Participants reported that information about where to seek further support was appropriate for a short resource of this type.



They are good for sharing because they are small, physical and you can actually give them out to support workers to carry on them. If a client then says something, the worker would have a resource handy that can help them." —Interview participant