



# Evaluation of the Turning the Curve driving programme

For ChangeMakers Refugee Forum

17 January 2018



**ALLEN+CLARKE**

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## CONTENTS

<b>ACKNOWLEDGEMENTS</b>	<b>2</b>
<b>EXECUTIVE SUMMARY</b>	<b>4</b>
<b>1. INTRODUCTION</b>	<b>7</b>
Purpose	7
Key Evaluation Questions	7
Background to the programme	7
Resourcing for the programme	8
<b>2. METHOD</b>	<b>9</b>
Design process	9
Stakeholder engagement	9
Data collection methods	10
Strengths and limitations of the evaluation	11
<b>3. KEQ1: HOW IS TURNING THE CURVE INTENDED TO WORK?</b>	<b>13</b>
Inputs	13
<i>External inputs</i>	13
<i>ChangeMakers inputs</i>	14
Turning the Curve programme features	16
Results	17
Outcomes	17
<b>4. KEQ2: HOW WELL IS TURNING THE CURVE WORKING FOR THE WOMEN ON THE PROGRAMME?</b>	<b>19</b>
Information sessions	19
Driving lessons	21
Volunteer practice	22
Coordination of Turning the Curve	24
Additional factors that can impact on the success of the programme	26
<b>5. KEQ3: TO WHAT EXTENT ARE THE INTENDED OUTCOMES BEING ACHIEVED?</b>	<b>29</b>
Intended outcomes	29
Additional results and outcomes	32
Are the outcomes actually a result of being on Turning the Curve?	34
<b>6. KEY FINDINGS AND CONCLUSIONS</b>	<b>36</b>
<b>APPENDIX 1: INTERVIEW QUESTIONS</b>	<b>38</b>
<b>APPENDIX 2: VISUAL AIDS FOR INTERVIEWS</b>	<b>42</b>

## EXECUTIVE SUMMARY

This report is the result of an independent evaluation conducted by *Allen + Clarke* of the 'Turning the Curve' driving programme. The programme is run by ChangeMakers Refugee Forum (ChangeMakers), and is funded through Good Shepherd and individual sponsors. Turning the Curve aims to enable women from refugee backgrounds living in the Wellington region to obtain their full driving licence, and in doing so, contribute to a range of outcomes. The programme has been running since 2012 and as at 30 June 2017, 104 women have had the opportunity to be on the programme.

The purpose of this evaluation is to better understand how Turning the Curve works and why it works – particularly for the women who participate in the programme – to inform its implementation moving forward; and to assess the value of the programme to the former refugee women who participate in it, to ChangeMakers, and the funders. This evaluation focuses on the programme from July 2015 to June 2017.

The design of the evaluation, from the scope to stakeholder engagement, was developed with ChangeMakers and the Turning the Curve coordinator. Data collection with stakeholders including programme participants, ChangeMakers staff, volunteers, a Steering Group member, a driving instructor, the funder and sponsors, helped *Allen + Clarke* to answer three Key Evaluation Questions (KEQs).

### **KEQ1: How is Turning the Curve intended to work?**

KEQ1 explores the components and process of the Turning the Curve programme. These were:

- External inputs including Good Shepherd funding, individual sponsorship and volunteers;
- ChangeMakers inputs including the coordination of the programme and its features, organisational infrastructure (e.g., office space) and interpreters;
- programme features including information sessions, the application process, the Steering Group, driving instructor lessons and practice with volunteers; and
- the results, including the ability to obtain a driver licence; and
- the intended outcomes: which are independence, employment opportunities, ability to respond in emergency, stronger relationships with family and community, and feeling like a 'real kiwi woman'.

Through the analysis of the information gathered, a theory of change diagram (figure 1, p.15) was developed to show how Turning the Curve is intended to work.

### **KEQ2: How well is Turning the Curve working for the women on the programme?**

KEQ2 explored how well the features of the programme that are 'touch points' for the programme participants are working for the programme participants and why, using evidence from the interviews. Touch points referred include information sessions, driving instructor lessons, practice with volunteers and the coordination of Turning the Curve. The information sessions had an overall good response from participants who found the variety of information helpful saying they 'teach you necessary skills'. However, some attendees did not always understand all the information in the sessions. The participants' responses indicated that overall, the driving instructor lessons were successful. Four participants said that their driving instructor was patient



and three mentioned they found it helpful that the driving instructor also had some control of the vehicle. The interviews with programme participants showed that the practice with volunteers was mostly a positive experience. Three key benefits were mentioned: Flexibility around scheduling practice and helping when asked; friendships that were formed; and that practice helped improve participants' English. However, some language barriers and volunteers not having the same control over the car as driving instructors, were identified as difficulties by programme participants. ChangeMakers should have confidence in how well their coordination of the programme is working for the programme participants, with all saying that communication with the coordinator was 'really good' (9) or 'good' (1). Comments from programme participants included that the coordinator was kind, easy to communicate with, trustworthy, helpful, and an "amazing woman".

Analysis also uncovered additional factors that can impact on the success of the programme. These were access to a vehicle, paying for the driving test, prioritising health and wellbeing, and the funding of the programme. Some stakeholders shared their thoughts on more sustainable funding. Suggestions included refreshing the sponsorship model, targeting corporate sponsorship and seeking government funding.

### **KEQ3: To what extent are the intended outcomes being achieved?**

KEQ3 explored to what extent the intended outcomes of Turning the Curve are being achieved. Most of the programme's intended outcomes are factors that contribute to the sense of independence experienced by programme participants. Achievement of two intended outcomes is dependent on how far through the programme the women are. Increased employment and an ability to respond in an emergency depend on having the ability to drive legally on their own which at least requires a restricted licence. All the programme participants interviewed rated Turning the Curve as 'really helpful' in making them feel like they are part of New Zealand, or a 'real kiwi woman', in relation to other factors that can contribute to this, such as learning English, having a job, and social support.

During analysis, five results/impacts of Turning the Curve that directly relate to an individual's ability to obtain a licence were identified:

- Knowledge and ability to drive
- safe driving
- confident driving
- improved English, and
- knowledge of New Zealand legal processes.

Three further key outcomes of the programme were identified that are not currently captured by the programme objectives. These are a sense of achievement, feeling supported by the New Zealand community, and greater self-confidence. The theory of change was adapted (figure 2, p.33) to incorporate these.

### **Key findings and conclusions**

*Allen + Clarke's* assessment of Turning the Curve is that all of the components of the programme that were evaluated are working well, and that Turning the Curve is achieving its intended outcomes, especially where former refugee women become independent, feel more connected with their community, and feel like 'real kiwi women'. Potential improvements for the information

sessions, driving lessons, volunteer practice and coordination of the programme, along with other suggestions for Turning the Curve – for example, around resourcing and programme structure, are suggested. However, the work of the Turning the Curve coordinator, and the flexible model of the programme was found to have a significant positive impact on success of the programme.

The theories of change clearly show how Turning the Curve is intended to, and ‘actually’ works, how the different parts of the programme interact with each other, and how the programme contributes to intended, and other, outcomes. ChangeMakers should have confidence that they are providing something of value to former refugee women in Wellington, and that it is a worthy programme to continue, and to potentially develop in other regions of New Zealand.

## 1. INTRODUCTION

*Allen + Clarke* has conducted an independent evaluation of the ‘Turning the Curve’ driving programme, which is run by the ChangeMakers Refugee Forum (ChangeMakers). ChangeMakers is a Wellington-based community organisation that works towards its vision of New Zealanders from refugee backgrounds participating fully in New Zealand life. The evaluation was undertaken by *Allen + Clarke* from September to December 2017, as part of *Allen + Clarke’s* 2017 pro bono programme.

Section 1 (this section) of the report outlines the purpose of the evaluation, the Key Evaluation Questions assessed and the background of the programme. Section 2 describes the evaluation method. Sections 3-5 present key findings from interviews with participants on the programme and other key stakeholders. Section 6 provides key findings and conclusions.

### Purpose

The purpose of the evaluation is two-fold:

- To better understand how Turning the Curve works and why it works – particularly for the women who participate in the programme – to inform implementation of the programme moving forward; and
- to assess the value of the programme to the former refugee women who participate on the programme, to ChangeMakers, and the programme funders.

An evaluation of the first three years of operation (to June 2015) was produced in 2016. Therefore, this evaluation focuses on the experiences of the programme participants from July 2015 to June 2017.

### Key Evaluation Questions

To address the two-fold purpose of the evaluation, three key questions were addressed:

1. How is Turning the Curve intended to work?
2. How well is Turning the Curve working for the women on the programme?
3. To what extent are the intended outcomes being achieved?

The KEQs guided the evaluation approach, the data collection, analysis, and the presentation of the findings.

### Background to the programme

The Turning the Curve programme was developed as a concept in 2011, and has been running since July 2012. The programme emerged from three former refugee women’s advisory groups<sup>1</sup> around the Wellington region. Many of the women in the groups had their learner licences, either obtained independently or through the programme at the Mangere Resettlement Centre when

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<sup>1</sup> Former refugee women who represent their communities in Wellington, Hutt Valley and Porirua. These three groups meet with the Community Development (Women) worker (also the coordinator of Turning the Curve) at ChangeMakers to discuss the needs and priorities for their communities in any given year.

they first arrived in New Zealand. In 2011-12, all three advisory groups said that learning to drive and getting their driver licence was the number one priority. This motivated ChangeMakers to begin scoping the programme and to find a way to pay for formal driving lessons for former refugee women, who otherwise would not have been able to access the lessons. When sponsorship was secured, the programme began.

*“With my learner licence in 2007, I had no path to get my restricted licence until Turning the Curve.” – Steering Group member*

As it grew, the coordinator selected or invited a few women from refugee backgrounds who were participants on the programme to form a Steering Group. The Steering Group supports the coordinator with decisions about Turning the Curve to ensure that any decision made will work effectively for the programme participants.

The Turning the Curve programme aims to enable women from refugee backgrounds living in the Wellington region to obtain their full driving licence, and in doing so, contribute to a range of outcomes for programme participants including becoming independent, having increased employment opportunities, being able to respond in an emergency such as taking children to the doctor or hospital, enabling stronger relationships with their family and/or community members who are resettled in other areas, and to become a ‘real kiwi woman, because real kiwi women had their licence’. These outcomes are discussed as part of section 5.

As at 30 June 2017, 104 women have had the opportunity to begin formal driving lessons and practice with volunteers on the Turning the Curve programme since it began. Of these, 35 have their full licence, and 17 have their restricted licence.

Table 1 below illustrates the progress made by the women who have started Turning the Curve since 30 June 2015, the time period for this evaluation.

**Table 1. Information about driver volume and progress as at 30 June 2017**

Year	Number of new drivers	Number with licence
2015–2016	21	Restricted: 7
		Full: 2
2016–2017	21	Restricted: 0
		Full: 0

Note: The 2016–2017 programme participants started formal driving lessons in January 2017, which is later compared to previous years, where participants began in September. This means that the previous years’ intakes may show more progress in comparison to the 2016–2017 intake.

**Resourcing for the programme**

The administration and coordination function of Turning the Curve provided by ChangeMakers Refugee Forum is funded by Good Shepherd Trust – funding is secured until mid-2019. Formal driving lessons for the programme participants are funded by sponsors, who sponsor an amount of \$940 per individual programme participant in their intake year – which is an average cost that is pooled across the participants as some may need more, and some may need less, formal driving lessons to learn to drive. Driver licence tests are funded by the programme participants themselves.



## 2. METHOD

### Design process

The evaluation was designed after an initial meeting with ChangeMakers, including the Turning the Curve coordinator, where the aims of the project, the scope, stakeholder engagement, protocols and timeframes, documents to review, and project management processes were discussed. An evaluation brief including the KEQs was then developed and provided to ChangeMakers. The evaluation was designed to ensure a wide range of stakeholders were represented. The lead evaluator also met with the Steering Group to talk about the evaluation and invite their participation.

### Stakeholder engagement

A range of stakeholders were engaged to gather different voices and perspectives of the programme. Table 2 below lists these people alongside data collection methods.

Table 2. Stakeholder and method of inquiry

Method	Stakeholder	Location	N
Interview	Programme participants	Their homes (x9), Wellington Central Library (x1)	10
	Steering Group member	Their home	1
	Driving instructor	Allen + Clarke Office	1
	Changemakers staff	ChangeMakers Office	2
	Good Shepherd (funder)	Via Zoom	1
	Sponsor	Allen + Clarke Office	1
Observation	Volunteers (at a meeting)	Ranchhod House, Webb St	14
Focus group	Sponsors	Allen + Clarke Office	3
<b>Total participants</b>			<b>33</b>

The Turning the Curve coordinator organised the interviews with the programme participants for this evaluation at the request of Allen + Clarke, given their existing relationship with the programme participants. Some participants had limited English language competence, so interpreter services were arranged for some interviews. To ensure the inclusion of a representative sample of women the evaluators sought participants from a range of age groups and ethnicities, who had driving licences from a range of levels and who were based in different areas within the Wellington region, and had begun the programme in the previous two years. These criteria were given to the coordinator of the programme.

The list of women to be interviewed was shared and discussed with Allen + Clarke by the coordinator to ensure as little bias as possible in the process. Nearly 25% of participants who had started the programme in the previous two years were interviewed.

ChangeMakers provided the contact details for the other stakeholders. These interviews and focus groups were organised by *Allen + Clarke*.

For the volunteer observation, the lead evaluator was invited to a meeting of the volunteers that had been arranged by the Turning the Curve coordinator. The purpose of this meeting was for the volunteers to have the opportunity to meet each other, share experiences and tips, and ask questions of a police officer who was also in attendance. The lead evaluator introduced herself to the volunteers, explained the evaluation, and obtained the volunteers' permission to take notes during the meeting for anything relevant to the key evaluation questions.

## Data collection methods

Interviews and focus groups were the primary means of data collection for this evaluation. Question guides were developed for each interview and focus group. These guides included ethical protocols such as explaining confidentiality, note-taking processes, storage and use of interview notes; and ensuring participants had the opportunity to ask questions about the evaluation as well as checking that they were comfortable with taking part.

The questions asked in the interviews and focus groups (see Appendix 1) were based on the KEQs, and were tailored for each stakeholder group to ensure relevant information was gathered. For 10 of the programme participant questions, visual aids were used to gather quantitative data on how the programme is working, and achievement of the intended outcomes (see Appendix 2). When a programme participant gave an answer to a question using the aids, the interviewer then prompted for further reflection and examples. This provided complementary qualitative and quantitative information. Encouraging participants to discuss their answers and share their stories was vital to capturing their narratives and gaining a deeper understanding of what was happening during, and as a result of, the programme. A Steering Group member was asked about their involvement in the programme in that role, and about their experiences on the programme as a participant, using the visual aids described above.

Questions for the ChangeMakers staff, funder, sponsors and driving instructor were focused on their involvement in the programme, what the components of the programme look like, and what success does and does not look like for the programme participants and the programme more broadly. The questions that explored what success does and does not look like were then analysed to produce criteria (represented in rubrics<sup>2</sup>) for each of the Turning the Curve programme components that were evaluated:

- The information sessions,
- the driving instructor lessons,
- the volunteer practice sessions, and
- the coordination of the programme.

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<sup>2</sup> A rubric sets out clearly criteria and standards for assessing different levels of performance. A single rubric can be developed for overall performance or a number of rubrics can be developed, each for an aspect of performance. A rubric consists of a rating of performance, which can be generic (e.g., from 'Very poor' to 'Excellent') or customised (e.g., "Detrimental" to 'Highly Effective'). Available at: <http://www.betterevaluation.org/en/evaluation-options/rubrics>.

These rubrics show what success does and does not look like for these programme components, and provides a standard for which evaluative judgements can be made about Turning the Curve.

### **Interviews**

The interviews for nine programme participants were conducted in their homes at times that were convenient for them. One programme participant was interviewed in a meeting room at the Wellington Central Library after she finished work as this was most convenient for her. At one home two women were interviewed at the same time, and the rest were individual interviews.

For five programme participant interviews, interpreters over the phone from Interpreting New Zealand were used, and for two interviews an interpreter was present in person. Some of the women interviewed with interpreters had basic English language competence, but using an interpreter ensured that they could talk openly, seek clarification on any questions, and more fully describe their stories.

Interviews were also conducted with ChangeMakers staff, a Steering Group member, an employee of Good Shepherd New Zealand Trust, a sponsor of the programme, and a driver instructor.

### **Focus group**

The sponsor focus group was semi-structured and conversational, and one woman spoke of her experience as a volunteer at the same time.

### **Observation**

The volunteer observation was at a meeting (mentioned above) where notes were taken when information that was relevant to this evaluation was discussed.

## **Strengths and limitations of the evaluation**

### **Strengths**

The evaluation included interviews with stakeholders in a range of roles (sponsor, volunteer, driving instructor, programme participant) to ensure different perspectives were heard, and so findings could be triangulated.

The voices and stories of programme participants were elicited using open-ended questions. This enabled rich descriptions of the participants' experiences and the value of the programme for them.

By visiting the programme participants in their own home or at a location they preferred, they were in a comfortable, familiar setting which enabled more open participation.

### **Limitations**

Participants' responses may have had a positive bias, if they perceived it to be in the programme's interests to receive positive findings in the evaluation. This may have been exacerbated by acquiescence bias, where research participants tend to respond positively to a question when in doubt. That is, some participants may not want to cause harm to the programme, or criticise something that has benefitted, or may benefit them or their peers. This may have been true if participants weren't clear on the role and purpose of the evaluation.

To gain information on the intended outcomes of Turning the Curve, direct questions were asked about those outcomes which may have prompted programme participants to agree that the intended outcomes applied to them, rather than independently identify that as such. To compensate for this, open-ended questions that explored other outcomes were asked, and visual aids which had a range of response options to encourage the participants to accurately articulate how they felt about the programme, were used. See Appendix 2 for the visual aids.

The limited number of interviewees may make it obvious who said what e.g., given there was one funder, and one driving instructor's contact details provided by ChangeMakers, anonymity was not able to be provided in these cases.

### **3. KEQ1: HOW IS TURNING THE CURVE INTENDED TO WORK?**

KEQ1 explores the components and process of the Turning the Curve programme. To clarify understanding of the programme and how it is intended to work, a Theory of Change diagram was developed (see figure 1). In this section, each component of the programme in the Theory of Change has been described, and each component in the diagram is numbered to correspond with the text below. The programme features 7, 10, and 11 were examined for this evaluation along with the coordination of Turning the Curve (4), as these are the components of the programme that directly relate to the programme participants' experience (e.g., the 'touch points' for the women). These experiences are then discussed in response to KEQ2 as part of section 4.

## **Inputs**

### ***External inputs***

#### **1 Good Shepherd funding**

As described earlier, Good Shepherd New Zealand Trust funds the administrative and office support for the programme through ChangeMakers. Good Shepherd funds the programme as part of their social inclusion work, as it falls under their mandate of helping socially and economically disadvantaged women and girls. Good Shepherd is also supportive of Turning the Curve because it is run out of an organisation which is embedded in the refugee background community.

#### **2 Individual sponsorship**

Sponsorship for professional driving lessons, described earlier, is acquired through Wellington women sponsoring individual former refugee women. Sponsors can provide sponsorship for more than one participant. The programme coordinator and some of the current sponsors use their networks and communities to find new sponsors, via word-of-mouth. The sponsorship is pooled across all the current drivers in the programme as some women take longer to acquire driving skills through formal lessons. While sponsors do not have direct contact with programme participants (unless this is requested and agreed to), the coordinator provides some information about the programme participant they are sponsoring and updates them on their progress.

#### **3 Volunteers**

Women in the Wellington region who are interested in volunteering contact the Turning the Curve coordinator by direct communication, or via the email address on the ChangeMakers website. The role of a volunteer is to assist programme participants who have attended formal driving lessons to progress their driving knowledge and skills in preparation to gain their licence. The volunteers take programme participants for driving practice, usually twice a week. Potential volunteers attend training – either as a group with live presenters, or as a smaller group or individual watching a video recording of the presentation – to learn about the programme and what is required of them as a volunteer. After the first session, a potential volunteer attends a second session which is an opportunity to practice as a volunteer alongside a driving instructor or an experienced volunteer. Volunteers are also provided with a training manual. During training, the coordinator assesses the volunteers for their suitability, and potential match with programme participants. The coordinator tries to find volunteers in the areas the programme participants live in, so they share a local community, and have the convenience of being located close to one



another. Follow-up meetings for volunteers are organised periodically by the coordinator for the volunteers.

## ***ChangeMakers inputs***

### **4 Coordination**

Currently ChangeMakers provide one staff member – the Turning the Curve coordinator – to work on the programme for 20 hours a week to undertake all necessary tasks. The coordinator’s role is vital to the implementation of the programme. The coordinator undertakes a variety of tasks, including: organising and running the information sessions (see below), interviewing potential programme participants, communicating and working with the Steering Group, coordinating the application process and ballot (see below), recruitment and training of volunteers, matching volunteers to participants, coordinating driving lessons and volunteers with programme participants, working with driving instructors and the volunteers, managing relationships, and the day-to-day administration of the programme, including checking in on progress with programme participants and reporting. The coordinator also arranges meetings between stakeholders when necessary. The coordinator’s hours are purposely flexible to suit the women on the programme; for example, the coordinator will visit or phone programme participants after work or on the weekend where appropriate to do so.

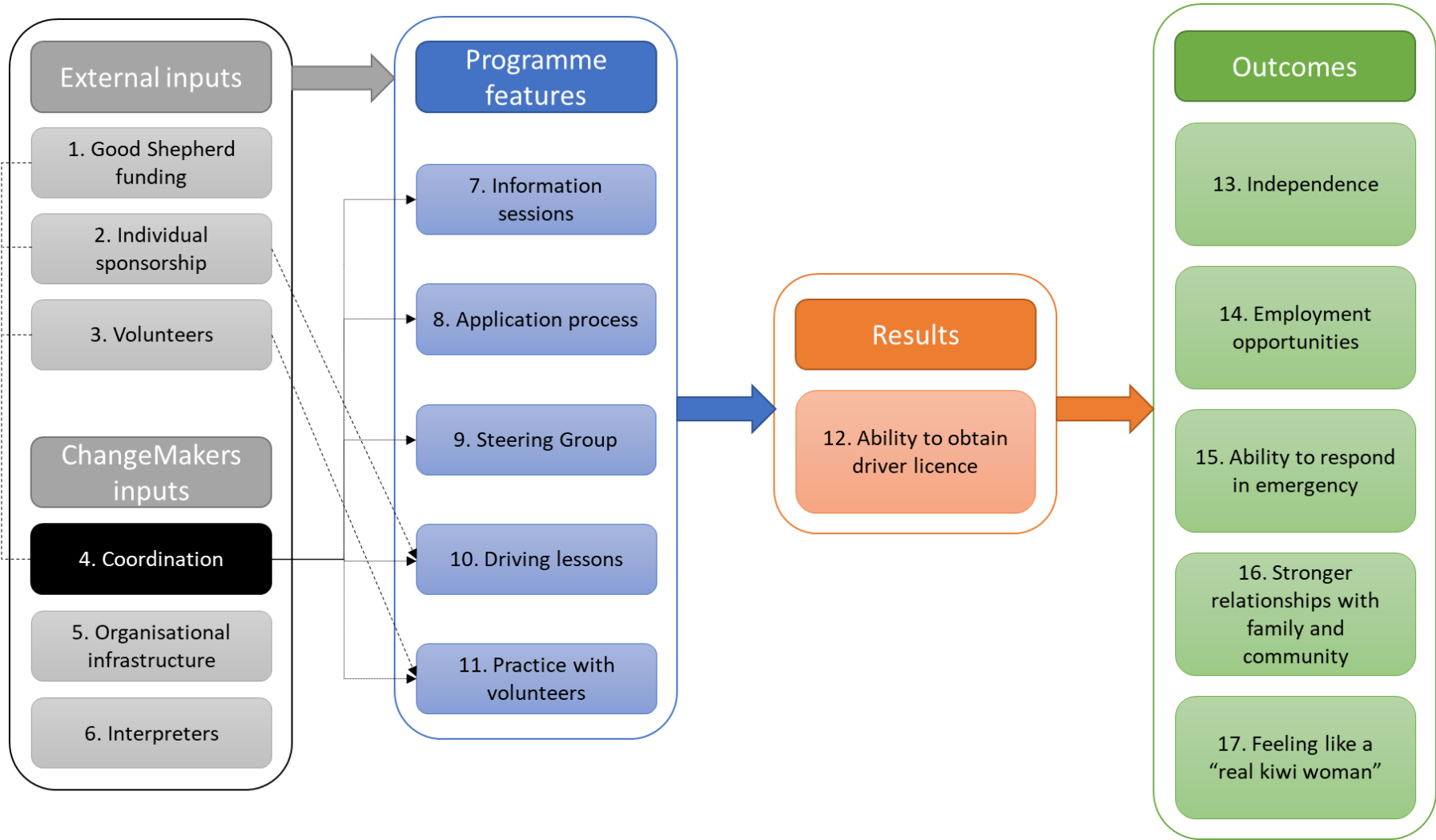
### **5 Organisational infrastructure**

ChangeMakers provides organisational infrastructure and support to Turning the Curve through providing personnel to run and coordinate the programme, the use of their office space and back-room administrative support, including accessing interpreter services (see below), for the programme.

### **6 Interpreters**

ChangeMakers mostly uses interpreters from Interpreting New Zealand. The Turning the Curve coordinator utilises these services for the information sessions (see below) to ensure that all the potential programme participants understand the information. The coordinator aims to have an interpreter in every language for the women who attend the information sessions. The coordinator can also arrange an interpreter when it is deemed necessary to communicate with a participant or during a driving lesson (see below) or volunteer practice session (see below). As mentioned earlier in this report, interpreters were used as part of this evaluation for five of the participant interviews.

Figure 1. Turning the Curve Theory of Change



## Turning the Curve programme features

### 7 Information sessions

There are five information sessions as part of Turning the Curve which provide a refresher on basic road rules and road signs; buying, insuring and maintaining a car; what is included in a driving lesson and the English that will be used; how to deal with the police and legal obligations; fitting child car restraints correctly; what's under the car bonnet; and tyre changing. Attending all five of the information sessions is compulsory for the women who wish to be on the programme. Only then are their names put into the ballot (see below) to be eligible. The programme funder highlighted that the information sessions are important for community integration – they not only provide useful information for women who wish to be on the programme, but allow the women to meet and form relationships with others in their communities. A series of five sessions are held in each of the three areas – Wellington, Hutt Valley, and Porirua – every two years.

### 8 Application process

To qualify for the programme, women must come from a refugee background, have been in New Zealand for two years and be 25 years or over. They must also reside in the Wellington region, have their learner licence, and access to a car and have attended all five information sessions. All the women who wish to do the programme and meet the criteria, then have their names go into a ballot which is drawn by a person independent to the programme and ChangeMakers. Once the women are selected from the ballot, they are interviewed by the ChangeMakers coordinator to gauge their level of driving experience, English language competence, and 'match' for volunteers.

### 9 Steering Group

The Steering Group is made up of six women who have been involved with the Turning the Curve programme, some since its inception. These women were invited by the coordinator to join the Steering Group, to support them in decisions made about the programme. The coordinator does not make any changes to the programme without consulting the Steering Group.

### 10 Driving lessons

A professional driving instructor takes the programme participants for lessons twice a week until they are ready to move on to practice with a volunteer. The driving instructor's job is to bring their confidence and skills up to a safe level for practice. These lessons are in the instructors' car, which has an extra accelerator and foot brake to allow the instructor to control the car if they need. Programme participants practice driving with an instructor across the Wellington region to ensure they have experience driving in different conditions and parts of the city. The driving instructors get a brief 'heads up' on their level of experience and English language competence prior to the first lesson, but "they do not know much until they are in the car with them". Because programme participants often have limited English, hand gestures and drawing diagrams are key ways to communicate. The cost of these lessons is covered by the sponsors (see above).

### 11 Practice with volunteers

Once the instructor says they are ready to move on in the programme – that is, they have learnt the basics of how to drive and are safe on the road – they are matched with a volunteer to practice twice a week. The coordinator takes care to match the participants with a volunteer to ensure a

mutually beneficial relationship can be formed. An element of this relationship is for the participant to form a friendship with a New Zealand woman, as it helps the former refugee women to build community networks in a new country. Driving practice with the volunteers is to master necessary skills, feel confident and safe on the road until they are ready to sit the test. There is no limit to the amount of practice lessons they are allowed, and they can be paused for any reason, for example traveling to home country or health reasons. Volunteers are as flexible as they can be on when they practice with the participants.

## **Results**

### **12 Ability to obtain driver licence**

Once the programme participants are ready, they can sit the test for their restricted driving licence. Programme participants are responsible for funding the restricted test themselves. However, if they fail the test, they are still able to continue practicing driving with their volunteer until they are ready to sit the test again – they may also need further lessons with a driving instructor. Once a programme participant passes the test and obtains their restricted licence, they are expected to continue to practice their driving on their own and with a volunteer. This is to build participants' capability to sit the test to obtain their full licence when they are eligible.

## **Outcomes**

This evaluation uses the terminology of 'intended outcomes' which reflects the objectives of Turning the Curve. These are listed below, and they are outcomes which the programme contributes to.

### **13 Independence**

Having a licence increases the independence of programme participants, by enabling them (or seeing the potential in future) to do things on their own – for example, run their own timetable, do their own shopping – without needing to rely on friends or family to go places. The knowledge obtained during information sessions includes how to change a tyre, and how to check oil, increasing programme participants' ability to operate and take care of their car which, in turn, enables their independence.

### **14 Employment opportunities**

Having a licence improves a programme participant's opportunities for securing employment, as some forms of employment require a driving licence. Furthermore, getting a licence also benefits those that already have a job, by increasing their ability to get to and from work efficiently.

### **15 Ability to respond in emergency**

When something goes wrong the ability to drive enables programme participants to respond quickly without relying on somebody else. For example, when someone has a licence they have the ability to drive someone (e.g., a dependent child or elderly parent) to the doctor or hospital, or visit someone on short notice.

## **16 Stronger relationships with family and community**

The ability to visit family and friends around the Wellington region helps programme participants to build and maintain these relationships. Programme participants who obtain their licence can go and visit others or attend community events at a time that suits them without having to organise or wait for someone else to drive them.

## **17 Feeling like a 'real kiwi woman'**

The intended outcome of feeling like a 'real kiwi woman, because real kiwi women have their licence' came from the women's advocacy group members who were advocating for the driving programme, and has continued to be used in documentation for Turning the Curve. The concept isn't suggesting assimilation, rather, ensuring that these women feel at home in New Zealand, included in New Zealand society, and comfortable with their new way of life.



#### 4. KEQ2: HOW WELL IS TURNING THE CURVE WORKING FOR THE WOMEN ON THE PROGRAMME?








KEQ2 explored how well the features of the programme that are ‘touch points’ for the programme participants – information sessions, driving instructor lessons, practice with volunteers and coordination of Turning the Curve – are working for the programme participants and why.

Interviews, a focus group and observation with Turning the Curve stakeholders all gave insights into what success does and does not look like for these four programme features. Criteria (represented in rubrics, below) for each programme feature were then developed to assess how well these parts of Turning the Curve are working for the programme participants. These rubrics could be used as an internal monitoring mechanism, and support future evaluative enquiry.

The key below shows how this evaluation assessed each parts of the programme components. The success criteria are listed in order of what there is stronger evidence for, i.e., where a lot of stakeholders discussed it.

-  Working really well
-  Working well
-  OK but needs work
-  Not working well

#### Information sessions

Successful		Not successful
Information presented is complete, simple, and relatable		Information presented is incomplete, complex or not relatable
Presenters are presenting in an appropriate manner and are easy to understand for those with less English language capability		Presenters are presenting the information in a way that may not be appropriate or easy to understand for people with less English
Professional interpreters are available for all attendees that need them		Professional interpreters are not available for all that require one
Attendees are eager to learn and pay attention to presenters		Attendees are less motivated, and don't pay much attention to presenters
Questions and answers are interpreted for all attendees		Questions and answers are not interpreted for all attendees
Venue is appropriate (e.g., size, location) for the attendees		Venue is not appropriate for the attendees
Attendance at all five sessions		Missed sessions

 Working really well	 Working well	 OK but needs work	 Not working well
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The information sessions had a good response overall from programme participants who eagerly cited the different aspect of the sessions they enjoyed. Five participants said they were 'Really good' while four said they were 'Good' and one was 'Neutral'. The participants found the variety of information helpful saying they 'teach you necessary skills'. One participant said, "We learnt from the sessions, and now, we can solve the problems on our own".

An issue mentioned by two participants and the ChangeMakers staff was that attendees did not always understand 100% of the information in the sessions. One programme participant said: "sometimes they didn't have translators or couldn't understand the words". The coordinator is aware of this issue and aims to have reliable, professional interpreters for every language. The coordinator also noted that sometimes the interpreters at the information sessions do not always interpret all the individual questions and answers for the attendees – only for the women that ask the questions.

ChangeMakers also mentioned that it was an additional challenge when children attended the information sessions along with their mothers, which was distracting for participants. The coordinator aims to mitigate this where possible, by providing toys and playing with the children – but this can impact on their ability to ensure the sessions are running to plan. Programme participants are therefore advised not to bring their children and to arrange alternative childcare, so that they are able to concentrate fully on the information presented.

Attendance at all five information sessions is mandatory for potential programme participants to go into the ballot. For those on the programme, they will have attended all the information sessions, but some women do miss out on being on the programme due to missing sessions. They are invited to attend any missed sessions in the next series of sessions, which are usually held every two years.

Overall, we can see that the information sessions are working well for the women on the programme.

### Potential improvements for information sessions

From engaging with stakeholders, aspects of the information sessions that could be improved were discussed. (In brackets is which stakeholder discussed the idea.) These include having:

- Emphasis on how programme participants will need to engage/communicate with volunteers and driving instructors, particularly with basic English e.g., 'right', 'left', 'turn around', 'slow down' (Programme participants).
- An interpreter in every language (Programme participants). *Allen + Clarke* understands this is something the coordinator tries to ensure but that extraneous factors can get in the way of achieving this, inhibiting an attendee's ability to understand and learn from the sessions.
- All the interpreters translate all the Q&As to ensure that all participants benefit from a question being asked (ChangeMakers staff).

## Driving lessons

Successful		Not successful
Driving lessons available until participants are ready for practice with volunteers		Set number of driving lessons with same content/route (one size fits all approach)
Driving instructor tailors driving lessons to suit participant's background, skill and knowledge		Driving lessons are not tailored for participant's background, skill and knowledge
Good communication between driving instructor and participant (e.g., hand signals, plain language, interpreters if needed)		Not very good communication between driving instructor and participant (e.g., using colloquial language)
Participant feels comfortable with the driving instructor in the car		Participant is not comfortable with the driving instructor in the car
Driving lessons are at a time that is suitable for the participant		Driving lessons are not at a time that is suitable for the participant
Participant is making progress in their driving with the instructor		Participant is not making progress in their driving with the instructor

 Working really well	 Working well	 OK but needs work	 Not working well
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Every programme participant is different. It can be difficult to articulate what a successful lesson looks like because it depends entirely on the participant's level of English, their experience with driving (some have none at all, some may have only a little) and comfort with being in a car. As discussed by a driving instructor, helping programme participants feel comfortable is integral to facilitating their ability to learn, as people don't learn very well when they are experiencing stress or are uncomfortable with the person who is teaching them.

The participants' responses indicate that overall, the driving instructor lessons are successful with seven saying they were 'really good' and three saying they were 'good'. Four participants said that their driving instructor was patient and three mentioned they found it helpful that the driver also had control of the car brakes, steering wheel and accelerator.

While the responses for the driving lessons were overwhelmingly positive, there were a few factors identified as having an impact on the ability of some programme participants to learn to drive. One woman talked about her difficulty with understanding her driving instructor who used colloquial language while she was driving. He would say, for example, "off we go" (meaning 'start driving') which she could not understand.

One participant described finding the driving lessons hard but feeling supported by the instructor:

*"I didn't do exactly what he [driving instructor] said, and it was hard for him. I asked him if he was going to keep going with me. He said "I never give*

*up on somebody unless they want to give up on themselves". That empowered me. He encouraged me that it will come one day and that gave me the motivation."*

One participant mentioned that she only rated the lessons as 'good' because of the language barrier between her and the instructor – otherwise she would have rated them as 'really good'.

ChangeMakers staff encourage feedback from programme participants and driving instructors on how the lessons are going. They said that the feedback loops through communication with both the driving instructors and participants help them to arrange successful pairings. A few participants have changed driving instructors as a result. Changemakers' staff acknowledge how important it is for the participants to feel comfortable with their driver, and mentioned that a woman driving instructor might be helpful for some of the programme participants. Sponsors and volunteers suggested that programme participants' husbands would be more comfortable with the use of women driving instructors.





Overall, the driving lessons are working well for the women on the programme.


### Potential improvements for driving lessons

Possible improvements to the driving lessons were discussed by stakeholders. These include:

- Having an interpreter at the first lesson where a participants' English is limited, to allow them to get comfortable with the driving instructor and talk as much as possible (Programme participant). This could be determined on a case-by-case basis.
- Guidelines/training for driving instructors emphasising how to engage/communicate with people from different cultures, especially with English as a second language e.g., reminding them to use plain language, and not to use colloquial language such as 'off we go' (Programme participant).
- More woman driving instructors if they are available (ChangeMakers staff, Sponsors, Volunteers).

### Volunteer practice

Successful		Not successful
Participants and volunteers develop a mutually beneficial relationship		Paired participants and volunteers do not develop a mutually beneficial relationship
Participant is comfortable driving with the volunteer		Participant is not comfortable driving with the volunteer
Volunteer has a good attitude, is non-judgemental, patient, respectful		Volunteer has a poor attitude, is judgemental, impatient and/or disrespectful
Volunteer tailors driving practice to suit participant's background, skill and knowledge		Volunteer does not tailor practice for participant's background, skill and knowledge

Successful		Not successful
Good communication between volunteer and participant (e.g., hand signals, diagrams)		Not very good communication between volunteer and participant
Volunteer practices are at a time that is suitable for the participant		Practice with volunteer is not at a time that is suitable for the participant
Participant practices with same volunteer for consistency		Volunteers change, inconsistency for participants
Participant is making progress in their driving with the volunteer		Participant is not making progress in their driving with the volunteer

 Working really well	 Working well	 OK but needs work	 Not working well
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From the interviews with programme participants, it was evident that the practice with volunteers was mostly a positive experience for them. Eight participants said they were ‘really good’, one said ‘good’, however, one said ‘not good’. There were three key benefits mentioned: The volunteers were flexible around scheduling practice and helped participants when asked, the friendships that were formed, and that the lessons improved participants’ English.

*“Some of them [volunteers] want to build a friendship with you. When you are not able to do the driving lesson on a specific day they are able to change it for you. That’s what makes it I think. They have to be patient, really comfortable and not scared. Because when the volunteer is scared or not patient, it is going to affect the ladies who are doing the practice.”*

Even the programme participants that found driving hard had a positive experience with volunteers:

*“She was very encouraging saying, ‘I will not leave you until you get your full licence.’ She could only do twice a week, so her friend helped me too.”*

Factors that made volunteer practice difficult for programme participants were language barriers (one woman mentioned difficulty understanding the New Zealand accent) and that the volunteers didn’t have the same control over the car as the driving instructors had – because the volunteer practice sessions happen in the programme participants’ cars. One participant shared a negative experience she had with her volunteer, but once she told the Turning the Curve coordinator about it, she was assigned a new volunteer who was very good.

ChangeMakers staff talked about the importance of matching volunteers with programme participants including being in the same area, and having a meeting with each volunteer and programme participant pairing (in the participant’s home) before driving practice; for the participant to build rapport and trust with the volunteer before starting to drive together. ChangeMakers said they had largely been successful in recruiting volunteers that were skilled tutors and able to make the time for volunteering, and were committed to working with the



programme participants, even helping them out with day-to-day tasks, such as accompanying them on shopping trips as part of driving practice. However, from a volunteer management perspective, ChangeMakers said it would be good practice to interview potential volunteers prior to them attending training sessions. They also said that it would be good to have a more streamlined process with which to train the volunteers, such as having a better video recording of the volunteer training session.



During the observation at the volunteer meeting, volunteers shared stories about what they had found worked well with programme participants, notably communication (e.g., hand signals) and teaching strategies (e.g., using toy cars or shopping trolleys to demonstrate parallel parking) and how to handle stressful situations during driving practice. Some volunteers said that they had developed friendships with the women – one said that she takes her programme participant for a driving practice, and stays for dinner. There was some concern from volunteers that even though programme participants have made progress with driving and are ready for the test, when they sit the test they might be uncomfortable with a new person in the car.




**Potential improvements for volunteer practice**

Stakeholders discussed aspects of practicing with volunteers that could be improved. These include:

- Guidelines/training for volunteers emphasising how to engage/communicate with people from different cultures, especially with English as a second language (Programme participant). This could be the same as for the driving instructors.
- Focussing on one thing at a time, e.g., learning one key skill each lesson. (Programme participant). This would build the participants sense of accomplishment and ability.
- Flexibility around the frequency of practice where possible e.g., practicing three times a week (Programme participant). However, this would depend on how available volunteers could make themselves.
- Access to an interpreter for driving practice where needed (Volunteers).
- Volunteers having an understanding of their programme participant’s level of literacy and experience before driving practice starts (Volunteers).
- Driving practice with other people so programme participants become comfortable with different people in their car (Volunteers).
- Other more experienced volunteers or driving instructors accompanying volunteers for early driving practices for quality assurance (Volunteers).

**Coordination of Turning the Curve**

Successful		Not successful
Regular communication with those involved in the programme: participants, volunteers, sponsors, driving instructors, funders		Little or no communication with those involved in the programme: participants, volunteers, sponsors, instructors, funders
Builds relationships with all involved in the programme		Little or no development of relationships with those involved in the programme

Successful		Not successful
Cultural appropriateness, flexibility, patience, non-judgemental attitude		Cultural insensitivity, lack of flexibility or patience, judgemental attitude
Appropriate funding for the hours needed to undertake the work effectively and efficiently		Lack of funding for time needed for the programme to be effective and efficient
Consistent data records for programme participants' progress is kept		Inconsistent or no data records for programme participants' progress is kept

 Working really well	 Working well	 OK but needs work	 Not working well
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The coordinator of the programme works with 21 new programme participants every year, though due to the length of time it takes to obtain a licence, the coordinator is currently working with 71 former refugee women on the programme.

Coordination of the programme is working well for the programme participants, as all but one said that communication with the coordinator was 'really good', with one other saying communication was 'good'. Programme participants said the coordinator was kind, easy to communicate with, trustworthy, helpful, and an amazing woman. Some shared specific stories where they received additional support:

*"Her [colleague at ChangeMakers] is helping me to get a house transfer."*

*"When I was facing the problem about the first volunteer's accent, the next week there was another volunteer for me, she was so helpful. When I wanted to apply for the licence I just told her and she [went with me to book]."*

These comments illustrate that the coordinator goes above and beyond to help the programme participants, and feedback from other stakeholders suggests that. Feedback from stakeholders suggested that the coordination of Turning the Curve is under resourced, that is, the hours per week required to run the programme well is exceeding the funding available. This does not appear to negatively impact on the experiences of those participating in the programme, which is encouraging.

There was some feedback from the programme participants highlighting the selection process, and while this is something that was not evaluated, it was suggested that former refugee women who had been in New Zealand for a longer time be prioritised to be on Turning the Curve, as some were missing out.

Sponsors highlighted that while they felt appreciated through individual thanks from the programme coordinator, that they really enjoyed a recent get-together with the stakeholders of the programme, and would like that to become a regular event.

Discussions with ChangeMakers highlighted that there are a number of issues that are impacting on their ability to coordinate the programme optimally. These included:

- Not enough funding for FTEs to carry out weekly priorities for the programme;

- not enough consistent quantitative data collection on progress of programme participants and associated costs (e.g., of driving lessons) that show accurately the reality of how much it costs to fund a programme participant, and for how long;
- not enough meetings between volunteers; and
- reliance on one person to coordinate Turning the Curve. Having one person coordinate the programme means that if the coordinator goes on leave or is away for any other reason, it means that they will continue to be contacted because there is nobody else to take on the day-to-day work.

Overall, the coordination of Turning the Curve is working well. The coordinator's strengths are in working with the programme participants, and other stakeholders involved in the programme, communication and working style. However, there are areas for potential improvement, such as data collection, and refreshing the funding and sponsorship model.

### Potential improvements for coordination of the programme

Stakeholders discussed ways in which coordination of Turning the Curve could be improved. Suggestions include:

- Having more support in the form of an intern or FTEs (ChangeMakers staff). Internship opportunities are often sought after by students at university. Developing relationships with Wellington universities and/or Student Job Search could help the programme with administrative support, and coordinating volunteers, driving lessons, and events.
- Gathering more consistent data in one place on programme participants' progress and cost of participation (ChangeMakers staff). For example, an excel document could be designed and put on an intranet for ChangeMakers. If an intranet is not available, the excel document could be made available on a secure link on Google docs that is backed up regularly to a hard drive/server at ChangeMakers, that the driving instructors, volunteers and coordinator has access to.
- Hosting meetings for volunteers more regularly (ChangeMakers staff, Volunteers). This could be done annually, so volunteers can share stories and lessons learnt, and ask questions.
- Having an end of year function for all the stakeholders to gather and share thanks (Sponsors). This event could be sponsored by a corporate to cover the costs, and/or an events management intern to organise and run the event.

### Additional factors that can impact on the success of the programme

Many of the stakeholders discussed factors outside of the coordinator's control that can impact on the Turning the Curve programme (including women's ability to participate), and therefore the success of the programme. This included access to a vehicle, paying for driving tests, prioritising health and wellbeing, and funding for the programme.

#### Access to a vehicle

Participants are required to have constant access to a car but the maintenance costs of doing so are substantial. If a vehicle requires, for example, repairs, maintenance or a registration which is not affordable at the time, programme participants cannot practice driving with volunteers until the vehicle is roadworthy. This negatively impacts their progress.

An example was shared by a volunteer where her participant only had access to the car when her husband was not using it, thus impacting her ability to practice: her husband parked it at work during the day. She also said that there was a three month break in driving practice at one stage while they waited to have some work done on the car.

Another programme participant shared her struggles with sourcing a car to practice in while she was saving to buy her own:

*“I didn’t have my own car, I was using my brother’s car. If you have your own car you can practice in your own time, but I can only practice with someone next to me. It was okay when he lived down the road... but since we moved [to a different suburb from her brother] it’s so hard. I am saving to get a car.”*

### **Paying for the driving test**

The official driving tests are relatively expensive at \$135 for the first time, then \$87 thereafter. This is something that the participants often need to save up for. In addition, if they fail the first time, there is sometimes a delay while they save up the money for another test. The sponsors said they were under the impression they paid for the test. Upon realising this, they advocated for the cost to be added to their sponsorship or for a new funding model. One volunteer suggested that sitting and failing the driving test for the first time might be a good learning experience, however, this impacts financially on the programme participants:

*“I think there is a real value in, if they fail, having to do [the driving test] again [but] the financial barrier to sitting again is a real shame.”*

### **Prioritising health and wellbeing**

Some programme participants have had to pause driving practice for a given amount of time because of health issues, such as an operation or pregnancy. This is out of the programme’s hands but can negatively affect driving progress for participants.

With these examples in mind, it is an important feature of the Turning the Curve programme that there is no specific timeframe for which they must have completed the programme. A driving instructor interviewed emphasised that every woman on the programme is different, and therefore so is the time it will take them to achieve their goal.

### **Funding for the programme**

A lack of funding to run the programme was something that came through quite clearly in many of the stakeholder interviews, especially from ChangeMakers staff and sponsors of the programme.

In order to appropriately support more FTEs on the programme, the coordination and administration of the programme needs more financial support. In order to appropriately fund the driving lessons for the programme participants, better data needs to be collected on their progress and associated costs of the number of driving lessons. This would provide better information on how to refresh the sponsorship/funding model for the programme.

As all sponsorship recruitment is done by word of mouth, there is currently no means for potential sponsors to contact the coordinator, and no information about how to sponsor Turning the Curve on the ChangeMakers website.

## Other potential improvements for Turning the Curve

Stakeholders were asked some to share their thoughts on ways to improve the programme. The following suggestions were made, and mainly relate to finding more creative ways to provide funding to the programme:

- Refreshing the sponsorship model:
  - Providing a group sponsorship option where a number of people could pool money for sponsoring a programme participant (Sponsor),
  - Option to sponsor a smaller amount. An option for this could be the cost of the driving tests. It was suggested that young people (possibly unaware of the programme currently) might be interested in sponsoring but the full amount that are currently provided by sponsors for each woman would be too much (Sponsors). Suggested work places to target could be Xero or Trademe,
  - Set up automatic payments from sponsors to allow incremental payments and automatic sponsorship every year unless they opt out (Sponsor), and
  - Change the time of sponsorship recruitment to earlier in the year to avoid the busy Christmas season and to be closer to the end of the financial year, so sponsors can offset against their taxes (Sponsor);
- Targeting corporate sponsorship:
  - Seeking financial support from car companies to provide monetary sponsorship or to provide a courtesy car to be loaned to women when their car is temporarily out of use. (Sponsors)
  - Seeking financial support from corporates to sponsor as part of Corporate Social Responsibility strategies (Sponsors), and
  - Seeking support from corporates to provide pro bono PR services to promote the programme (Evaluators);
- Seeking government funding (Funder, driving instructor); and
- Providing a place on the ChangeMakers website where people interested in sponsoring can both learn more about Turning the Curve and email their interest in sponsoring to the coordinator (Evaluators).

Furthermore, stakeholders highlighted that the current model for Turning the Curve should be kept as is – that is, being flexible and continuing to fund women to be on the programme for as long as they need to be in order to develop the skills required to obtain their licences, as some programme participants can take longer to get through the programme, often due to circumstances that are outside of their control (ChangeMakers staff, funder, sponsors, driving instructor).

## 5. KEQ3: TO WHAT EXTENT ARE THE INTENDED OUTCOMES BEING ACHIEVED?

*“Through the programme I was able to improve my English and speak more confidently, and be part of a society and be happy.”*

KEQ3 explored to what extent the intended outcomes of Turning the Curve are being achieved. For the purposes of this evaluation, the Turning the Curve objectives have been labelled as ‘outcomes’ for programme participants. As detailed under KEQ1 (section 3), these are:

- Becoming independent;
- increased employment opportunities;
- being able to respond in an emergency such as taking children to the doctor or hospital;
- having stronger relationships with their family and/or community members who are resettled in other areas; and
- becoming a ‘real kiwi woman, because real kiwi women have their licence’.

Below, programme participant’s views on whether the intended outcomes are being achieved for them, as well as other outcomes that emerged during the evaluation, are shared. Similar to KEQ2, a key has been developed to show the assessment of how well the intended outcomes of the programme are being achieved:

- Seven or more ‘yes’ responses meant ‘achieved’
- Five or more ‘yes’ responses meant ‘mostly achieved’
- Less than five ‘yes’ or ‘somewhat’ responses meant ‘somewhat achieved’
- Two or less ‘yes’ or ‘somewhat’ responses meant ‘not achieved’



**Achieved**



**Mostly achieved**



**Somewhat achieved**



**Not achieved**

### Intended outcomes



**Independence**

Seven participants said ‘yes’ to feeling more independent. Three participants – who were on their learner licence – said either ‘N/A’ or ‘Somewhat’ but could see how this would be the case in the future. Being on the programme was contributing to their sense of independence, even if some programme participants still had a learner licence:

*“I feel happier being part of the programme. I feel like I have my full licence already because I have security.”*

Programme participants mentioned capabilities they now have as a result of the programme, that have contributed to their independence. This included being able to do things on their own when they used to normally have to rely on their brother, children, husband, husband-in-law, and the ability to respond to an emergency.

*“I’m a widow and I don’t have someone to depend on. This makes me more independent, I don’t have to ask my sister’s husband to help me, I can do it by myself.”*

*“I think I have learnt to be independent and confident in myself. I have been five years here and before I said to my son, ‘I can’t drive I am too nervous, maybe I will never drive’. But now after the programme I can drive, I feel very free and very capable. My dream is to help, with my full licence, more women and volunteer. It made me free and confident in myself that I know I can do things. If I can drive, I can do other things too.”*

The participants’ stories above and the other stakeholders’ feedback indicates that the other outcomes of Turning the Curve (described below) are factors that contribute to the sense of independence experienced by programme participants.

### **Increased employment opportunities**

There was a mix of responses to the question about increased employment opportunities. Three programme participants said ‘yes’ to whether they had increased employment opportunities, as getting their licence helped them to get a job, or that they felt as though they would be able to get a job in future.

*“People were surprised I had my licence in interviews.”*

*“I went to Red Cross to ask them to help me find a job, they said you need to do your driving. Then I did the driving test and I found my job.”*

The seven women that said either ‘no’ (two), ‘somewhat’ (one), ‘not much’ (two) or ‘N/A’ (two) explained that they either hadn’t looked for a job yet, already had a job, their English was not good enough, or they saw how this would be the case in the future, when further along the programme – as many of the women were still on their learner licence.

One volunteer shared that learning to drive is important for her programme participant’s job as a cleaner, who is currently stuck using public transport. ‘Driving would be beneficial for her financially’ as she would not have to spend so much on public transport.

### **Ability to respond in an emergency**

This intended outcome was framed around their ability to take their children or family members to the doctor or hospital.

*“I was having a lot of appointments at the hospital and I can go by my own as my husband is working.”*

Four participants said ‘N/A’ as they are still on their learner licence and therefore are unable to take passengers, but said they would be able to respond in an emergency once they got their restricted licence. The five that agreed said that they could help anyone and do it by themselves.

### **Stronger relationships with family and community**

This outcome was framed around their ability to visit friends and family in Wellington. Eight participants agreed with this benefit of driving and two said ‘N/A’ or ‘No’ because they are still learning. The benefits mentioned were that it is more convenient and easier, as walking was slow, and that they don’t have to wait for someone to drive them.



*“Sometimes I take my grandchildren home from school.”*

However, three participants noted that they only visit friends and family in their local area of Lower Hutt. To ensure the women can drive safely, they must be able to demonstrate that they are able to do so in different parts of the Wellington region before they are deemed ready to sit their licence. A driving instructor shared his view that a strength of the programme is the assurance that when the participants finish the programme, they are skilled safe drivers having practiced all over Wellington.

Many of the programme participants have come to New Zealand with their children, who have either started or are continuing their schooling in New Zealand. Helping their children integrate into the community and lead full lives as ‘kiwi kids’ is important to these women.

*“You can be a good role model for your kids.”*

A sponsor suggested that a potential benefit of Turning the Curve means that programme participants can drive their children to sports practice and games that they would otherwise not be able to participate in.

### **Feeling like a ‘real kiwi woman’**

*“I’m an Iraqi kiwi.”*

When asked if they felt like a ‘real kiwi woman’ or part of New Zealand, eight participants said ‘yes’ while two said that they felt ‘neutral’ because their English language is not strong. The participants who said yes shared examples of why they felt this way:

*“My daughter has kiwi friends and when they have party or anything else, I can do what my daughter’s friends’ mothers can do.”*

*“Definitely [feel part of New Zealand] because before I saw these women driving and I was not. Even within the community I can feel a part of the woman driving in day to day life. Some of the people in my own community are coming to me and saying ‘when you get your licence you will be able to drive me round.’”*

*“In my country women aren’t allowed to drive so here women are allowed to do whatever they want, especially driving, so now I feel like a kiwi woman.”*

The funder shared their view that the ability to drive contributes to feeling part of the kiwi lifestyle and the independence to drive their children to where they need to go. One of the sponsors acknowledged that “participating in the daily life of New Zealand, [is] quite hard to do without a licence”.

### **Summary of intended outcomes**

Overall, the findings show that Turning the Curve definitely contributes to the intended outcomes – even for those who are still on their learner licence. Two outcomes are more dependent on whether the programme participants have obtained their restricted licence yet (e.g., employment opportunities, responding in an emergency); but, independence, stronger community relationships and feeling like a ‘real kiwi woman’, are outcomes that are not dependent on obtaining a licence.

## Additional results and outcomes

Below, additional results/impacts and outcomes that were discussed as being a result of the Turning the Curve programme that were elicited during data collection with programme participants and other stakeholders are shared. These have been incorporated into figure 2 (below), an updated theory of change for the Turning the Curve programme.

### Results / impacts of Turning the Curve

As suggested in figure 2, in addition to the ability to gain a licence (12), a number of other impacts from the Turning the Curve were identified: knowledge and ability to drive (18), safe driving (19), confident driving (20), improved English (21) and knowledge of New Zealand legal processes (22). All of these things contribute to a programme participant's success in obtaining a restricted or full licence (23) – anyone will not be able to successfully get their licence without these things – which is what the Turning the Curve programme provides to participants.

It is these results that directly relate to the licence dependent outcomes: employment opportunities (14), ability to respond in an emergency (15), and stronger relationships with family and community (16). A sense of achievement (24) was added, as this is inevitably felt when programme participants learn to drive and pass their driving tests.

Differentiating licence dependent outcomes from non-licence dependent outcomes allows us to clearly see what changes for programme participants that don't necessarily happen because they get their licence (but do happen as a result of being on the programme). For example, gaining independence (13), feeling like a 'real kiwi woman' (17), feeling supported by the New Zealand community (25) and a greater sense of self-confidence (26) were not seen as dependent on obtaining a licence, as they can be achieved by the women at any stage of the programme.

#### 24 Sense of achievement

The feeling when you pass your licence test is an irreplaceable sense of achievement for these women. Not only that, but the feeling when they master a skill practicing with their instructor and volunteer is rewarding. One sponsor said:

*"Success is not necessarily getting a licence within a timeframe, but it's the incremental steps on the way. An affirmation that they can do something in a strange society."*

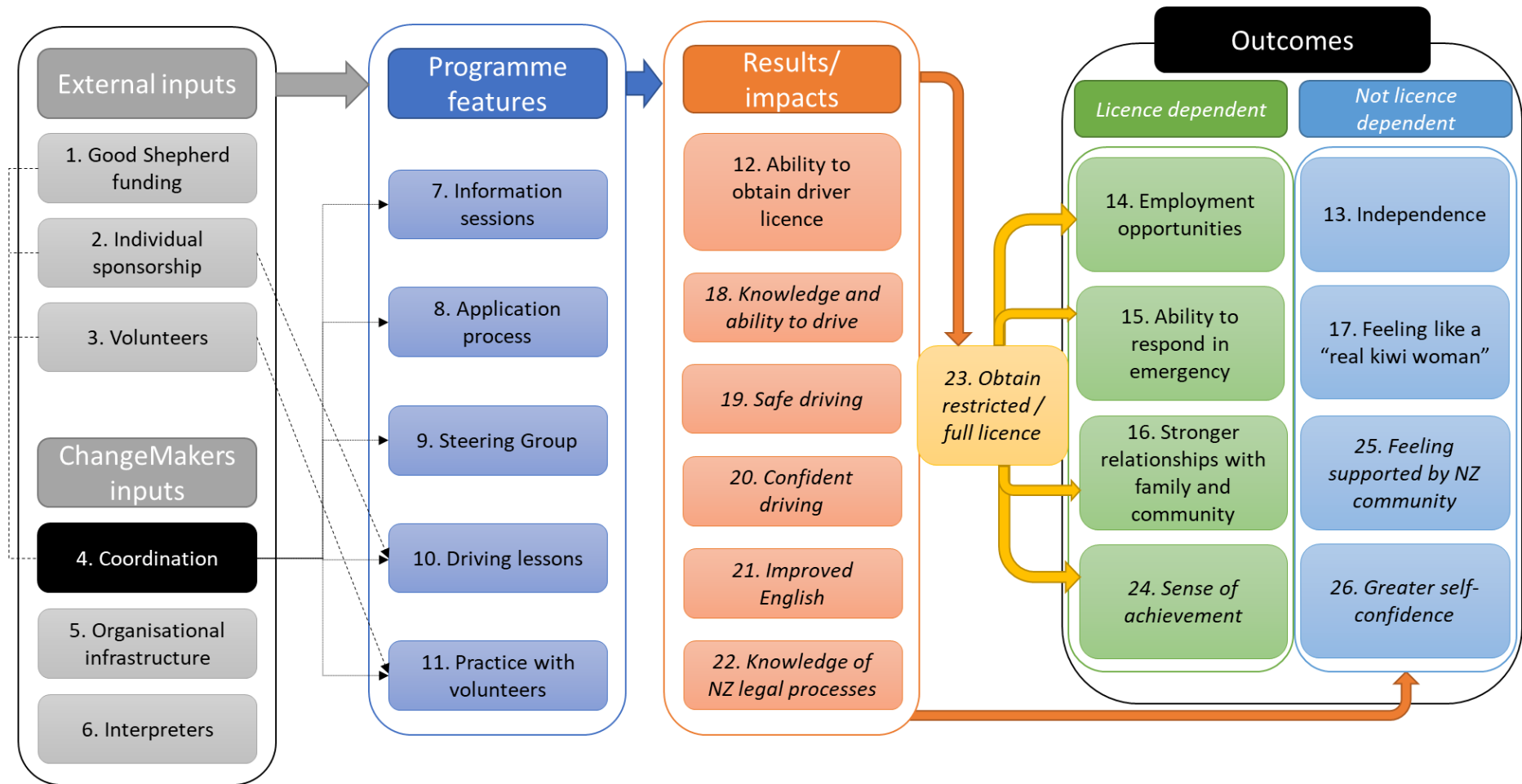
The sponsors highlighted a subtle but important benefit of the programme, that is, understanding citizens' relationships with some New Zealand government institutions and conquering a formal process. This is significant, as some of the programme participants can come from places that lack rule of law, or there may be a systemic mistrust of police.

#### 25 Feeling supported by the New Zealand community

The Turning the Curve programme relies on Wellington women supporting women from refugee backgrounds to be able to participate fully in the community. Both the volunteers' and sponsors' support is vital. The programme participants' knowledge that members of their community care about their resettlement helps them to feel part of the community. Sponsors imagined they would 'feel supported in their new community because people like us are supporting them':

*"If I was a refugee, I think I would like the feeling that someone cares enough about me settling in, that they support [fund] that."*

Figure 2. Adapted Turning the Curve Theory of Change



The programme participants are continuously meeting new people throughout the programme, both New Zealanders and other former refugee women:

*"I got the chance to meet other people, [driving instructor] and [volunteer]. I have met her family and everything, lots of communication. I also met people at the classes and I've seen some of them at the Sunday market and we say 'hi' and 'how is your driving going?'"*

The act of going to get groceries by themselves, for example, means they are interacting in their communities on their own. Many said that New Zealanders are nice, supportive and helpful. Meeting people contributes to their feeling part of a community.

## **26 Greater self-confidence**

ChangeMakers staff said that having a licence is secondary to the changes in the woman – as “they can do what other kiwi mothers do”. Their self-confidence and self-worth is paramount to obtaining the licence itself.

*"Women become 'lifted', [there are] smiles where there never once was." – ChangeMakers staff*

*"I'm self-reliant and that gives me a lot of confidence and I feel good about myself." – Programme participant*

*"The programme helped me first being confident and being part of a society, and making sure that one day I will be able to go shopping and bring my groceries home." – Programme participant*

## **Are the outcomes actually a result of being on Turning the Curve?**

While programme participants were asked about the outcomes that are intended to be a result of the programme, the evaluation needed to ascertain with a higher level of certainty how important Turning the Curve was to the intended outcomes being achieved for the programme participants. To do this, the following technique was used:

- Programme participants were asked about “other things” that made them feel like part of New Zealand or like a ‘real kiwi woman’ (seen as an overarching outcome),
- those things were written down on a post-it note, along with Turning the Curve, and
- programme participants were asked to place the post-it notes on a continuum of ‘really helpful’ to ‘really not helpful’ for them feeling part of New Zealand or like a ‘real kiwi woman’.

All of the programme participants interviewed rated Turning the Curve as ‘really helpful’ to making them feel like they are part of New Zealand, or a ‘real kiwi woman’, in relation to other things that they identified. However, there were three other key factors that also contributed to this overarching outcome. These are discussed below.

### **Learning English**

Seven of the programme participants identified learning English or English classes as ‘really helpful’ to them feeling like part of New Zealand.

*“I think the most important things for any refugee is learning English. For me, English is a really big point. When you can speak English, if you want to study, if you want to find a job, it helps. I think refugees need to work on their English more than anything. Some have been here for 10 years but still can’t speak English clearly. This makes things difficult. You want to be part of the culture, you have to know how to speak English. If you know how to speak English you can do everything easier.”*

*“I was learning English and learning to drive at the same time.”*

One participant said that English was needed to do the programme as there is a high level of communication with English speakers. Many saw the programme as complementing their English learning, because they got to practice a lot with the coordinator, driving instructors and volunteers, and learn street signs and directions in the English language.

### **Having a job**

Five women shared that having/looking for work helps them to feel part of New Zealand. Having a job is a way for them to be more dependent on themselves, and give back to the community.

*“Working, I feel like I’m participating and helping others, I’m not just being helped – feel I can give back. When I was not working I felt so angry, like I was useless, it was really hard. Now that I have a job, I feel like I am doing something.”*

### **Social support**

The theme of social support embodied many factors shared by participants. Examples of this were family/friend/neighbour support, connecting with society and people, being part of New Zealand culture, being included, and people treating us well.

*“People welcome you with a smile and accept you. We have got everything we want, and all the support is there and the people are always kind and welcome me with a smile. Everyone has an open mind and is accepting.”*

*“When I first came to New Zealand, I felt like people didn’t like me, felt like I wanted to hide myself. Now I feel more included and not isolated. You need to feel included in the community to feel like you belong.”*

Furthermore, learning English and having a job (discussed above) can be seen to build a women’s ability to connect with and feel part of a community. Growing these social connections is important for programme participants to feel like they are part of New Zealand.

### **Summary**

As mentioned above, all the 2015 – 2017 programme participants interviewed rated Turning the Curve as ‘really helpful’ alongside other factors they identified. When Turning the Curve is compared with other factors that contribute to programme participants feeling like ‘real kiwi women’ or part of New Zealand, it is evident that the programme plays a significant role in helping participants integrate and lead a full life in New Zealand.

## 6. KEY FINDINGS AND CONCLUSIONS

*Allen + Clarke's* assessment of Turning the Curve is that it is working well, and that it is achieving its intended outcomes. Through the data collection methods used (see Appendix 2) and the 'traffic light' reporting and analysis approach (see sections 4 and 5), clear evidence has been built for this assessment.

There are several components of Turning the Curve. The answer to KEQ1 describes each of these components aided by a diagram (figure 1), which provides ChangeMakers with clear documentation and detailed information of the process of Turning the Curve, and how the programme is intended to work. This is built upon later in the report (figure 2) where how the programme 'actually' works is shown. Through this clearer understanding, the programme may be able to be developed in other parts of New Zealand, as discussed by the funder, a sponsor, and ChangeMakers.

To answer the second key evaluation question (KEQ2), this evaluation focussed on the parts of Turning the Curve that are 'touch points' for the programme participants: information sessions, formal driving lessons, practice with the volunteers, and coordination of the programme. The assessments show that these parts of the programme are working well, but there are some areas for improvement, and a number of suggestions from stakeholders on how these parts of the programme could be improved:

- Information sessions – there could be more emphasis and tips for programme participants' engagement/communication with driving instructors and volunteers; interpreters for everyone and ensuring all content is interpreted, including questions and answers.
- Driving lessons – there could be an interpreter at the first driving lesson, guidelines or training sessions for how to engage/communicate with programme participants, and more women driving instructors.
- Volunteer practice – there could be guidelines or training sessions for how to engage/communicate with programme participants, volunteers could focus on one key skill per lesson, interpreters could be used where needed, and programme participants could practice driving with other people in the vehicle.
- Coordination of the programme – there could be more FTE resource dedicated, better data collection on programme participants, and more meetings and events with different stakeholders on the programme.
- Other suggested improvements include a refreshed sponsorship and funding model, and keeping the flexible model of the programme to support former refugee women to learn to drive at their own pace.

As reported in the answer the third key evaluation question (KEQ3), Turning the Curve contributes to a number of other results and outcomes, which a number of stakeholders discussed, however, these had not been documented clearly. Five results/impacts of Turning the Curve that directly relate to an individual's ability to obtain a licence were identified: knowledge and ability to drive, safe driving, confident driving, improved English, and knowledge of New Zealand legal processes. Furthermore, three other key outcomes of the programme were identified that are not currently captured by the programme objectives: a sense of achievement, feeling supported by

the New Zealand community, and greater self-confidence. These are incorporated into an adapted diagram (figure 2).

The work of the coordinator of Turning the Curve, emerged as a key strength. The coordinator runs the programme for 21 new women per year in addition to the women who take longer than one year to complete the programme: a current total of 71 women, including the most recent intake for 2017/2018. The coordinator plays a leading role organising driving lessons, sponsorship, volunteers for programme participants, information sessions, meetings and other significant events for the programme. Furthermore, through Turning the Curve, the coordinator directly contributes to the intended outcomes, and other outcomes, that are valued highly by the programme participants.

ChangeMakers should have confidence that they are providing something of value to former refugee women in Wellington, and that it is a worthy programme to continue and to potentially develop in other regions of New Zealand.



## APPENDIX 1: INTERVIEW QUESTIONS

### Programme participants and Steering Group member

*Background:*

1. How did you hear about Turning the Curve?
2. What made you want to do Turning the Curve?

*KEQ1: How is Turning the Curve intended to work?*

*KEQ2: How well is Turning the Curve working for the women on the programme?*

**These are some questions about how you find the different parts of Turning the Curve.**

3. This first question is about the **Information Sessions** for Turning the Curve (before the driving)
  - a. Can you please show me on the paper what the Information Sessions were like for you?
  - b. Can you tell me why you say that?
4. The second question is about the **Driving Instructor Lessons**
  - a. Can you please show me on the paper what the Driving Instructor lessons is like for you?
  - b. Can you tell me why you say that?
5. The third question is about practicing driving with the **Volunteers**
  - a. Can you please show me on the paper what practicing with the Volunteers is like for you?
  - b. Can you tell me why you say that?
6. The fourth question is about **ChangeMakers and Naomi (coordinator)**
  - a. Can you please show me on the paper what working with ChangeMakers and Naomi is like for you?
  - b. Can you tell me why you say that?
7. What makes being in Turning the Curve good for you?
  - a. What about not so good?
8. Is there anything about Turning the Curve that you think should change? If so, what?

*KEQ3: To what extent are the intended outcomes being achieved?*

**These are some questions about what has changed for you from being part of Turning the Curve.**

9. What changes have happened for you since doing Turning the Curve?
10. As a result of being on Turning the Curve [can you show me on the paper]:
  - a. Are you more independent? Why?
  - b. Do you have increased employment opportunities? Why?

- c. Are you able to take children to the doctor or hospital? Why?
  - d. Are you able to see your family and friends in other parts of Wellington? Why?
  - e. Do you feel like part of New Zealand? Why?
11. What else has Turning the Curve helped you with?
  12. What other things help you feel like part of New Zealand? [write on post-its, e.g., English language lessons]
  13. How important are all of these things (including Turning the Curve) to making you feel like part of New Zealand? [rank post-its on the paper, take photo]
  14. Those are all my questions – is there anything else you want to say about Turning the Curve?

## Sponsors

1. How did you first hear about Turning the Curve?
2. What is your role as a sponsor? What else do you do for Turning the Curve?
3. Why do you provide support to Turning the Curve?
4. What attracted you to Turning the Curve?
5. What kind of outcomes are you looking for, for refugee women, from Turning the Curve?
6. What does success in the programme look like from your perspective?
  - a. What about lack of success in the programme?
7. What makes the Turning the Curve programme work well?
  - a. What about not so well?
8. Is there anything about Turning the Curve that needs to change? If so, what?
9. Do you have suggestions for making funding more sustainable?
10. **[Show objectives card]**
  - a. Do you see these things happening?
  - b. Are they realistic objectives for Turning the Curve?
11. Those are all my questions – do you have any further comments that you would like to make?

## ChangeMakers staff

### *Background:*

1. How would you say you think Turning the Curve is going overall? Why? What has contributed?

*KEQ1: How is Turning the Curve intended to work?*

*KEQ2: How well is Turning the Curve working for the women on the programme?*

**These are some questions about each part of Turning the Curve that the women on the programme interact with.**

2. **Ideally**, what would make the Turning the Curve **Information Sessions** good for the women?
  - a. What about not so good?
  - b. How are the Information Sessions actually working?
3. **Ideally**, what would make the **Driving Instructor Lessons** good for the women?
  - a. What about not so good?
  - b. How are the Driving Instructor Lessons actually working?
4. **Ideally**, what would make practicing with the **Volunteers** good for the women?
  - a. What about not so good?
  - b. How is the practice with the Volunteers actually working?
5. **Ideally**, what would good **Coordination** of Turning the Curve look like?
  - a. What about not so good?
  - b. How is the coordination actually working?
6. What makes being in the Turning the Curve programme work well for the women?
  - a. What about not so well?
7. Is there anything about Turning the Curve that needs to change? If so, what?

*KEQ3: To what extent are the intended outcomes being achieved?*

**These are some questions about what happens for women on the programme.**

8. What changes have you seen for the women in Turning the Curve?
9. **[Show objectives card]**
  - a. Do you see these things happening?
  - b. Are they realistic objectives for Turning the Curve?
  - c. Are there other outcomes of Turning the Curve missing from this list?
10. What else contributes to the outcomes that women might experience from Turning the Curve? [write on post-its, e.g., English language lessons]
11. How would you rank these things (including Turning the Curve) in their ability to contribute to outcomes for the women?
12. Those are all my questions – do you have any further comments that you would like to make?

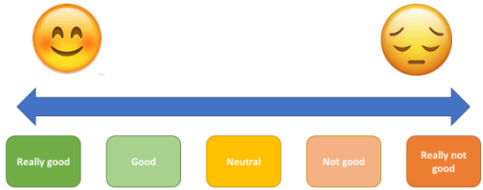
## Good Shepherd New Zealand



1. How did you first hear about Turning the Curve?
2. What is your role at Good Shepherd as a funder of Turning the Curve?
3. Why does Good Shepherd provide support to Turning the Curve?
4. What kind of outcomes are you looking for, for refugee women, from Turning the Curve?
5. What does success in Turning the Curve look like for you?
6. What makes the Turning the Curve programme work well?
  - a. What about not so well?
7. Is there anything about Turning the Curve that needs to change? If so, what?
8. **[Show objectives card]**
  - a. Are they realistic objectives for Turning the Curve?
9. Those are all my questions – do you have any further comments that you would like to make?

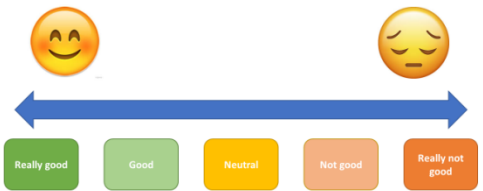
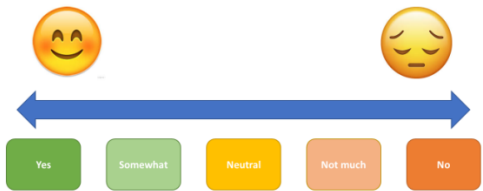
## Driving instructor

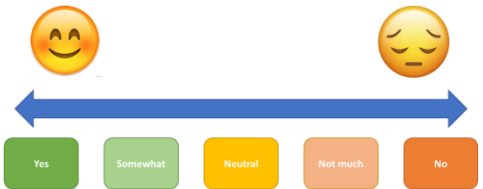
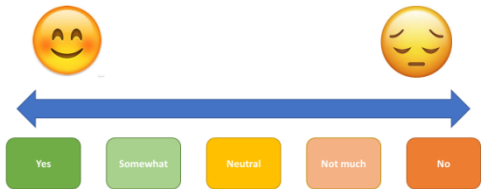
1. How did you first hear about Turning the Curve?
2. How long have you been involved with Turning the Curve?
3. Why did you want to be involved?
4. In what capacity are you involved with Turning the Curve? Do you just take women for driving lessons or are you involved in other ways?
5. What does a typical driving lesson look like for the women in Turning the Curve?
6. What does a good or successful driving lesson look like?
  - a. What about a not-so-good or less successful driving lesson?
7. What makes being involved with Turning the Curve good for you?
8. What changes have you seen for the women who you take for driving lessons?
9. Is there anything you think should change about Turning the Curve?
10. **[Show objectives card]**
  - a. Do you see these things happening?
  - b. Are they realistic objectives for Turning the Curve?
  - c. Are there other outcomes of Turning the Curve missing from this list?
11. Those are all my questions – do you have any further comments that you would like to make?

## APPENDIX 2: VISUAL AIDS FOR INTERVIEWS

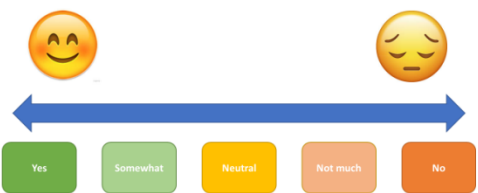
<p>Participant:</p> <ul style="list-style-type: none"> <li>• When started on Turning the Curve:</li> <li>• Drivers licence:</li> </ul>	<p>Information sessions</p> 
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<p>Driving instructor lessons</p> 	<p>Practice with volunteers</p> 
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<p>Communication with Naomi</p> 	<p>Being independent</p> 
---	---

<p>Employment opportunities</p> 	<p>Doctor or hospital</p> 
---	--

See family and friends




Yes Somewhat Neutral Not much No

Feel like a real kiwi woman



Yes Somewhat Neutral Not much No



Really helpful Helpful Neutral Not helpful Really not helpful