



Well Together Fund

Sunrise Multicultural Project Wellbeing Workshops



Evaluation Report (July 2025)

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Harmful Practices, 2025



Cover image: envelopes display used as an ice-breaker and check-out activity during the sessions.

You can view social media content related to this group here:

<https://www.instagram.com/reel/DLkn2ZcotZQ/?igsh=MTY0M295MHo0anJ3Mw==>

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1. Introduction

The Sundial Centre for Education on Harmful Practices ('Sundial') is an Oxford-based charity dedicated to ending harmful practices and abuse suffered by girls and women living in the Midlands and the south of the UK. These include (but are not limited to) female genital mutilation (FGM), 'honour'-based abuse (HBA), early and forced marriage (EFM), female cosmetic genital surgery and online harm.

Our mission is to end these harmful practices affecting girls and women by:

- providing education for schools, communities and professionals
- offering technical expertise to frontline domestic abuse services
- supporting survivors with information
- empowering young people to champion initiatives against harmful practices through art
- conducting research with practical value.

This report relates to a series of workshops on wellbeing for the women's group and girls' group at Sunrise Multicultural Project (SMP). SMP was founded in 1995, with a mission to foster unity, understanding, and empowerment within the local community. SMP aims to build bridges between communities through shared activities and open dialogue, provide a safe and inclusive space for individuals from all backgrounds and empower minority groups by promoting cultural exchange, lifelong learning, and collaboration. They welcome people from all backgrounds, through activities, clubs and groups such as crafts, cooking and crochet.

2. The sessions

The purpose of these workshops was to engage with the women and girls who attend the centre's various activities, and provide a safe and supportive space to explore and raise awareness of wellbeing, focusing on healthy relationships, within their particular cultural context. Between January 2025 and July 2025 we ran four workshops as follows:

'Honour' based abuse (girls group)	23/04/2025	4 (+2 members of staff)
Cultural norms	06/05/25	13 (+3 staff members)
Healthy relationships	03/06/2025	7 (+2 staff members)
Wellbeing and self-esteem	01/07/2025	8 (+1 member of staff)

3. Facilitation

The workshops were adapted from Sundial's community programmes 'New Threads' and 'Wellbeing Workshops', aiming to combine awareness of healthy relationships with collective and personal wellbeing. The workshops were facilitated by Vania Martins, Sundial's Domestic Abuse Specialist and Kate Agha, Sundial's CEO. Vania and Kate are both experienced facilitators with significant front-line experience of working with culturally and ethnically diverse groups and in domestic abuse. Vania and Kate were supported by the SMP staff for translation.

The girls group workshop was facilitated by Vania Martins and Dot Pritchard, Sundial's Operations Manager, and lead facilitator for body image and online harms.

4. Planning

The workshop content and scheduling were coordinated in advance by Kate and Vania, in consultation with Naseem Hussein, the Adult Activity Worker at SMP. To ensure participants could continue engaging with other group activities they enjoy, the team opted to hold one workshop per month. The girls' group workshop was planned in consultation with the youth worker at SMP.

Sundial has previously worked with the groups at SMP and was able to quickly reestablish trust, which is important when addressing sensitive topics. It was agreed that the sessions would centre on mental wellbeing—both to create a nurturing and uplifting space, and to offer women an opportunity to explore personal experiences that are rarely discussed in their day-to-day lives.

5. Structure and Content

For each workshop, facilitators introduced an activity at the start of the session to create a safe and welcoming atmosphere. This typically included gentle icebreakers—such as imagining kind messages or responding to prompts in decorative envelopes—that invited personal or collective reflection.

For each session a community agreement was introduced and revisited to set a respectful, non-judgmental environment. Careful boundaries were set around sharing information about oneself and others, and advice given to keep the topics discussed within the women's group due to their potential sensitivity. It was emphasised that there was no obligation to speak and that anything said was confidential. All sessions offered access to 1:1 support from a SMP worker, with safeguarding protocols shared in simple and accessible terms.

Discussion activities were varied and designed to spark reflection, engagement and dialogue. Examples included:

- Debates framed around TV drama clips (*Mere Ban Jao*) to explore ‘honour’-based abuse and coercive control.
- Prompt questions that allowed participants to examine gender expectations and standards across cultures.
- Small group tasks using prompt cards to identify healthy, unhealthy and abusive relationship behaviours.
- Post-it exercises to build self-esteem and mutual appreciation.

Themes such as parenting, mental wellbeing and abuse were approached with flexibility, often shaped by the group’s cultural values. Where needed, external resources (e.g. Childline, Karma Nirvana, NSPCC) were introduced to let participants know about specialist support services.

Each session closed with a check-out activity to end on a positive note and feedback was collected through a questionnaire, although due to language and literacy barriers it was not always possible to collect feedback from all participants. To ease some of these barriers, the feedback form was translated into Urdu (the main language spoken in the group) for the final session.

6. Discussion points and themes emerging

A range of reflections and exchanges unfolded during the sessions, revealing consistent themes around relationships, family, community, culture, wellbeing and intergenerational change.

- Community, Trust & Safety

Across nearly all sessions, participants expressed that community matters deeply - not just socially, but emotionally, as it works both as a space for support and surveillance. During the girls group session, the participants commented on the difficulty trusting school safeguarding policies and procedures, while the women often referred to the fear of ‘gossiping’. Discussions highlighted how collectivism is still strong: whether through shared experiences, support networks, or cultural values around mutual care, responsibility and social accountability.

- Gendered Expectations & Cultural Pressures

Both groups frequently returned to gendered expectations within marriage, family life and social conduct. Girls spoke about being held to stricter standards than boys and the pressure to “act appropriately” to protect family honour. Adult women echoed these concerns, especially when discussing motherhood, reputation, and self-worth in traditional roles.

The “sidhi sadhi” archetype emerged: the idealised image of female purity and submission. Women were able to grasp how this affects their freedom and social wellbeing and agreed that some ‘street-wisdom’ is needed.

Marriage was widely understood as more than an individual choice - it was a communal process involving the family. Parents, ultimately, seem to hold decisive power in the choice of a partner, and the idea of marriage is depicted as a life project rather than a romantic pairing. It is therefore important for some families that they share the same religion.

- Intergenerational Shifts & Culture

Tensions between generations were noted. The girls group felt caught between traditional values and evolving norms, especially around education, reputation and independence. Women highlighted how parenting roles in the UK often conflict with expectations and community norms.

The girls group also noted how their own generation is still reinforcing these values, also highlighting how the wider community expects different standards of behaviour for 'Asian girls'.

- Healthy vs. Unhealthy Relationships

Facilitators used drama clips and prompt cards to support conversations around abuse, coercion and relationship dynamics. Girls quickly grasped how abuse can start with subtle behaviours and escalate. Women noted how cultural norms around money, work and power can shape what is considered acceptable.

In one session, a debate around whether a wife could take a job revealed how context matters: concerns were not just about control, but reputation, safety and cultural values around gendered spaces.

- Self-Esteem & Care

The concept of self-esteem invited reflection. Many participants initially struggled to define their own qualities, but with gentle prompts from facilitators, they identified traits like being a good mother, caring, helpful, creative and reliable. These affirmations boosted group connection and positive self-image.

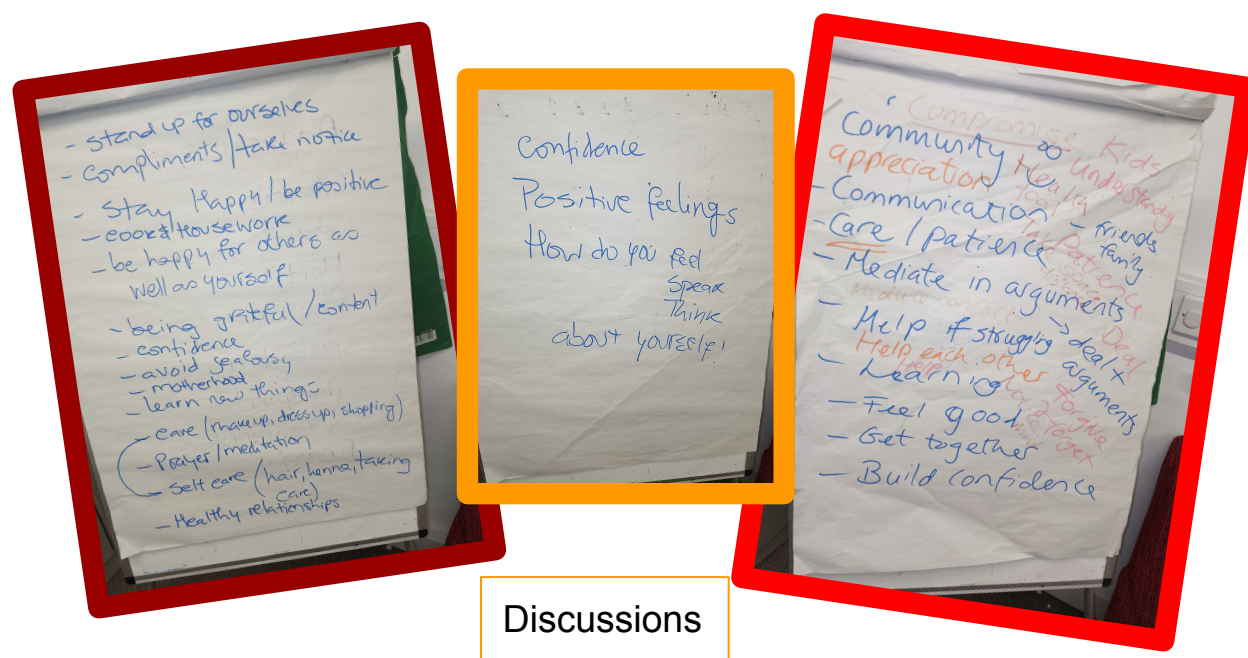
A recurring theme was the rare occasions of praise from family members - especially from husbands or children—and how their comments impact on feelings of self-worth. Participants found it meaningful to describe one another's strengths and share uplifting notes in envelopes they could take home.

- Safety Planning & Support

Introducing safety planning was especially impactful. Girls and women alike responded positively to learning the UK emergency service silent call method (999+55). The Muslim

Power & Control Wheel provided a culturally relevant framework for these discussions - connecting legal, financial, immigration and faith-based vulnerabilities with patterns of abuse.

Some of the women shared that they had left a controlling relationship in the past and appreciated the space to feel supported.



7. Feedback and outcomes

Evaluation feedback highlighted consistently high levels of enjoyment and engagement across all workshops, with most sessions receiving top scores of 5 out of 5 for both interest and participation experience.¹ Girls responded well to the use of video clips, group discussions and culturally relatable content, which made the sessions feel relevant. However, feedback from the youth worker after the workshop highlighted that facilitators could consider using a more relatable TV programme, though some of the participants fed-back that they found the series helpful. Women expressed particular appreciation for the self-esteem exercises, sharing that these moments helped them recognise and celebrate personal traits that are often overlooked in daily life. To improve accessibility, some participants suggested incorporating elements of the workshop in Urdu - allowing for wider participation among those more comfortable engaging in their first language.

Throughout the sessions, participants shared that they had gained a better understanding of relationship dynamics. Many reflected on how abuse and coercion can begin with subtle

¹ See appendix I and II for participants experience and tables of evaluation and feedback

behaviours, such as isolation or control disguised as care, and gradually escalate over time. The workshops helped differentiate between healthy and unhealthy relationships, with group discussions around consent, trust and mutual respect.

One of the most impactful learning points was the introduction of the silent emergency call protocol (dialling 999 followed by pressing hash 55), which was new to most attendees. This practical tool sparked interest and led to conversations about how to support others in an emergency. For the girls group, information regarding the NSPCC Report Remove Tool on tackling intimate pictures being shared online was also provided alongside Karma Nirvana and Forced Marriage Unit helplines.

Participants also explored how cultural and gender expectations can shape emotional wellbeing - focusing on the community, family and marriage. The cultural relevance of the workshops was a key factor. The inclusion of the Muslim Power & Control Wheel was particularly well received, even by staff, offering a framework that related to participants' experiences and concealed patterns of abuse. Through this resource, facilitators were able to connect to real-life situations providing clarity and understanding.

Participants also expressed appreciation for the emotionally safe environment in which they could explore topics such as honour and community perceptions, as well as self-esteem, highlighting that it 'felt relaxing and comfortable talking'.

Safety and support were at the core of all workshops with each session beginning with a community agreement, outlining expectations for respectful dialogue and reinforcing that participation was always optional. This approach helped ensure that everyone felt in control of how much they shared and improved trust and engagement. Facilitators highlighted the one-to-one support available at the SMP centre in all the sessions, strengthening the sense of safety and support available.

Self-esteem exercises invited participants to name and acknowledge their own strengths - often for the first time in a group setting. Words like 'caring', 'supportive', 'creative', 'good mother', and 'beautiful' were shared, prompting positive views of themselves and one another.

Many women shared that they do not often receive compliments at home, with the affirmations offered by the group during the sessions warmly welcomed. To reinforce this recognition, participants placed personal affirmations inside envelopes so they could revisit them later.

Overall, the feedback confirms the positive impact of culturally appropriate, dialogue-based and wellbeing-focused group work. The sessions created space not just for learning, but for healing, deepening connection and reinforcing the importance of the collective. Participants frequently

expressed how much they valued these communal spaces, building a sense of solidarity that helps reduce feelings of isolation and maintains social cohesion.

Gentle and joyful moments such as sharing imagined trips or exchanging affirmations, provided participants with a sense of care and connection. These experiences contribute meaningfully to emotional wellbeing, offering some relief from daily pressures and a rare chance to focus on joy and self-expression.

These discussions often addressed areas that are rarely spoken about in public or even within families such as the importance of mental health and emotional wellbeing, making the sessions a unique and valuable space for reflection, visibility and togetherness.

Moving forward, if there is scope and funding for more workshops, we would bring boys and men into similar dialogue spaces - opening up opportunities to reflect on gender roles and relationships. Sundial would aim to expand accessibility with Urdu, Persian and Bengali workshops, with a focus on community and personal wellbeing.



Appendix II - tables of evaluation and feedback

Girls group session - 23/01/2025

Feedback					
Number of participants: 4 (+2 members of staff)			Questionnaires received: 4		
• How much did you learn about honour based abuse today? (1-5)					
0	1	2	3	4	5
0	0	0	0	4	0
• How interesting did you find the workshop and the presentation? (1-5)					
0	1	2	3	4	5
0	0	0	0	2	2
• How enjoyable was the workshop? (1-5)					
0	1	2	3	4	5
0	0	0	0	1	3
• What was the best part of the workshop?					
<ul style="list-style-type: none"> - The debates - Watching the show - Relatability to the asian community - The debate bit 					
• Did this workshop change your mind about something?					
<ul style="list-style-type: none"> - yes - Yes - Not really - Not necessarily, I held the same views as beforehand 					
• Could we do anything to make it better?					
<ul style="list-style-type: none"> - No - No - No - No 					

Session 2 - 03/06/2025

Feedback					
Number of participants: 7 (+2 staff members)			Questionnaires received: 6		
• Did you learn something new today about relationships? If so, what?					
<ul style="list-style-type: none"> - Emergency number - Emergency number 999 +55 - Yes, lots of - How some men slowly have controlling behaviours - How to pick up on little abusive behaviours at the beginning of the relationship; the importance of having supportive friends and a relationship with someone that is understanding 					
• How interesting did you find the workshop and presentation? (1-5)					
0	1	2	3	4	5
0	0	0	0	1	5
• How enjoyable was the workshop ?(1-5)					
0	1	2	3	4	5
0	0	0	0	0	6
• What was the best part of the workshop?					
<ul style="list-style-type: none"> - The discussion - Examples in the video - About good relationships 					
• Did this workshop change your mind about something?					
<ul style="list-style-type: none"> - Good relationships - Yes, i understood everything - no 					
• Could we do anything to make it better?					
<ul style="list-style-type: none"> - Deliver some more parts in Urdu 					

Session 1- 06/05/2025

Feedback					
Number of participants:13 (+3 staff members)			Questionnaires received: 12		
<ul style="list-style-type: none"> Did you learn something new today about relationships? If so, what? 					
<ul style="list-style-type: none"> Yes, good talk Yes, different marriages Children's marrying age and about arranged marriages Good talk 					
<ul style="list-style-type: none"> How interesting did you find the workshop and presentation? (1-5) 					
0	1	2	3	4	5
0	0	0	0	2	10
<ul style="list-style-type: none"> How enjoyable was the workshop ?(1-5) 					
0	1	2	3	4	5
0	0	0	0	1	11

<ul style="list-style-type: none"> What was the best part of the workshop?
<ul style="list-style-type: none"> Discussions The lady was very nice and helpful About children Envelope icebreaker Questions Question about marriage for girls and boys About children relationship Giving gift to each other
<ul style="list-style-type: none"> Did this workshop change your mind about something?
<ul style="list-style-type: none"> Not really No Yes Fresh mind now Not really Yes Yes Yes Not really
<ul style="list-style-type: none"> Could we do anything to make it better?
<ul style="list-style-type: none"> Increase time

- Just people think good
- Yes
- Like us to come everyday
- Yes
- Intervening questions
- It was ok

Session 3 - 01/07/2025

Feedback					
Number of participants: 8 (+1 member of staff)			Questionnaires received: 7		
<ul style="list-style-type: none"> Did you learn something new today about relationships? If so, what? 					
<ul style="list-style-type: none"> To get along with people and not be envious of what others have We need to help others and do meet and greet friends for ourselves Yes, self care, self confidence To look after myself and my family Everything was explained very well Everything was good Helping each other and listening attentively to what others say 					
<ul style="list-style-type: none"> How interesting did you find the workshop and presentation? (1-5) 					
0	1	2	3	4	5
0	0	0	0	0	7
<ul style="list-style-type: none"> How enjoyable was the workshop ?(1-5) 					
0	1	2	3	4	5
0	0	0	0	0	7
<ul style="list-style-type: none"> What was the best part of the workshop? 					
<ul style="list-style-type: none"> How to improve my relationship with family and community We sat together and felt so happy I felt relaxing and comfortable talking The discussions, listening to others Being with everyone and learning together was a good thing Everything was good Learning about relationship with my children 					
<ul style="list-style-type: none"> Did this workshop change your mind about something? 					
<ul style="list-style-type: none"> No Got positive thinking Yes, made me feel happy Not argue with others Everything was explained well about every topic That conflicts should be mediated 					
<ul style="list-style-type: none"> Could we do anything to make it better? 					
<ul style="list-style-type: none"> Nothing, it was really good No 					

- A bit games activity
- Happy with this workshop, no need to change it- maybe an urdu speaking interpreter
- Continue with good discussions. Everything was explained well. Thank you very much
- Everything was good
- It was very good

Acknowledgements

Many thanks to the **Well Together Fund** for their support, and to **Sunrise Multicultural Project** for their help hosting and interpreting these sessions.

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