

**An Independent Evaluation of the  
TRUST Education Project**

*Contract No. CON03/0809*

*Final Report*

research | consultancy | training



# An Independent Evaluation of the TRUST Education Project

P0719

**Submitted to:**

Tender<sup>1</sup>  
Interchange Studios  
213 Haverstock Hill  
London  
NW3 4QP

Tel: (020) 7431-7227  
E-mail: [home@tender.org.uk](mailto:home@tender.org.uk)  
Web: [www.tender.org.uk](http://www.tender.org.uk)

Evaluation funded by :  
The City Parochial Foundation  
Comic Relief

**Submitted by:**

CRG Research Ltd.  
25 Cathedral Road  
Cardiff  
CF11 9TZ

Tel: (029) 2034-3218  
E-mail: [consult@crgresearch.co.uk](mailto:consult@crgresearch.co.uk)  
Web: [www.crgresearch.co.uk](http://www.crgresearch.co.uk)

---

<sup>1</sup> Until the Violence Stops trading as Tender, registered charity no. 1100214



## **Contents**

---

Glossary

<b>Executive Summary</b> .....	i
<b>1. Introduction</b> .....	1
<b>2. Context</b> .....	9
<b>3. Findings</b> .....	17
<b>4. Strengths, weaknesses, opportunities and threats</b> .....	47
<b>5. Conclusions &amp; Recommendations</b> .....	49
<b>References</b> .....	53
<b>Annex I</b> .....	57

*An independent evaluation of the TRUST education project.*

## **Acknowledgements**

---

CRG Research Ltd would like to thank the schools that took part in this evaluation. We are also grateful to the individuals who participated in a programme of interviews and supplied documentary evidence. Special thanks should also be extended to Tamsin, Susie, Nikki, Roxanne and Carla from Tender who supported this work.

The research team included:

Andrew Rix  
Faye Joshua  
Richard Self  
Thomas Holt  
Nick Walne  
Katy Skidmore  
Kate Sullivan  
Dyfrig Rees

*An independent evaluation of the TRUST education project.*

## **Glossary**

---

BME	Black Minority Ethnic
CPD	Continued Professional Development
DCSF	Department for Children, Schools and Families
PSHE	Personal Social and Health Education
QCA	Qualifications and Curriculum Authority
SRE	Sex and Relationship Review

*An independent evaluation of the TRUST education project.*

## **Executive Summary**

---

- i. In March 2007 Tender commissioned CRG Research Ltd to carry out a 2 year independent evaluation of the TRUST Education Project in secondary schools.
- ii. Launched in 2004, the TRUST project is aimed mainly at youth between the ages of 13 and 18 years. The TRUST project aims to:
  - **EDUCATE** young people about the violence and abuse perpetrated in relationships.
  - **EXPOSE** attitudes that condone and conceal domestic and sexual violence, and challenge those attitudes with facts, and an understanding of the consequences.
  - **ENABLE** young people to seek support and use the services available if they, or someone they know, is suffering from abuse.
- iii. The project begins with a training session for teachers or youth leaders, providing them with the tools to sign-post support services for young people experiencing abuse, to deal with disclosures swiftly and responsibly, and to open discussions and activities around intimate violence and abuse. The project proceeds with a series of 10 workshops that engage students in activities and discussions under the guidance of workshop leader teams. The process ends with a performance produced by the students, for an audience of their choice. The performance is intended to send a clear message to the audience about equality, trust and respect. A focus group and assessment of learning then closes this project.
- iv. The main purpose of the evaluation was to:
  - *"assess the impact of the work,*
  - *identify the lessons learnt from the work*
  - *identify best practice for wider dissemination*
  - *measure the model's success in engaging the whole school in prevention work on violence against women,*
  - *influence education policy and practice at the individual school level, the borough-wide level, and, in future, the national level"* (Research Specification).
- v. Key findings of the evaluation were that:

- The project was successfully delivered to 39<sup>2</sup> secondary schools in London, with 1,400 questionnaires returned by students over two sweeps.
- There was strong support for the project from all delivery agents, teaching staff and pupils that had participated in the project. 89% of students reported that they had enjoyed taking part in the project.
- The survey responses consistently showed a statistically significant positive change in the respondents attitudes to domestic abuse. (i.e. a better understanding, and greater sensitivity to the issue). 90% of students felt that they had learnt something from the project.
- Survey responses also highlighted differences in attitudes to violent relationships between the male and female respondents. Males were more likely to underestimate the scale of the problem, be more accepting of violent relationships, and have beliefs that were more resistant to change.
- Despite males generally demonstrating a smaller change in attitudes between the pre and post questionnaire sweeps, their changes in attitudes were invariably positive
- Although male satisfaction responses were very high, they were lower than females. Consideration therefore needs to be given as to how the project can engage more effectively with males, while not diluting the project's message.
- 100% of teachers surveyed said they were satisfied with how the project was managed.
- 79% of teachers noted changes in 'most' pupils and 21% in 'a few' pupils.
- 91% of teachers felt the changes noted in their students were positive.

## **Conclusions**

- vi. Based upon the data available, the conclusions of the evaluation are presented below against the aims of the project:

### **Educate**

- There is evidence that young people have increased their factual knowledge relating to domestic abuse, with statistically significant changes noted.
- Use of student-led drama performances have helped raise awareness of domestic violence among peers and families.

---

<sup>2</sup> Early summaries of the report distributed to promote the project incorrectly recorded the number of school as 41, as two schools were recorded under multiple names.

*An independent evaluation of the TRUST education project.*

- The TRUST project is highly valued by teaching staff, pupils, delivery agents and wider stakeholders.
- The TRUST project fits well with the current education curriculum (PSHE), and wider Government policy agendas (Every Child Matters, Gender Equality Duty).

**Expose**

- Participating young people were positively challenged by the project and displayed more positive attitudes towards domestic abuse issues e.g. the survey responses consistently showed a statistically significant positive change in the respondents attitudes to domestic abuse.
- The project was received best by young people who have an appreciation of what it is like to be in a relationship.

**Enable**

- Discussions with participating students highlighted an increased awareness of coping strategies, including identification of warning signs.
- The students awareness of available support services was improved, although family and friends were still the preferred option
- Students reported that they had a better understanding of how they could best support friends and family believed to be suffering domestic violence.

**Overall**

- The delivery mechanism is innovative and appears to work well (i.e. the use of drama, school environment, 10 sessions across 10 weeks).
- The use of male and female workshop leaders helps reduce the risk of alienating male participants, and provides a valuable male perspective on the issues.
- The project has developed effective and efficient processes to recruit workshop leaders, and negotiate access to schools.

**Recommendations**

vii. Recommendations based upon the findings of the evaluation are summarised below:

- Tender should consider supporting schools in networking via the arrangement of cross-school performances, or performance workshops to assist in promoting the project more widely.

*An independent evaluation of the TRUST education project.*

- Tender should investigate opportunities to further develop or improve links with existing domestic violence networks to raise the profile of the project and identify new opportunities (e.g. existing statutory requirements for prevention work).
- Tender should consider working with accrediting bodies to design and provide accredited training courses based upon the project design and materials. New opportunities could arise following the Government's recent support for making PSHE a compulsory subject in the national curriculum, and for the inclusion of the issue of sexual bullying within anti-bullying guidance for schools.
- Tender should explore opportunities around recent announcements by the Government regarding its support for making PSHE a compulsory subject in the national curriculum, and for the inclusion of the issue of sexual bullying within anti-bullying guidance for schools.
- Review existing workshop recruitment and retention policies to limit exposure to last minute staff shortages.
- Conduct focused follow-up work with male participants to ensure any risks of alienating male participants are minimised, and to better address how to change male attitudes (current data shows significant differences in male and female response).
- Pre-project briefings with teachers should be prioritised to ensure that teachers are fully engaged with the project as active participants, and do not use the workshop sessions as an opportunity to do other tasks. All participants, teachers, workshop leaders and pupils, need to be clear as to what is expected of them, and what the possible sanctions are for non-compliance.
- Students are currently able to choose who they wish to perform to. Students should be strongly encouraged to perform to parents wherever possible to ensure the project's message is more widely disseminated.

# 1. Introduction

---

- 1.1 On the 13th March 2007 Tender commissioned CRG Research Ltd to carry out a two year evaluation of the TRUST Education Project in secondary schools.

## **Aims and Objectives**

- 1.2 The main purpose of the evaluation was to:
- *"assess the impact of the work,*
  - *identify the lessons learnt from the work*
  - *identify best practice for wider dissemination*
  - *measure the model's success in engaging the whole school in prevention work on violence against women,*
  - *influence education policy and practice at the individual school level, the borough-wide level, and, in future, the national level"* (Research Specification).

## **Tender**

- 1.3 Launched in 2003, Tender provides violence prevention programmes for young people and domestic violence awareness training for adults. Tender's mission is to prevent domestic and sexual violence by working with young people in challenging violence tolerant attitudes, and equipping adults to support young people.
- 1.4 Tender defines domestic abuse as a pattern of hurtful behaviour that can appear in many forms i.e.:
- *Physical abuse such as being slapped, kicked or punched.*
  - *Sexual abuse such as being touched in an unwanted manner, forced to have sex or look at sexual pictures or videos.*
  - *Emotional abuse such as being threatened, name-called or put down.*
  - *Neglect which includes being ignored, or not having enough food, shelter, or clothing.*
- 1.5 Tender works to stop violence in relationships before it happens and brings expertise in the use of drama and the creative arts to address issues of domestic violence and sexual abuse. They work in secondary schools, youth

centres and refuges, with London borough councils, young people and university students across the country to raise awareness about domestic violence.

### **The TRUST Project**

- 1.6 The TRUST project developed out of the demands of young people, teachers, youth leaders, schools and education authorities. It is aimed mainly at youth between the ages of 13 and 18 years, providing them with a safe space to create an innovative piece of theatre that reveals their attitudes toward violence, to reassess their tolerance of it, and to find a new understanding of how to prevent, avoid, and remove themselves from abuse in their own lives.
- 1.7 Initially the project grew out of the work of Susie McDonald and Tamsin Larby, both commissioned by the South Essex Rape and Incest Crisis Centre (SERICC) to design a peer education theatre project for the Thurrock RESPECT programme in 2000. RESPECT, created by Zero Tolerance Charitable TRUST, has been running successfully since then, aiming to prevent violence at its root rather than deal with it as it escalates.
- 1.8 Three years later, Susie and Tamsin began to explore how the RESPECT model could work in London schools. With the funding of The Body Shop Foundation, they piloted the TRUST Project in the summer of 2004, in 5 secondary schools in Lambeth, Lewisham, Hammersmith, Newham, and Westminster. Throughout 2005, Tender delivered TRUST to over 20 schools and youth projects. It is anticipated that between 2006 and 2009, the project will reach more than 100 schools and youth projects.
- 1.9 The objective of the project is to change attitudes of tolerance to violence by using drama to explore issues around healthy and unhealthy relationships. Young people create a piece of theatre that represents their understanding and outlook while also educating and informing the audience. Through this project, TRUST aims to:
  - **EDUCATE** young people about the violence and abuse perpetrated in relationships.
  - **EXPOSE** attitudes that condone and conceal domestic and sexual violence, and challenge those attitudes with facts and an understanding of the consequences.
  - **ENABLE** young people to seek support and use the services available if they, or someone they know, is suffering from abuse.
- 1.10 The project begins with a training session for teachers or youth leaders, providing them with the tools to sign-post support services for young people

experiencing abuse, to deal with disclosures swiftly and responsibly, and to open discussions and activities around intimate violence and abuse.

- 1.11 The project proceeds with a series of 10 workshops that engage students in activities and discussions under the guidance of workshop leader teams. The process ends with a performance produced by the students, before an audience of their choice. The performance is intended to send a clear message to the audience about equality, trust and respect. A focus group and assessment of learning then closes this project.
- 1.12 TRUST workshop leaders come from a variety of arts backgrounds including acting, directing, dance and writing and all have extensive experience in working with young people. Effort is made to ensure workshop leaders represent the young people they will be working with.
- 1.13 Overall, TRUST underlines a clear message: violence is a choice and represents an intolerable means of controlling another person.

### **Research Methodology**

- 1.14 Below we explain our general approach to the review and we follow this with a description of each of the steps listed. Data collection instruments are presented in the Appendix to this report.
- 1.15 The research methodology consisted of:
  - Desk-based review
  - Key informant interviews
  - Non-participant observation
  - Focus groups
  - Analysis of pre and post project questionnaires
  - Analysis and reporting

### **Desk Based Review**

- 1.16 A comprehensive desk review of existing national policies, strategies, and research evidence. Appropriate documentation was identified through signposting from Tender, national stakeholders and other interviewees, as well as searching university library categories and using internet based search engines (such as Google Scholar). A list of key documents is included in the Reference Section at the back of this report.

## **Key Informant Interviews**

1.17 CRG conducted interviews with workshop leaders, teaching staff, and wider stakeholders to explore:

- the implementation of the project: in terms of the delivery mechanism, style, content, and administration/management details;
- the value and benefits of the project: including the outcomes and impact on participating pupils, teaching staff and the school/community as a whole;
- demand and need for projects of this nature: and their 'fit' with the school environment;
- areas for development and the future sustainability.

1.18 Throughout the contract the review team adopted a semi-structured approach to interviews, whereby the research respondent worked with predetermined questions, but the order in which they were asked were modified based upon the interviewer's perception of what seemed most appropriate. Question wording was also changed (i.e. where certain questions are deemed to be inappropriate with a particular interviewee, and additional questions included as appropriate).

1.19 The following underpinning principles were adhered to during all interviews throughout the research process:

- Maintaining strict confidentiality.
- Using only skilled, experienced interviewers with good levels of familiarity with key issues.
- Fitting in with interviewees' schedules.
- Gathering 'hard' data rigorously; encouraging interviewees to provide 'softer' perceptions and interpretations too.
- Recording data in a structured way to allow for collation, cross-referencing, use for different purposes.

## **Non-participant observation**

1.20 Workshops and drama performances were observed by the research team. Non-participant observation techniques were employed to observe the delivery of the workshops, interaction with participating students and the level of engagement by the students. Drama performances were also monitored to allow the research team to assess the degree to which students had taken on board the project's message, and the viability of such drama performances to further disseminate that message.

## **Focus groups**

1.21 The initial work plan agreed with Tender proposed focus groups with pupils immediately after the culminating drama performance at the end of the project. This approach was followed initially in three schools, but was adapted for later schools as a number of factors were identified with this approach which adversely affected the quality of data collected e.g.:

- Asking pupils what they had learnt immediately after viewing their performance was repeatedly challenged by pupils - given that throughout their performance they quoted to the audience what they had learnt and often reflected on what the statistics meant to them;
- Immediately following each performance most pupils were extremely energised, and found it difficult to sit still and focus on the questions asked of them, especially in group settings. This was exacerbated in instances where members of the audience were waiting for the students to leave. In a number of cases this led a discussion about their individual performance and theatrical skills or discussions of how much they enjoyed themselves which was difficult to steer away from. This made it a challenge for the researcher to cover all of the issues in the topic guide in the limited time given;
- In most cases throughout the focus group discussion at least one member of the group would repeatedly ask "*can we go yet*" and/or "*how long will this last*". This distracted other members of the group and resulted in either one enthusiastic member of the group controlling the discussion (meaning that the views of one vocal participant was dominant, rather promoting a lively group discussion) or resulted in mono-syllabic responses;
- Following the performance teachers were keen to restore the setting and were either anxious about either closing the school, or concerned about getting to their next teaching lesson. Therefore the teachers were less able to support the researcher(s) to concentrate the focus groups (i.e. instructing the pupils to one place in an orderly manner). In most cases it also meant that the numbers in the group could not be controlled. In one case one researcher was asked to facilitate a discussion with 25 extremely excitable girls immediately following their performance which made it difficult to facilitate one discussion. (The group kept fracturing into a number of different discussions).

1.22 As a result the research team agreed with Tender to modify the work programme. Subsequent schools were visited one or two weeks after the final project performance for a longer period (ideally an entire lesson period). Where possible, these were linked with pre-arranged post-project briefing sessions facilitated by Tender. This modified approach resulted in higher

quality data over a greater length of time with students, and also allowed students more time to reflect on their learning and experiences.

- 1.23 Focus group questions were developed to find out what the students knew, what they did, and what they thought or felt. This led to questions concerning facts, behaviour and beliefs or attitudes. It should be noted that beliefs and attitudes are more difficult to collect. They are often complex and multidimensional, and are particularly prone to the effects of question wording and sequence (Robson, 2000). Although the internal consistency of participants perspectives could be probed, and facts cross-checked and corroboration sought from other parties in relation to expressions of opinion (for example, by comparing student perceptions with teachers and workshop tutors), ultimately much of the material gathered was self-reported opinion. Readers should be mindful of this when making use of the data contained within this report.

### **Analysis of pre and post project questionnaires**

- 1.24 Participating students on the project were requested to complete pre and post project questionnaires that explored the students awareness of domestic violence, and attitudes towards domestic violence. The results from the questionnaires were analysed to assess what changes, if any, were evident between the students responses over time. The results of the analysis are described in more detail in Chapter 4.
- 1.25 Variations in how the pre-project questionnaires were introduced to pupils were noted. In some cases the purpose of the questionnaire and what it would be used for was not explained clearly. For example, in one session the workshop leader allowed students to copy each other, whereas in other sessions it was stressed that pupils should complete them on their own. This has clear implications for the quality of data available from the questionnaires, as responses that have been copied may not truly reflect the actual beliefs of the respondent. A more standardised approach to the introduction of the questionnaire, and handing in sheets is clearly desirable.

### **Analysis and Reporting**

- 1.26 Both quantitative and qualitative data was collected over the course of the project. The synthesised data has been analysed and themed in order to meet the original research questions posed. Outputs from the analysis include:
- A desk-based review to place the TRUST project, and the research findings in context

*An independent evaluation of the TRUST education project.*

- Process analysis: what processes were employed to deliver the project, why were these adopted and did they make a difference to effectiveness.
- Outcome analysis: what outcomes or impacts are evident from the TRUST project due to young people participating.
- Recommendations on any changes required, and next steps.

1.27 This report presents the output of this process.

*An independent evaluation of the TRUST education project.*

## **2. Context**

---

- 2.1 This Chapter provides an overview to the context in which TRUST is operating and includes commentary on prevalence of domestic abuse, an estimation of the cost to society, and public perceptions. The Chapter concludes by outlining prevention measures focusing in particular on school based interventions.

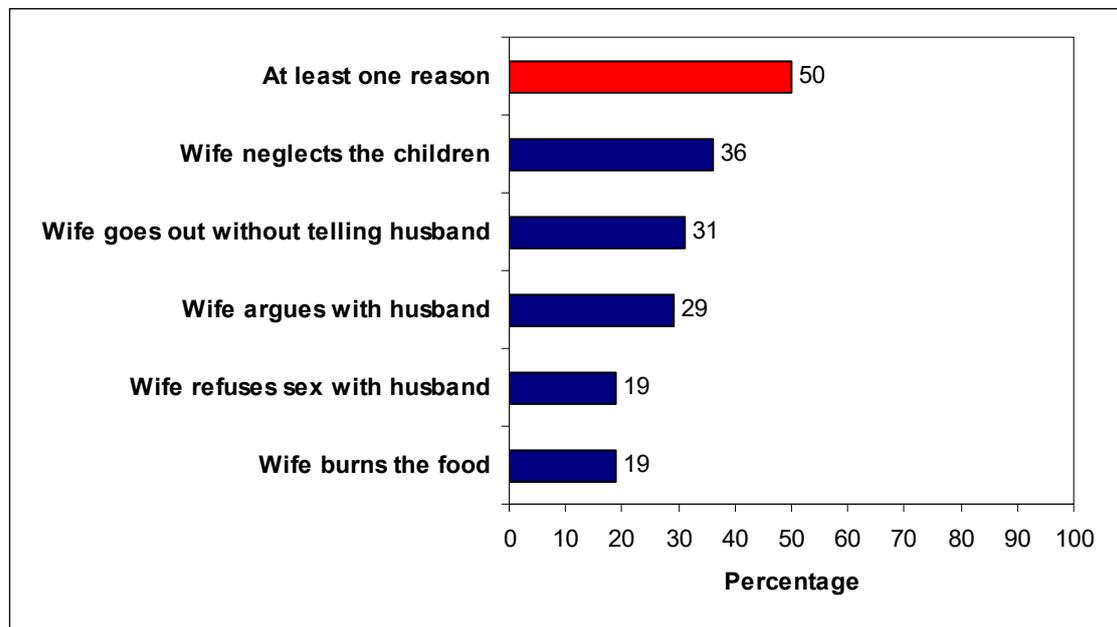
### **The Scale of Domestic Violence**

- 2.2 Available statistics suggest that one in six men and one in four women will experience domestic violence at some point in their lives, regardless of age, social class, race, disability or lifestyle. Domestic violence accounts for between 16% and one quarter of all recorded violent crime. In any one year, there are 13 million separate incidents of physical violence or threats of violence against women from partners or former partners. The vast majority of serious and recurring violence is perpetuated by men towards women (Select Committee on Home Affairs, 2008; Dobash, and Dobash, 1980).
- 2.3 Analysis by the Home Office has found that younger people are more likely to be victims of domestic violence, as in general, the level of risk of intimate violence declines with increasing age consistently across all types of intimate violence for both men and women. The research also noted that younger men and women (in the 16 to 19 or 20 to 24 years age range) reported higher levels of victimisation for any domestic abuse than those in older age groups (Povey, Coleman, Kaiza and Roe, 2009).
- 2.4 In recent research conducted on behalf of the NSPCC, 1,353 young people, aged 13 to 17 years, in England, Scotland and Wales were surveyed. The survey found that 25% of girls and 18% of boys reported some form of physical partner violence, one in nine girls and 4% of boys reported severe physical violence, and 75% of girls and 14% of boys stated that the physical violence had negatively impacted on their welfare (Barter, McCarry, Berridge, and Evans, 2009). Other research on the impact of domestic violence has found that children who witness domestic violence may have impaired educational attainment as well as facing other challenges such as difficulty with self-esteem and forming relationships (Byrne and Taylor, 2009).
- 2.5 Domestic violence is also notable for the fact that it has more repeat victims than any other crime, with repeat victimisation accounting for 73% of all incidents of domestic violence with over one in four (27%) victims having been victimised three or more times (Kershaw, Nicholas, and Walker, 2008).

2.6 However, a lack of standardised data, and what is judged to be significant under-reporting, make it difficult to make an accurate assessment of the numbers of individuals experiencing domestic violence. Only a tiny proportion of victims ever come into contact with statutory authorities, particularly criminal justice agencies, making measurement of the scale of abuse even more complex. Research has shown that the level of domestic violence suffered by children and young people in particular is under-reported as: “The majority of young people either told a friend about the violence or told no one. Only a minority informed an adult.” (Barter, McCarry, Berridge, and Evans, 2009).

2.7 On one typical day, 2nd November 2006, 11,310 women and 8,330 children were being supported by domestic violence services in England (both residential and non-residential). Since 2003, this has increased by 50%. On the same day, 3,615 women and 3,580 children were being supported within refuge-based services (Women’s Aid, 2009).

**Figure 1: Percentage of girls and women aged 15–49 who responded that a husband or partner is justified in hitting or beating his wife under certain circumstances, by reason (1999–2006).**



[UNICEF, 2009]

2.8 In the context of gender inequality, women’s response to abuse reflects that they have relatively fewer options to change, or leave the relationship, and their assessment of how best to protect themselves and their children. Household surveys in 67 countries were conducted to determine attitudes towards domestic violence. When asked their opinion, on average, half of

girls and women aged 15–49 responded that a husband or partner is justified in beating his wife under certain circumstances (UNICEF, 2009).

- 2.9 Neglecting the children is the reason most often given by those who responded that wife-beating is justifiable.
- 2.10 The costs of domestic violence to the public purse is high, figures from a number of studies estimate that:
- The cost of physical healthcare treatment resulting from domestic violence, (including hospital, GP, ambulance, prescriptions) is £1,220,247,000, i.e. 3% of total NHS budget. (Walby, 2004, p.53);
  - The cost of treating mental disorder due to domestic violence is £176,000,000. (Walby, 2004);
  - The overall costs of domestic violence are estimated to be £278 million p.a. in greater London alone. In 2001 in England and Wales, domestic violence was estimated to cost a total of £23 billion. (Walby, 2004; Stanko, 1998, 2000).

## **The Policy Context**

- 2.11 The UK has obligations at Domestic, European and International levels regarding domestic violence. The UK has signed and ratified a number of relevant conventions, for example: the UN Convention on Elimination of Discrimination Against Women (CEDAW), subsidiary Recommendations and Declarations on Violence Against Women (DEVAW), the UN Convention on the Rights of the Child (UNCRC) and the Convention on Rights in Marriage. These UN conventions are derived from the Universal Declaration of Human Rights (UDHR), which the UK has also signed and contain stipulations relating to violence against women. The Convention on Rights in Marriage is particularly pertinent with its focus on forced marriage. These UN conventions are derived from the Universal Declaration of Human Rights (UDHR) which the UK has also signed. Within Europe, the European Convention on Human Rights (ECHR) is based on the UDHR, and the UK Human rights act is based on the ECHR and so also derives ultimately from UDHR.
- 2.12 In June 2003, the Government produced *Safety And Justice: The Government's Proposals on Domestic Violence*, a consultation document on domestic violence. The document set out the Government's strategy for tackling domestic violence through three strands: prevention, protection and justice and support. Proposals were also made for legislative and non-legislative changes to the way domestic violence is dealt with in England and Wales. In December 2003, *Summary of Responses to Safety and Justice:*

*the Government's Proposals on Domestic Violence* was published alongside the introduction of the *Domestic Violence, Crime & Victims Act 2004*, the biggest piece of legislation on domestic violence in over 30 years.

2.13 The *Domestic Violence, Crime and Victims Act 2004* introduced new powers for the police and courts and bolstered the support and protection offered to victims, for example:

- Made common assault an arrestable offence.
- New police powers to deal with domestic violence including making it an arrestable, criminal offence to breach a non-molestation order, punishable by up to five years in prison.
- Strengthened civil law on domestic violence to ensure cohabiting same-sex couples have the same access to non-molestation and occupation orders as opposite sex couples, and extended the availability of these orders to couples who have never lived together or been married.
- Stronger legal protection for victims of domestic violence by enabling courts to impose restraining orders when sentencing for any offence.
- Enabled courts to impose restraining orders on acquittal for any offence (or if a conviction has been overturned on appeal) if they considered it necessary to protect the victim from harassment.
- Put in place a system to review domestic violence homicide incidents, drawing in the key agencies, to find out what can be done to put the system right and prevent future deaths.
- Provided a code of practice, binding on all criminal justice agencies, so that all victims receive the support, protection, information and advice they need.
- Allow victims to take their case to the Parliamentary Ombudsman if they feel the code has not been adhered to by the criminal justice agencies.
- Closed a legal loophole by creating a new offence of causing or allowing the death of a child or vulnerable adult. The offence established a new criminal responsibility for members of a household where they know that a child or vulnerable adult is at significant risk of serious harm.

2.14 This was followed up in 2005 with the publication of *Domestic Violence: A National Report*, which contained the framework for the Domestic Violence National Delivery Plan, identifying 5 key objectives for 2005/06 to address all aspects of domestic violence, from prevention through to victim care and the response of the criminal justice system. Through the *Equality Act 2006*, a general duty was placed on public bodies, in England, Scotland and Wales to

have due regard to the need to eliminate unlawful discrimination and harassment; and promote equality of opportunity between men and women.

- 2.15 Subsequent action by the Government has seen the publication of the progress reports on domestic violence for 2006, 2007/08, 2008/09, the creation of the Forced Marriage Unit, the *Home Affairs Select Committee report on Domestic Violence, Forced Marriage and "Honour"-based violence*, and another Home Office consultation on domestic violence *Together we can end violence against women and girls* launched March 2009.
- 2.16 However, a key criticism of the Government's response has been that it is not seen as being an integrated one, focusing on criminal justice responses over prevention work.
- 2.17 End Violence Against Women campaign (EVAW), a coalition of over 50 NGOs and social partners such as Trade Unions, has identified prevention in its workplan as one of the key areas that it will campaign for better delivery. This represents a significant unanimity across the womens' sector highlighting this is an area that the government is falling short on and urgently needs to be prioritised.
- 2.18 EVAW campaigns for an integrated strategic approach to tackling violence against women (VAW) – a key recommendation of the UN Convention on Elimination of Discrimination Against Women (CEDAW) monitoring committee. An examination of the UK by the CEDAW committee pointed out that it was disappointing that the UK did not have an integrated VAW strategy.
- 2.19 The importance of this is that an integrated strategy would include UK government obligations, targets and funding for prevention as prevention is one of the 6 'Ps' (Perspective, Policy, Prevention, Provision, Protection, Prosecution) essential to effective, comprehensive and integrated delivery on violence against women.
- 2.20 With no integrated approach, there is little or no emphasis on prevention. This is reflected in the EVAW audits of government performance "*Making the Grade*" from 2005, 2006, and 2007. EVAW Scored each government department on their performance on VAW and DFES, as was, and then DCSF and DIUS, as they now have become, scored 0/10 in 2005, 1 out of 10 in 2006 and 1 out of 10 in 2007. These are among the lowest scores.
- 2.21 The impact of an integrated strategy can be dramatic in terms of what it delivers on the ground - this can easily be seen by comparing Scotland and England, and through *Map of Gaps* (End Violence Against Women, and

Equality and Human Rights Commission, 2007) and *Map of Gaps 2* (Coy, Kelly, and Foord, 2009).

- 2.22 In Scotland there is both an integrated strategy on violence against women and there is a training and delivery strategy which tackles prevention. Scotland has a greater diversity of provision of all sorts of services to tackle "violence against women". Whereas in England, there is an over representation of domestic violence services but little in the way of services for prevention projects like respect domestic violence perpetrators programme, women leaving prostitution, forced marriages, honour crimes, black and minority ethnic women, rape and sexual assault etc. This is because England still talks largely in terms of domestic violence and hasn't an integrated violence against women approach.
- 2.23 The effects of a lack of an integrated strategy has been exacerbated by the current credit crunch. The whole of the women's sector has been described as "*being squeezed to death for lack of funding*", as amply demonstrated by *Map Of Gaps 2* (Coy, Kelly, and Foord, 2009). The impact is not only a reduction in specialist services, but also has knock on impacts that the government does at least appear to care about such as reporting and prosecution as women need specialist support if they are to come forward. However, short term funding means organisations, often massively understaffed anyway, have to devote a staff member full time or at least half time to fundraising for their post and organisation rather than delivering services. Moreover projects which deliver excellent proven results lack follow on funding, which risks losing the projects and the benefits they can deliver.

## **Addressing Domestic Violence**

- 2.24 The debates about scope and magnitude sometimes overshadows and diverts attention from the discussion of the actual problem of violence against women, its consequences, and what can be done to prevent it.
- 2.25 There are a number of ways to define and characterize prevention and intervention. The public health perspective classifies "interventions" into primary, secondary, and tertiary prevention. The goal of primary prevention is to decrease the number of new cases of a disorder or illness. The goal of secondary prevention is to lower the prevalence of a disorder or illness in the population. The goal of tertiary prevention is to decrease the amount of disability associated with the disorder or illness.
- 2.26 Preventive intervention efforts have largely consisted of school-based programs on conflict mediation, violence prevention in general, dating

violence, sexual abuse, and spouse abuse. There is little data available on how widespread these programs are or to whom they are offered. Programs vary in length, in content, and in the degree of theoretical underpinning. Evaluations are rare. The few evaluations that have been done of these programs generally test students' knowledge about, and attitudes on relationship violence before and after the prevention program, as well as personal experience with dating violence (Jones, 1991; Jaffe et al., 1992; Kantor and Jasinski, 1995). American based studies have found attitudinal changes following school-based intervention programs (e.g. Jones, 1991, Jaffe et al., 1992, Avery-Leaf et al., 1995). While all of these programs may change knowledge or attitudes about physical and sexual violence between intimates, no longitudinal studies exist to document whether they have any short or long-term impact on the commission of dating violence, date rape, or intimate partner violence later in life (Crowell et al, 1996).

2.27 Preventative work within schools can not be discussed without reference to the Every Child Matters (ECM) agenda (H.M. Treasury, 2003), which has placed a renewed emphasis on the safety and health of children and young people. Since its introduction in 2003, all Government policies relating to children and young – including curriculum elements such as Personal, Social and Health Education (PSHE) – have been influenced by the five ECM outcomes for children and young people i.e.:

- **Being healthy:** enjoying good physical and mental health and living a healthy lifestyle.
- **Staying safe:** being protected from harm and neglect and growing up able to look after themselves.
- **Enjoying and achieving:** getting the most out of life and developing broad skills for adulthood.
- **Making a positive contribution:** to the community and to society and not engaging in anti-social or offending behaviour.
- **Economic well-being:** overcoming socio-economic disadvantages to achieve their full-potential in life.

2.28 Interim reports by the Sex and Relationship (SRE) Review highlight that the curriculum already provides scope for the exploration of issues relating to domestic violence and forced marriage principally, although not exclusively, within PSHE, which includes sex and relationship education (SRE). Efforts in schools include:

- A national accredited CPD programme which has trained over 6,000 teachers to date.
- Initiatives such as healthy schools which require schools to have comprehensive programmes of PSHE.

- Advice and guidance provided by bodies such as the Qualifications and Curriculum Authority (QCA) and the PSHE Association.

2.29 A review of evaluations of a broad array of prevention programs aimed at preventing adolescents becoming pregnant, substance abuse, and delinquency, found that curricula that only provide information about risks and use scare tactics have little or no positive impact and may even result in more of the undesired behaviour (Dryfoos, 1991; National Research Council, 1993). Intensive programs that include social-skill training and follow-up booster sessions may hold more promise, particularly if classroom efforts are part of a more comprehensive, community-wide strategy (Dryfoos, 1991; Webster, 1993).

## Conclusion

2.30 The evidence presented above clearly shows that domestic violence is a significant problem, with substantial impact on individuals and to society as a whole.

2.31 Research has shown the value and importance of early intervention work in challenging and informing attitudes, and helping to set standards of acceptable behaviour in our society. Schools present an ideal opportunity to work with young people that are in the process of defining themselves as individuals and the value systems that are attendant in that process.

*“They (schools) provide regular access to students throughout the developmental years... they are staffed with individuals paid to help youth develop as healthy, happy, productive citizens; and the community usually supports schools' efforts to socialize youth. Many of the precursors of delinquent behavior are school-related and therefore likely to be amenable to change through school-based intervention.”*

(Sherman *et. al.*, 1997)

2.32 In striving to meet the Government's existing obligations to address domestic violence, the role of school-based intervention work should not be underestimated, and is an important step in moving towards an integrated response.

### **3. Findings**

---

3.1 This chapter presents findings based upon data collected during the course of the evaluation, via interviews, focus groups, non-participant observation, and an analysis of questionnaires. As noted in Chapter 1, the questionnaires were completed by participating students in two sweeps. sweep 1 questionnaires were distributed at the outset of the project, and sweep 2 at the end of the project.

#### **School participation and student demographics**

3.2 Table 1 breaks down the questionnaire returns by participating school. From Table 1 we can see the TRUST project was delivered in 39<sup>3</sup> schools across London. Analysis of the questionnaires shows that 1,403 completed questionnaires were returned over the two sweeps. More questionnaires were returned in sweep 1 (864), than in sweep 2 (539), a drop of 38% from sweep 1.

3.3 26 schools (67%) returned less questionnaires in sweep 1 than in sweep 2. 15 schools (38%) returned more questionnaire in sweep 2 than in sweep 1. 10 schools (26%) returned no questionnaires in sweep 1, and 11 schools returned no questionnaires in sweep 2.

3.4 The majority of the schools were non-denominational (34 schools, 87%). The denominational schools consisted of five Roman Catholic Schools (13%), and one Church of England (3%). Denomination data was unavailable for one school (3%).

3.5 24 of the schools (62%) were mixed gender schools. 11 schools (28%) were girls only, and five schools (13%) were boys only. Gender mix was unavailable for one school (3%).

3.6 Three of the schools (8%) were Pupil Referral Units (PRU).

3.7 Due to the uneven distribution of denomination, gender, and PRU status, no analysis was conducted comparing the impact of these factors upon pupil responses during the questionnaire analysis.

---

<sup>3</sup> Early summaries of the report distributed to promote the project incorrectly recorded the number of school as 41, as two schools were recorded under multiple names.

**Table 1: Participating schools by questionnaire response**

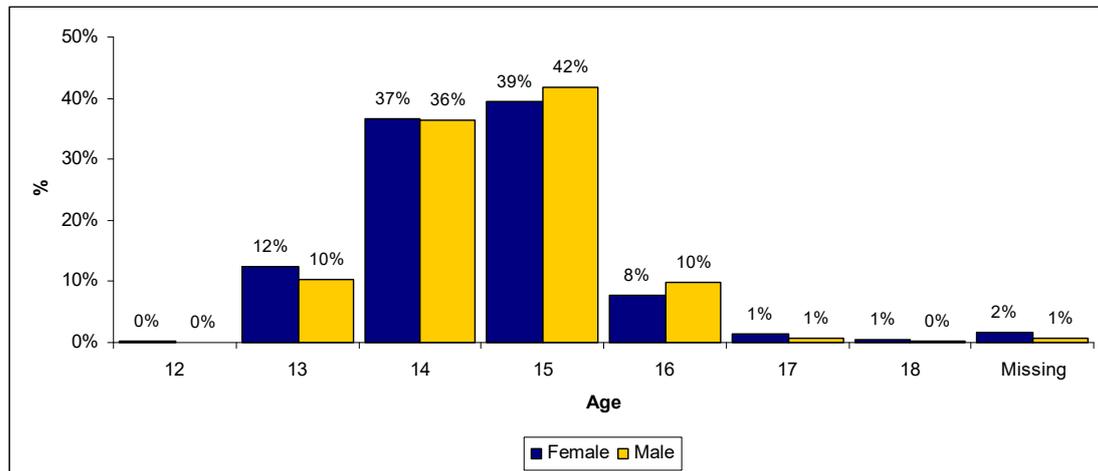
<b>School</b>	<b>Pre</b>	<b>Post</b>	<b>Total</b>
Hendon School	84	67	151
St Mary & Joseph	95	53	148
Harris Academy	96	37	133
Warwick	49	21	70
Beaverwood School for Girls	38	31	69
Salvatorian Boys Catholic College	39	21	60
Dagenham Park School	23	25	48
Parliament Hill School	36	9	45
Lilian Baylis Technology School	18	25	43
Rosedale College	30	13	43
Westwood Language College for Girls	20	23	43
Hampstead School	22	17	39
Deptford Green	18	19	37
Alperton Community School	10	23	33
Cotelands PRU	17	13	30
Forest Hill School	24	5	29
La Retraite Roman Catholic Girls School	29	0	29
Beal High School	28	0	28
John Roan School	20	5	25
Preston Manor	25	0	25
Northolt High School	25	0	25
Chessington Community College	15	8	23
Queen Elizabeth's Girls School	0	23	23
Ravens Wood	18	5	23
Featherstone School	21	0	21
St Martin in the Fields High School for Girls	21	0	21
Cardinal Hindsley	0	18	18
Havering Tuition Centre	11	7	18
Abbotsfield School	14	0	14
Brentford	0	14	14
Lambeth Academy	0	11	11
Greenford	10	0	10
Haverstock School	0	10	10
Copthall Girls School	0	9	9
Brent PRU	0	8	8
Convent of Jesus and Mary Language College	0	8	8
Mulberry	8	0	8
Peckham PRU	0	8	8
Ealing Study Centre	0	3	3
<b>Total</b>	<b>864</b>	<b>539</b>	<b>1,403</b>

3.8 The majority of schools (25 schools) returned 11-50 questionnaires, accounting for 50% of total questionnaires. However, three schools accounted for roughly a third (31%) of all responses, with over 100 questionnaires each returned, and three schools returned less than 5 questionnaires across the two sweeps.

### Age profile of participating students

3.9 The majority of the students were aged 14-15 years (77%), with the next highest ages 13 years (12%), and 16 years (9%). The remaining age ranges (including missing) account for only 2% (49 cases).

**Figure 2: Age profile of participating students by gender**

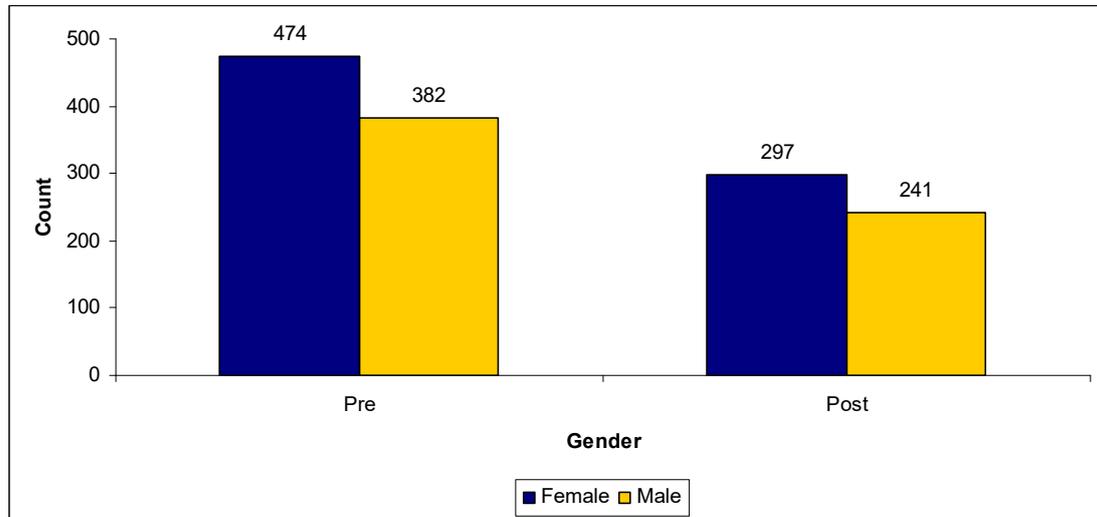


3.10 Age data was missing from 1% of the respondents (5 males and 12 females). For the sake of simplicity, ages outside the school age have been classed as missing e.g. two respondents stated their age as 23 years, and three individuals stated their ages as 25, 36 and 42 years respectively.

### Gender breakdown

3.11 More Females than Males took part in both sweeps of the survey, with females accounting for just over half of the respondents in each of the sweeps (55%).

**Figure 3: Gender breakdown**

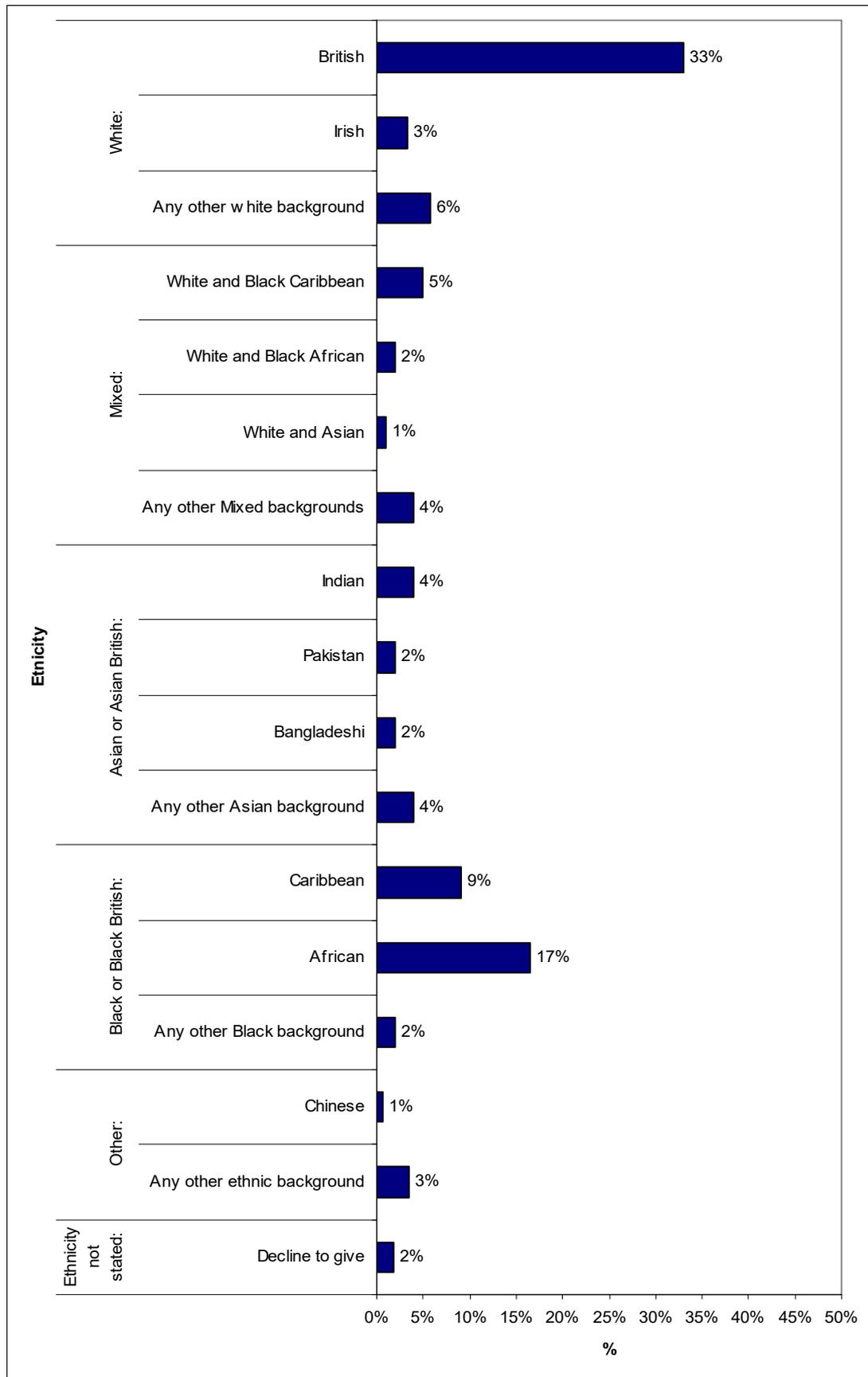


3.12 Both genders saw a drop from sweep 1 to sweep 2 in numbers returning questionnaires, with a comparable decrease in both genders (37%).

### **Ethnicity**

3.13 BME respondents as a whole, accounted for 64% of all respondents. However, White – British was the largest single ethnic group (33%), with Black – African the next highest (17%). The other ethnic categories averaged 3% each, with a maximum of 9% and minimum of 1%. 2% of respondents declined to state their ethnicity.

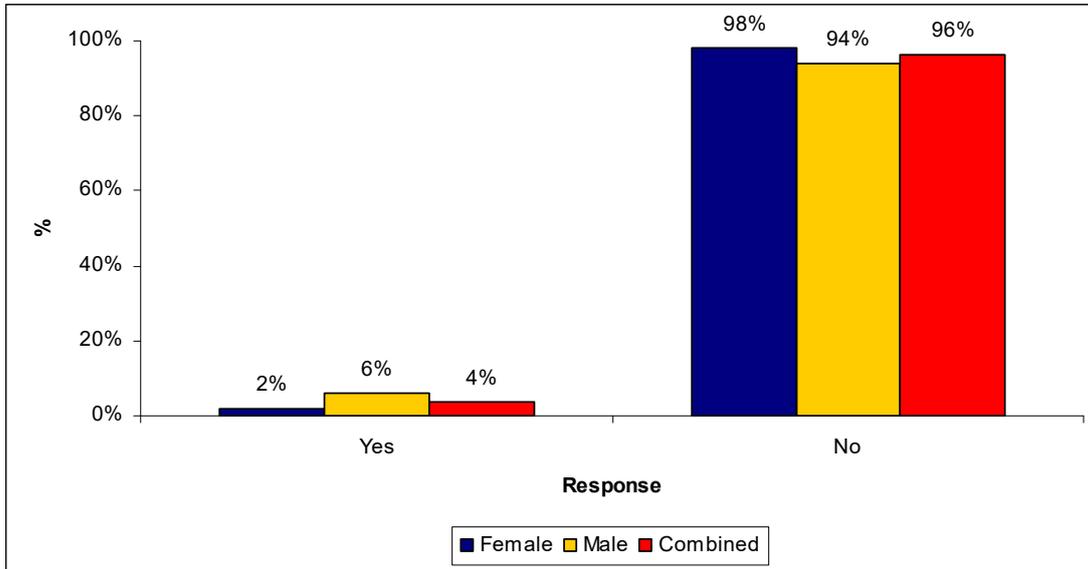
Figure 4: Ethnicity of participating students



## Disability

3.14 The number of respondents indicating that they had a disability was very low, with only 55 people (4%) doing so. Proportionally more males (6%) than females (2%) stated they had a disability.

Figure 5: Disability by gender



## Delivery of the TRUST project

3.15 Around 40% of pupils spoken to by the research team stated that they felt that drama was an excellent medium to explore issues of healthy and unhealthy relationships as they were able to 'get into character' and "*feel what it is like to be a victim*" or try to "*understand what it is like to be a perpetrator*", this allowed participants to explore better the complexities of the issues through experience, rather than just talking about it.

3.16 A number of concerns were identified during the course of the evaluation regarding the use of drama as a delivery medium. Firstly, drama may not be suitable for everyone, as some participants may be uncomfortable with the requirement to role play. Secondly there is a danger that drama projects can be prone to glamorising the issue and could reinforce stereotypes. Finally drama based projects run the risk of being marginalised, as drama and PHSE, are not typically seen as being very important within schools.

3.17 On the whole, the evaluation found that support for the use of drama was strong, as it can convey messages quickly and more powerfully than text/classroom learning. Role play and scenarios provide a greater impact, allowing the students to immerse themselves within the issue. Additionally, drama is more appropriate for less academically gifted students with its

emphasis on active participation, and reduced emphasis on dry facts and figures.

- 3.18 Teachers and workshop leaders agreed that the school environment was an appropriate place to educate and challenge attitudes towards healthy and unhealthy relationships, although the style of delivery and content can be limited in some instances. Pupils did not feel strongly either way about the most appropriate place to explore healthy and unhealthy relationships but believed the school environment was "ok".
- 3.19 In all schools there was a need to 'engage' pupils and this was more difficult if there were time gaps of a week between sessions almost creating a need to 'start-again'. This can be made more difficult if there is a tradition of poor control in the school. The research team observed various techniques employed to engage and re-engage pupils - ones which concentrated on building on previous sessions from the start seemed more successful than warm up exercises and ice breakers.
- 3.20 Pupils were being asked to share feelings about some quite sensitive issues and, given gender and issues of differing levels of maturity, workshop leaders needed to engender high levels of trust (and respect). The workshop leaders had to tread a fine line between encouraging openness and allowing privacy, and avoiding potential invasions of personal space.
- 3.21 Most workshop leaders and teachers believed that the project worked best for pupils in year 10 and year 11 (aged 14 to 16 years old) given that most pupils at this age have had, are in, or are thinking about entering a serious relationship and can therefore relate to the issues that the project explore.
- 3.22 In instances where the research team observed different groups of year 9 pupils, it was felt that several individuals within the group looked uncomfortable discussing relationships of a sexual nature.
- 3.23 The presence of teaching staff varied from each workshop session and between schools. Discussion with workshop leaders highlighted the fact that they valued the presence of teaching staff not only for their ability to control the class and manage behavioural issues, but also because they wanted the teachers to 'buy-in' to the project and learn along with the pupils. Teachers who were present during the course of the workshops were extremely complimentary about the skills of the workshop leaders and the outcomes of the lesson. One teacher reported "*it was better than any PSHE or drama lesson I could ever teach*".

- 3.24 A key challenge for the workshop leader was how well they managed their relationship with the teacher. The teacher played a very important but understated role in the success of the project delivery. The workshop leader therefore needed to create a positive relationship with the teacher to ensure the best delivery of the project. For example it was not the primary role of the workshop leader to enforce discipline among the young people, and the more engaged the young people were, the more effective the sessions could be. Where the teacher lacked respect among the young people, discipline could be an issue, and this led to the young people engaging less well with the session.
- 3.25 Workshop leaders reported, and the research team observed instances where teachers did not engage in the workshop session, using the session as an opportunity to catch-up with other administrative tasks.
- 3.26 The implementation of most projects required a great deal of flexibility to fit into school timetabling and accommodate any school staff sickness, holiday periods etc.
- 3.27 The pre-project staff briefing was valued by all teaching staff who had participated in a school briefing with workshop leaders, although due to pressurised school timetabling these did not always happen.
- 3.28 Workshop leaders valued the learning benefits of working with different workshop leaders, which Tender intentionally orchestrates. This allows workshop leaders to draw upon the varied skills such staff have developed due to their different backgrounds (e.g. media arts, theatre, youth work) and experience (e.g. working in a PRU, having experienced domestic abuse), allowing them to develop innovative ways of engaging with pupils around the subject matter of exploring healthy and unhealthy relationships. Workshop leaders reported regularly updating their material, designing new exercises and writing new role play materials to ensure that sessions remain fresh and responsive to student needs.
- 3.29 Pupils and teaching staff were extremely complimentary about the personality, skills and enthusiasm of the workshop leaders.
- 3.30 Pupils valued the opportunity to choose who they performed to i.e. whether they wished to perform to one class, their entire peer group or a larger audience including friends and family, and perhaps members of the wider community.

### **Workshop Leader Role**

- 3.31 The delivery and success of the project is to a large part determined by the ability of the workshop leaders to effectively engage, manage and communicate with the students.
- 3.32 As such, the recruitment of workshop leaders with the appropriate range of skills to achieve the above is crucial. The project currently has in place a working relationship with University of London Goldsmiths, whereby students on the university's M.A. in Applied Theatre are offered placements on the project. This has meant the project has access to a pool of students with the required drama expertise to act as workshop leaders, supported and developed through training by Tender on domestic violence.
- 3.33 The evaluation noted that Tender also utilises a pool of actors to deliver the project (again with support and training from Tender). However, the use of actors has introduced a degree of risk, as due to the sessional nature of the work, and competing ad hoc requirements upon the actors time (e.g. last minute casting calls), instances have arisen where workshop leaders have dropped out last minute. This has resulted in project sessions being delivered single handed, rather than double-handed as intended.
- 3.34 Due to the sensitive nature of the project topic, and the risk of disclosure of by students, appropriate training and support mechanisms for workshop leaders need to be in place. Discussion with workshop leaders found that these were in place, and workshop leaders commented positively upon the support and training Tender provided them.
- 3.35 The project as currently delivered has a strong focus on violence against women within relationships, rather than violence as a whole within relationships i.e. violence against men as well as perpetrated by men. The decision by Tender to wherever possible pair male and female workshop leaders shows sensitivity to the potential risk of alienating male students, through what may be seen as a bombardment of negative portrayals of males. The inclusion of male workshop leaders also facilitates an examination of the issues from a male perspective, and help with participating male students own internalisation and reflection upon the projects message.

### **Future/Sustainability**

- 3.36 Most pupils thoroughly enjoyed the project and felt they had learnt a great deal, as such they were unable to say how the project could be improved - apart from an appetite from some pupils for the project to continue all year.

- 3.37 A minority of pupils (around 20%, mostly male) and one (male) teacher felt the project was one-sided - focusing on violence against women only - and suggested the project could be improved by also exploring violence against men as well. Throughout our observations most exercises, including role plays, were presented as gender neutral (e.g. role scripts used gender neutral names such as Sam and pupils were able to choose which gender the character they played was). However, the statistics the project conveys (including those stated during the performances we have watched) only relate to female experiences.
- 3.38 Some schools/teachers were more open to exploring issues of healthy and unhealthy relationship with their pupils and would aim to educate, challenge and support young people in their exploration of healthy and unhealthy relationships, and other related issues, with or without the project. Others clearly would not. Having observed a number of projects over a three year period one teacher (Harris Academy) now routinely draws on the material Tender has provided and delivers the project independently without the support of Tender.
- 3.39 As part of Tender's performance monitoring of the project teachers that took part in TRUST are asked to provide feedback. Analysis of the feedback supplied found that:
- 100% of teachers surveyed said they were satisfied with how the project was managed.
  - 79% of teachers noted changes in 'most' pupils and 21% in 'a few' pupils.
  - 91% of teachers felt the changes noted in their students were positive.
- 3.40 Discussion with wider stakeholders highlighted the fact that the UK Government has ratified a number of conventions<sup>4</sup> that place a statutory duty on the Government to meet obligations at domestic, European and international levels. These obligations require the Government to take '*all necessary measures*' to tackle violence against women. They are clear that '*all necessary measures*' includes both hard and soft measures. Hard measures cover legal responses, criminalisation, investigation, prosecution, retribution and recompense, and soft being measures include public awareness campaigns, public education, prevention, attitude challenging etc.

---

<sup>4</sup> For example, the UN Convention on Elimination of Discrimination Against Women (CEDAW), UN Recommendations and Declarations on Violence Against Women (DEVAW), UN Convention on the Rights of the Child (UNCRC), and the European Convention on Human Rights (ECHR).

- 3.41 Amnesty International argue that the Government has focussed on a criminal justice response, but is falling short on its obligations to prioritise and invest in preventative work. This view is supported by the Equalities and Human Rights Commission, with the Commission's Trevor Phillips announcement that local authorities are falling short on violence against women, and the Commission will consider prosecuting such local authorities for failing to deliver on their gender equality duty. There is therefore a clear opportunity for projects such as TRUST, to help local authorities meet these requirements through prevention work in public sector education provision.

### **Impact of the TRUST project**

- 3.42 The stated aims of the TRUST project are to:

- **EDUCATE** young people about the violence and abuse perpetrated against women and children
- **EXPOSE** attitudes that condone and conceal violence against women and children and challenge those attitudes with facts and an understanding of the consequences.
- **ENABLE** young people to seek support and use the services available if they, or someone they know, is suffering from abuse.

- 3.43 To allow assessment of the impact of the project against the above aims, the pre and post project questionnaires included questions that explored the students level of awareness of the scope and seriousness, and attitudes towards violent relationships.

### ***Educate: Student knowledge and awareness of violent relationships***

- 3.44 Students general knowledge regarding violent relationships were explored through a series of questions that covered:

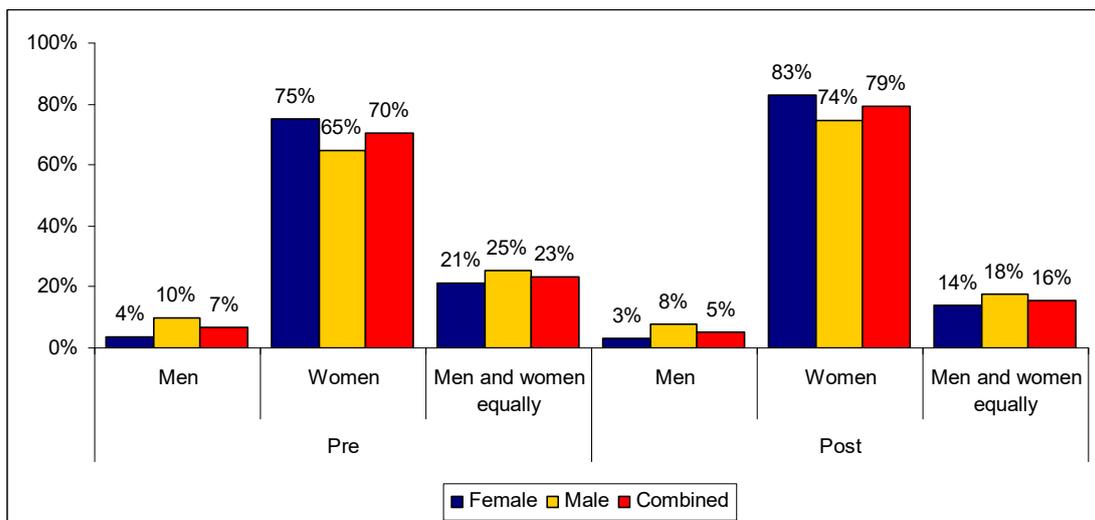
- Who were most likely to become victims of violent relationships
- The risk of rape by a stranger versus someone a woman already knows
- How many women are killed each week by partners, or ex-partners
- How many women experience abuse in relationships

- 3.45 In sweep 1, the most frequent response to the question '*who are most likely to become victims of violent relationships*' was '*women*' (70%), followed by '*men and women equally*' (23%), then '*men*' (10%).

- 3.46 Sweep 2 saw an increase in the number of students answering '*women*', and decreases in both the other response options.

3.47 Comparing responses by gender found similar responses by males and females. In sweep 1, 'women' were identified as being most at risk of becoming victims of violent relationships by both genders, although proportionally more females than males responded 'women' (75% females and 65% males). Sweep 2 saw an increase of 8-9% for both genders from sweep 1 answering 'women'.

**Figure 6: In your opinion, who are most likely to become victims of violent relationships?**



3.48 The next most common response was 'men and women equally'. Roughly a fifth of females (21%) and a quarter of males (25%) answered 'men and women equally' in sweep 1, decreasing in sweep 2 to 14% females and 18% males.

3.49 The answer with the lowest response rate was 'men'. Only 4% of females and 10% of males answered 'men' in sweep 1, and this decreased further in sweep 2 to 3% females and 8% males.

*Women, because men are stronger and are meant to be the dominant one in the relationship (Female, 14 years, Post-project response).*

*Although men are abused as well, I think women are seen as abused more because they are 'more vulnerable' in society (Female, 13 years, Post-project response).*

*A lot of the time I hear stuff about women who are beaten up by their husbands/partners who are drunk and angry at their lives. You don't really*

hear about men being beaten up by women (Female, 13 years, Pre-project response).

Women are more likely to become victims of violent relationships because men normally have the power over women. A lot of women feel scared of their partners (Female, 15 years, Post-project response).

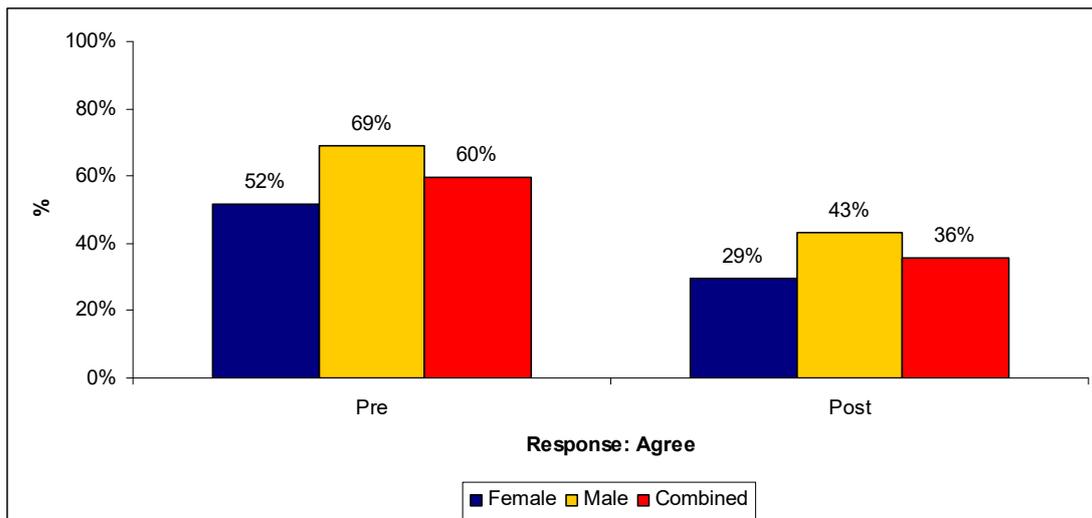
Women - because men are generally stronger and get drunk and violent easier (Male, 14 years, Pre-project response).

I feel this because many women are insecure about their weight, etc. Therefore women are more sensitive and vulnerable as they may be scared to fight back. Men like to be and feel powerful, however men can be victims of violence and shouldn't be stereotyped (Female 15 years, Pre-project response).

I am not being sexist but in reality women are an easier target of abuse financially, emotionally, physically and sexually (Female, 15 years, Pre-project response).

3.50 In sweep 1, 60% of respondents agreed with the statement 'a woman is more likely to be raped by a stranger than someone she knows'. In sweep 2 the number that agreed with the statement almost halved to 36%.

**Figure 7: A woman is more likely to be raped by a stranger than someone she knows**



3.51 Comparing the responses by gender the data shows that in sweep 1 more males than females (69% vs 52%) believed that a woman is more likely to be raped by a stranger than someone they know.

- 3.52 Sweep 2 saw a decrease in both male and females that agreed with the statement, with a 26% decrease in males and 22% decrease in females. However more males than females still agreed with the statement (43% vs 29%).

*Agree - because someone she knows would not do that, but a stranger would because he's eager for sex (Female, 15 years, Post-project response).*

*No, because some people who are drunk and upset and angry they don't really care about other things (Female, 15 years, Post-project response).*

*I cant imagine someone a women knows can rape her (Female, 15 years, Pre-project response).*

*Disagree - because I can remember that I have been told that 80% of women have been raped by people that they know (Male, 14 years, Post-project response).*

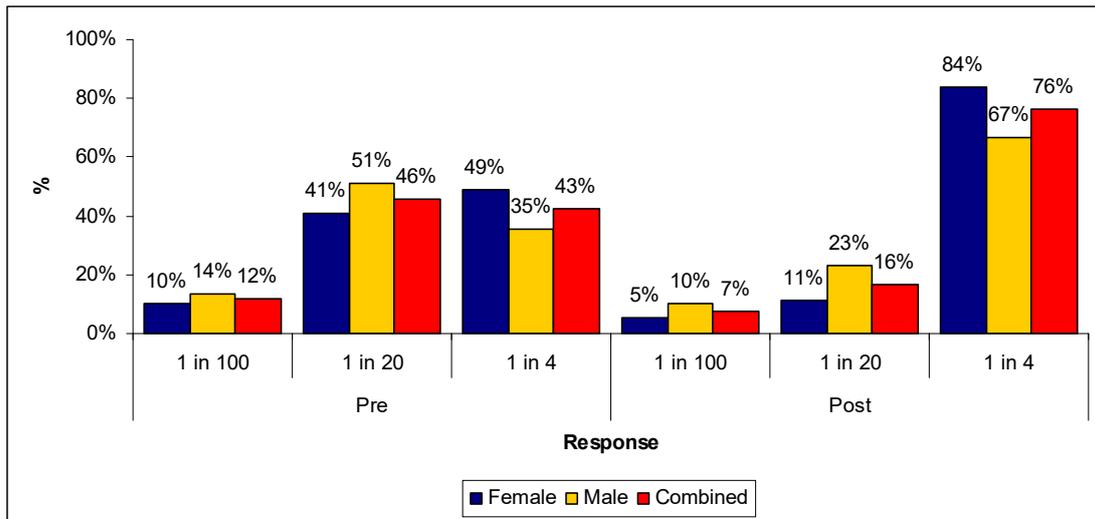
*Woman that drink are more likely to get raped by someone she doesn't know (Male, 14 years, Pre-project response).*

*Yes, because she won't know that person, she won't be able to identify him and the man could just take advantage (Female, 14 years, Pre-project response).*

*After I heard certain statistics, it showed that women are raped by a partner or ex-partner quite often rather than passing a stranger on the streets (Female, 13 years, Post-project response).*

- 3.53 The data shows that in sweep 1, the most frequent response to the question 'how many women experience abuse in a relationship?' was '1 in 20' (46%), followed very closely by '1 in 4' (43%). Very few respondents answered '1 in 100' (12%).

**Figure 8: How many women experience abuse in relationships?**



- 3.54 Sweep 2 saw a large increase correctly answering '1 in 4', with three quarters of respondents (76%) doing so.
- 3.55 Gender differences in the responses were apparent. In sweep 1 males were more likely to believe that the number of women experiencing abuse in relationship was lower than girls, with 65% of males compared to 51% of females, answering either '1 in 20' or '1 in 100'.
- 3.56 The results from sweep 2 show an increase in both males and females correctly answering '1 in 4', with both groups increasing by approximately 32-35%. However, there was still a significant difference between males and females with only 67% of males compared to 84% of females stating '1 in 4'.

*If you really love each other I don't think that is abuse, but if something has really happened just work it out between you two (Female, 15 years, Pre-project response).*

*I don't know, but I don't think it's as much in 1 in 4, and 1 in 100 seems too small a number. I think it's quite common (Female, 45 years, Pre-project response).*

*Most of the women don't get hit for nothing, there has to be a reason (Male, 13 years, Pre-project response).*

*I think a lot of people experience abusive relationship because I have a few family members who have experienced domestic violence (Female, 14 years, Pre-project response).*

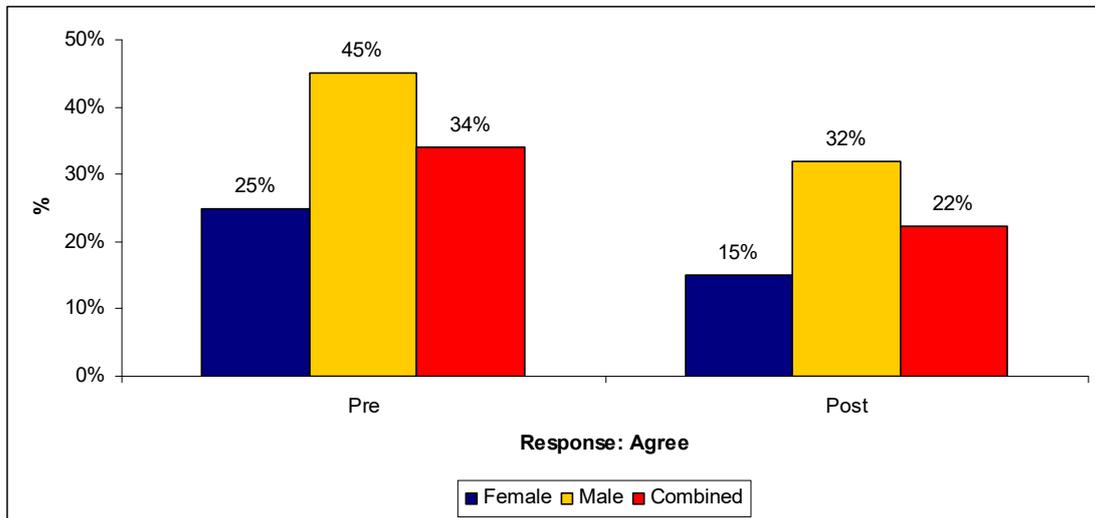
**Expose: Student attitudes to violent relationships**

3.57 The students' attitudes to violent relationships were explored through questions that covered:

- How big a problem violent relationships are
- Can the victim ever be to blame for starting the violence in a relationship
- The role of alcohol and drugs as causes of domestic violence
- The role of family background as a contributory factor in violent relationships
- Control over another person as a motivation for domestic violence
- Whether perpetrators of domestic violence can control their behaviour
- Whether the victims of domestic violence are able to leave the relationship easily
- Reasons why people are within violent relationships

3.58 A third of students (34%) agreed with the statement '*Abuse in relationships is a small problem affecting a minority of people*' in sweep 1. Sweep 2 saw the number of students agreeing with the statement drop to approximately a fifth (22%).

**Figure 9: Abuse in relationships is a small problem affecting a minority of people**



3.59 Comparing the responses by gender shows that nearly twice as many males as females agreed with the statement in sweep 1 (45% compared to 25%). In sweep 2 both males and females saw a drop in the number of respondents that agreed with the statement, a 13% decrease for boys and 10% decrease for girls. However, more boys than girls (32% vs 15%) still agreed with the statement i.e. the same 2:1 proportion of males to females as in sweep 1.

*After hearing a series of statistics and stories it turned out that the number of people (mostly women) being abused was more than I thought. (Female, 13 years, Post-project response).*

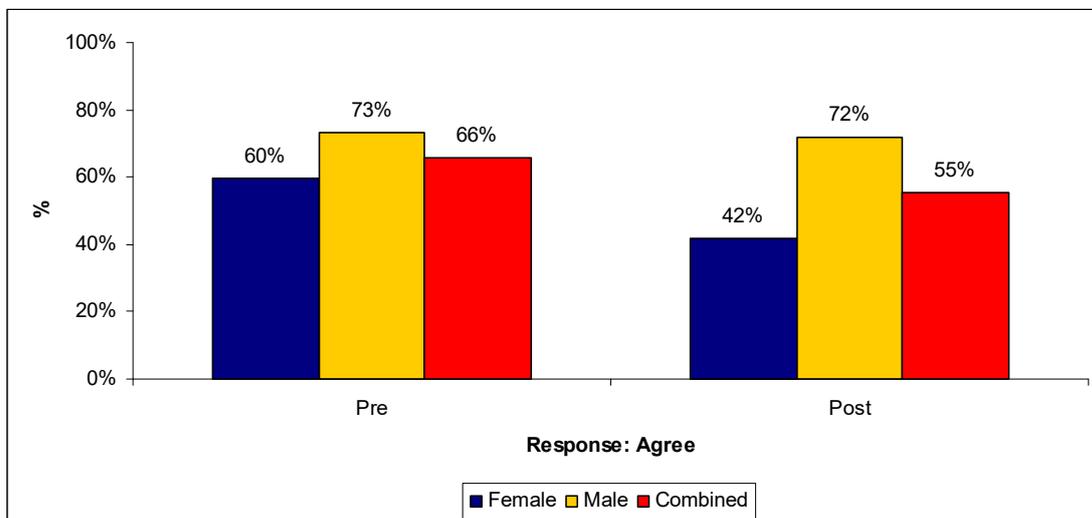
*I don't think abuse in relationships happens a lot. I personally don't know anybody who is being abused (Female, 14 years, Pre-project response).*

*That is what I used to think but now with the facts I've got its more than that. (Female, 14 years, Post-project response).*

*Recently I have heard about someone getting abused. It wasn't a small problem it has completely devastated her life. (Male, 15 years, Pre-project response).*

3.60 Data from sweep 1 shows that two thirds of respondents agreed with the statement 'Can the victim ever be to blame for starting the violence in a relationship?'. Sweep 2 saw a 11% decrease in the numbers agreeing with the statement, with just over half (55%) now agreeing.

**Figure 10: Can the victim ever be to blame for starting the violence in a relationship?**



3.61 Comparing responses by gender shows a marked difference between males and females. Males were much more likely to think the victim could be to blame than females (73% vs 60%, sweep 1). Males showed a negligible change in their response figures in sweep 2, decreasing by only 1% to 72%, i.e. nearly three quarters of males still agreed that the victim could be to blame for starting the violence in a relationship. The number of females agreeing with the statement in sweep 2 dropped by 18% to 42%.

*They may have triggered it off, but on the other hand violence is not a responsible way to deal with the situation (Female, 15 years, Post-project response).*

*Sometimes, depending on the situation. If the victim hits first they should expect a hit back (Female, 13 years, Pre-project response).*

*No, because the person who is doing the abuse is the one with psychological problem. I believe that violence is never the answer to sorting out a conflict or problem (Female, 15 years, Post-project response).*

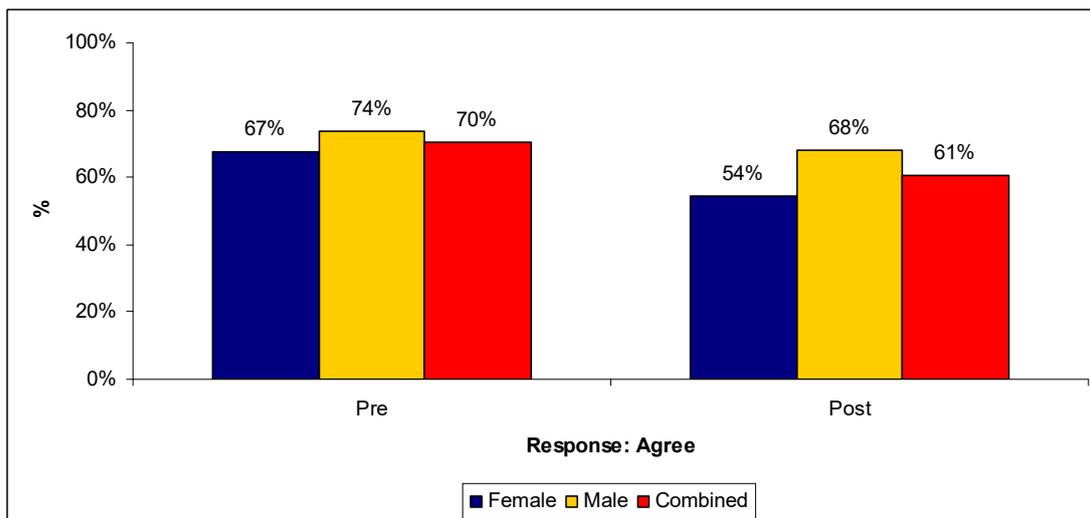
*Maybe the victim did something wrong, but it doesn't mean it is right for them to be hurt as a punishment (Female, 15 years, Post-project response).*

*Yes, they can be the one who provoked the abuser, although that doesn't excuse the abuser behaviour (Female, 13 years, Post-project response).*

*Yes - I think sometimes women stir up things to make men angry but I still think abuse is wrong and shouldn't happen (Male, 16 years, Post-project response)*

3.62 The number of respondents that agreed with the statement '*Alcohol and drugs are the main causes of domestic violence*' was high at 70% in sweep 1. This figure decreased in sweep 2 but still remained relatively high at 61%.

**Figure 11: Alcohol and drugs are the main causes of domestic violence**



3.63 Analysing the data by gender showed that in sweep 1 males and female were relatively consistent in their opinion regarding the role of alcohol and drugs as causes of domestic violence, with three quarters of males and two thirds of females agreeing with the statement (74% vs 67%).

3.64 In sweep 2 the number of female students that agreed with the statement lowered, by 13% to 54%, while among males the decrease was just 6%, down to 68%. As such, in sweep 2 two thirds of males, compared to just over half of females now agreed with the statement.

*Agree - they can be, but you can control yourself and there is never a believable excuse (Female, 13 years, Post-project response).*

*Agree - alcohol and drugs are the main causes of domestic violence because it sends you in the wrong direction. However, alcohol and drugs aren't always the cause of domestic violence (Female, 15 years, Post-project response).*

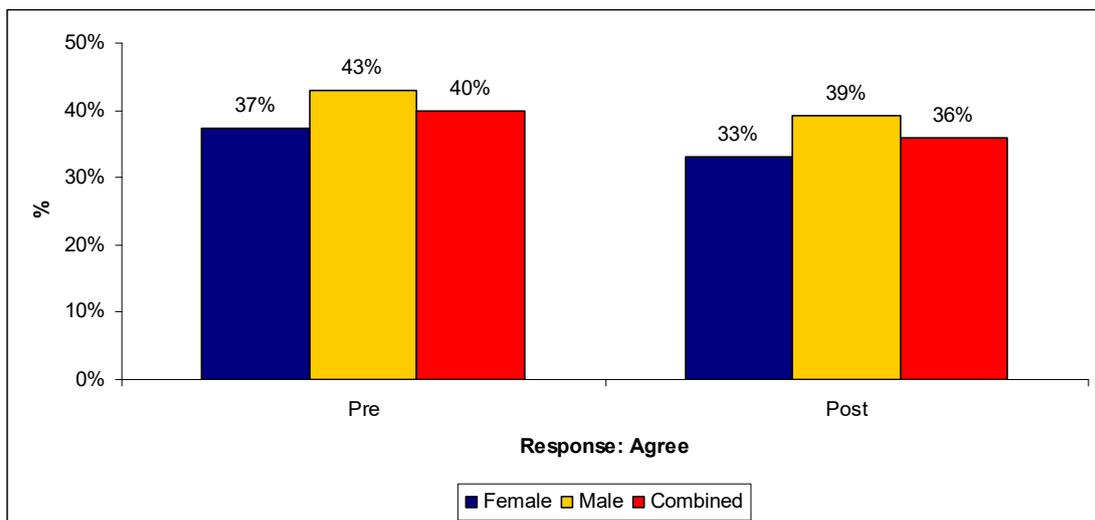
*Agree - alcohol and drugs affect a person's behaviour. Act differently to how they would usually (Female, 14 years, Post-project response).*

*Disagree - sometimes the abuser may be drunk but if they abuse the wife, they already have the mental ability to do so but the alcohol helped bring it out. So drunk or not you can only abuse someone if you want to (Female, 15 years, Post-project response).*

*Disagree - I think it's more 'cause of the couples' difficulties. Alcohol and drugs is a large cause but not the main (Male, 14 years, Pre-project response).*

3.65 Two fifths (40%) of the respondents in sweep 1 agreed with the statement that 'Violent adults came from violent families'. In sweep 2, this figure decreased slightly to 36%.

**Figure 12: Violent adults come from violent families**



3.66 Comparing the results by gender showed very little variation between the female and male responses in sweep 1, with 37% of females and 43% of males agreeing with the statement. Sweep 2 again found little variation between the female and male responses, with the number agreeing with the statement decreasing by 4% among both females and males.

*Agree - most of violent adults come from a violent and abusive family (Female, 14 years, Post-project response).*

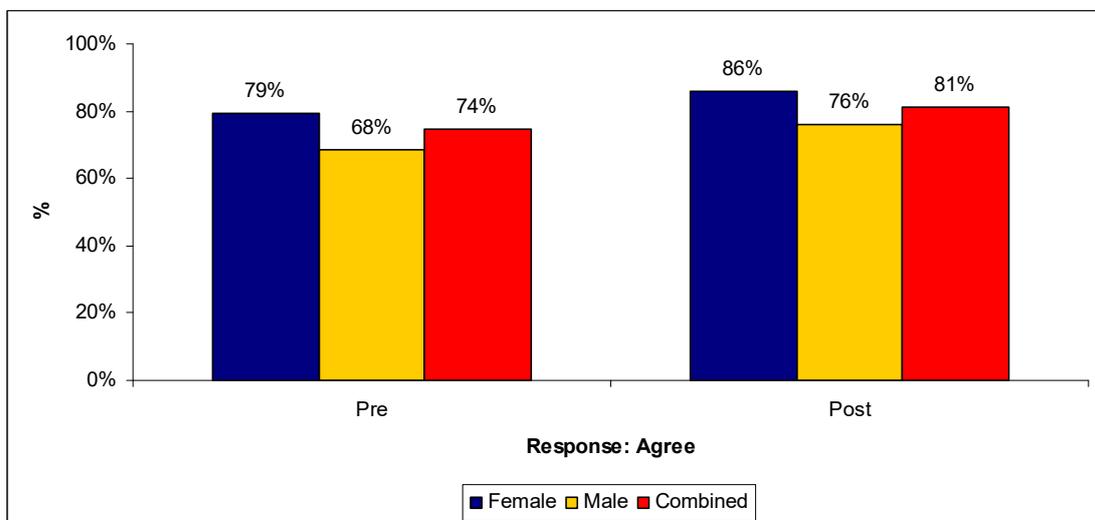
*Agree - they might have grown up in a family where they abuse you when you misbehave and they think it is right and will be passed on to later generations (Female, 15 years, Post-project response).*

*Disagree - some may come from a violent family but it doesn't mean they have to be violent. It's just an excuse. (Female, 15 years, Post-project response).*

*Disagree - not really. I've seen someone who's family don't like violence. But he raped someone else and also beat up his wife (Male, 15 years, Post-project response).*

3.67 Approximately three quarters of respondents (74%) in sweep 1 agreed with the statement that 'The main reason that people abuse their partners is because they want to have power over them', with this figure increasing in sweep 2 to 81%.

**Figure 13: The main reason that people abuse their partners is because they want to have power over them**



3.68 A gender difference was evident from the responses, with more females than males agreeing with the statement in both sweep 1 and sweep 2. Although

the proportion of males agreeing with the statement did increase in sweep 2, the difference between males and females in both sweeps was found to be statistically significant.

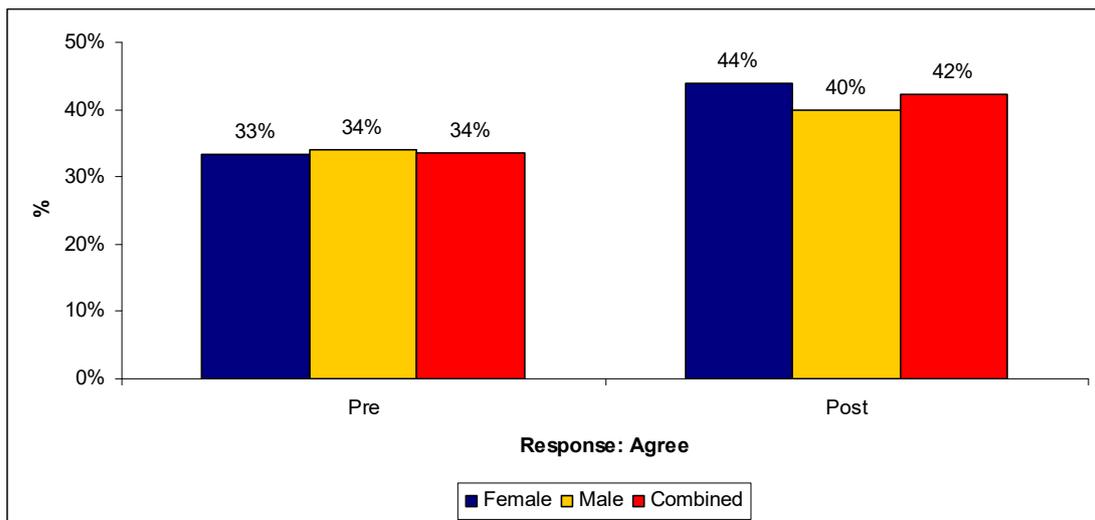
*Agree - most people abuse their partners because they think it feels good to have power over them. (Female, 15 years, Post-project response)*

*Disagree - the only reason why people abuse their partners is because they can (Female, 14 years, Post-project response).*

*Disagree - most of the people abuse them for their own good because the victims might be getting out of hand (Male, 13 years, Post-project response)*

3.69 In sweep 1 the number of respondents that agreed with the statement 'People who abuse their partners can control their violence' was 34%, and this increased in sweep 2 to 42%.

**Figure 14: People who abuse their partners can control their violence**



3.70 Analysis of the responses by gender showed that the sweep 1 responses for females and males were comparable, with 33% of females and 34% of males agreeing with the statement. In sweep 2 the number agreeing with the statement increased to 44% of females, and 40% of males, although the difference between females and males in sweep 2 was found not to be statistically significant. However, the change between sweep 1 and sweep 2 was found to be statistically significant for females, but not for males.

3.71 Despite these increases, it is worth noting that the majority of respondents (58%) still believed that perpetrators of violence could not control their behaviour.

*Agree - because most abusers don't start beating up random people only their partners (Female, 13 years, Post-project response)*

*Agree - I don't believe that anyone is incapable of controlling their anger but some people have issues with it and should get help (Female, 15 years, Pre-project response)*

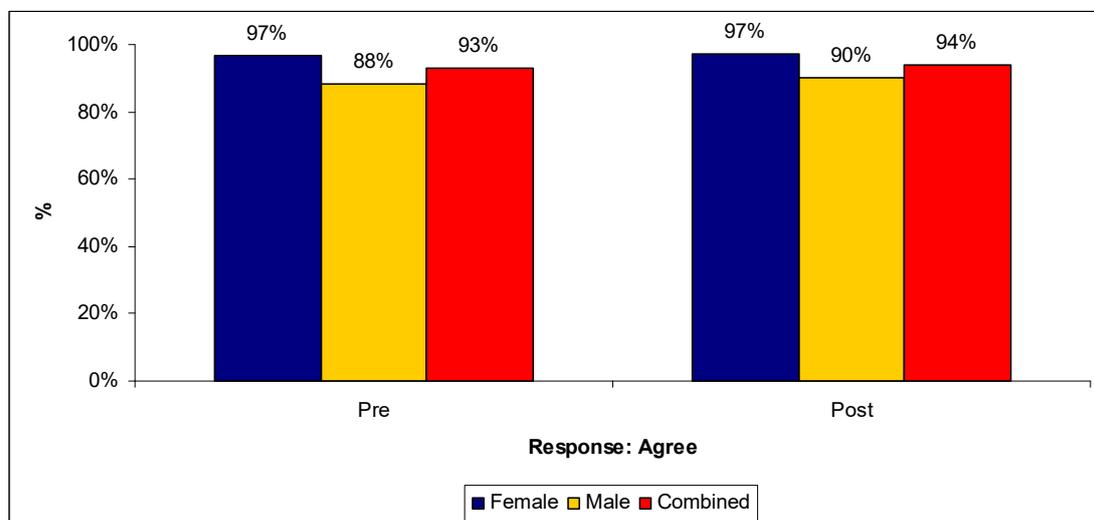
*Disagree - they may not know how to control themselves, they may not understand what they're doing (Female, 13 years, Pre-project response).*

*Disagree - I don't think this is true, as half the time they may not know what they're doing, especially under the influence of drugs and alcohol (Female 15 years, Pre-project response).*

*Disagree - if they started abusing their partners, they have already lost control over themselves (Male, 15 years, Post-project response).*

3.72 The number of respondents agreeing with the statement 'Victims find it hard to leave an abusive relationship' was very high across both sweeps, at 93% in sweep 1 and 94% in sweep 2.

**Figure 15: Victims find it hard to leave an abusive relationship**



3.73 The number of females agreeing with the statement remained static across the sweeps at 97%. More females than males agreed with the statement in both sweeps, despite a slight increase in male 'agree' responses in sweep 2. Although both genders showed high figures agreeing with the statement, the gender differences apparent in both sweeps was found to be statistically significant.

Agree - victims may find it hard to leave an abusive relationship because they may love their partner or they may be scared of what their partner might do after they leave (Female, 13 years, post-project response).

Agree - they find it hard to leave the relationship because of financial problems, lose things, children, they love their partner too much to walk away, and they're scared (Female, 13 years, Post-project response).

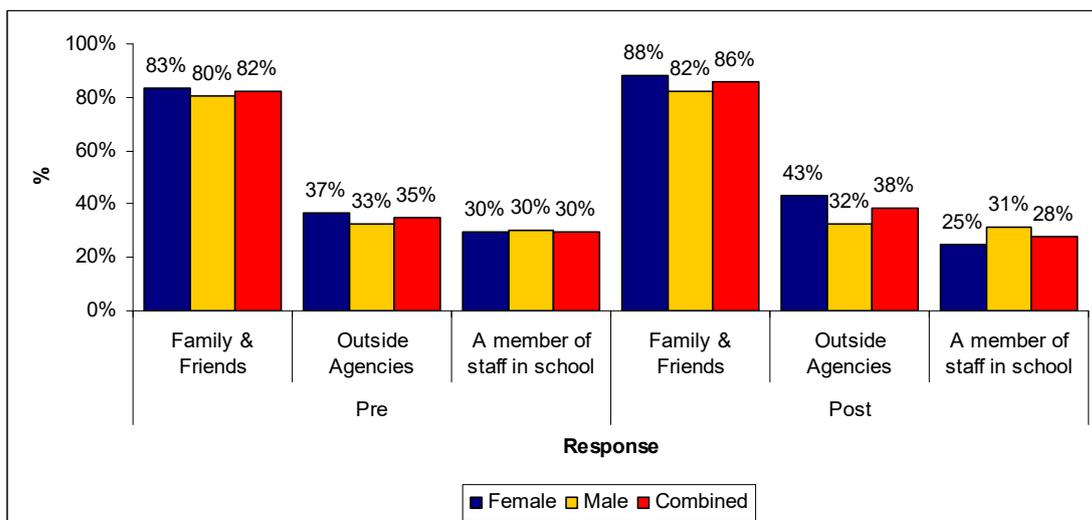
Disagree - because there are services out there to help victims suffering in a relationship (Female, 18 years, Pre-project response).

Disagree - it's their choice to leave or not (Male, 15 years, Pre-project response)

**Enable: Student use and awareness of support services**

3.74 To assess the *Enabling* strand of the TRUST project, students were asked who they would go to for advice if they or a friend were having problems with an abusive relationship. Responses to the question were fairly static across the two sweeps with 'family & friends' the most popular response (82%), followed by 'outside agencies' (35%), and then 'a member of staff in school' (30%).

**Figure 16: Who would you go to if you or a friend were having problems with an abusive relationship?**



3.75 The difference between the genders in sweep 1 were not statistically significant. However in sweep 2 there was a statistically significant difference

between genders on their willingness to use 'outside agencies', with 43% females compared to 32% of males indicating they would do so.

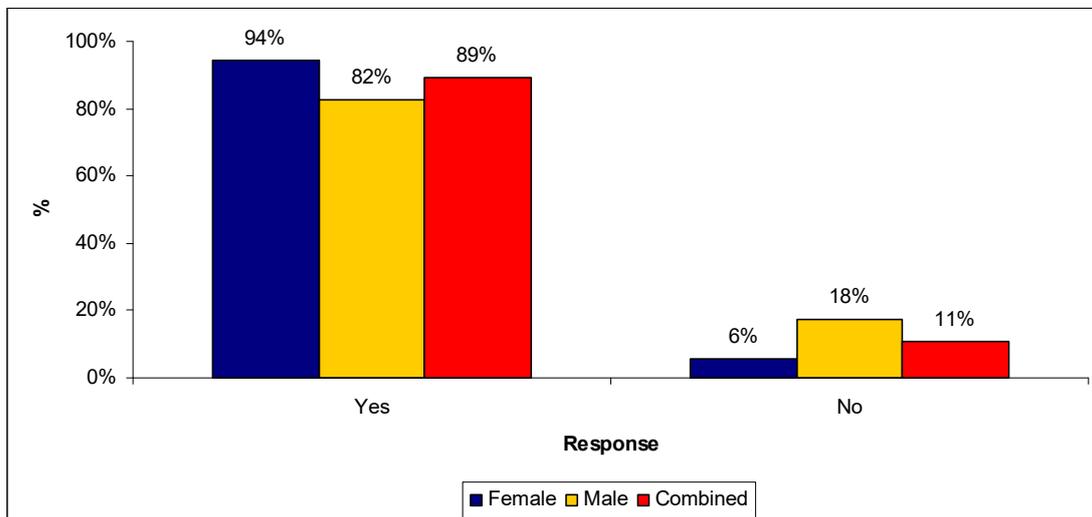
### Student satisfaction with the TRUST project

3.76 Students' engagement and enjoyment of the TRUST project were assessed by asking the students to indicate whether:

- They had enjoyed taking part in the project
- They had learned anything from the project
- There was anything they would change about the project.

3.77 A very high number of respondents (89%) stated they had enjoyed taking part.

**Figure 17: Have you enjoyed taking part in this project?**



3.78 Gender differences were again apparent with 82% of males compared to 94% of females stating that they enjoyed taking part, a statistically significant difference.

*Yes - because I had the chance to work with others through drama especially focusing on a serious issue, domestic violence (Female, 13 years)*

*Yes - I enjoyed every minute having the experience was the main thing finding out new things, stepping in different people's shoes and acting out in front of school what we produced throughout the project (Female, 13 years)*

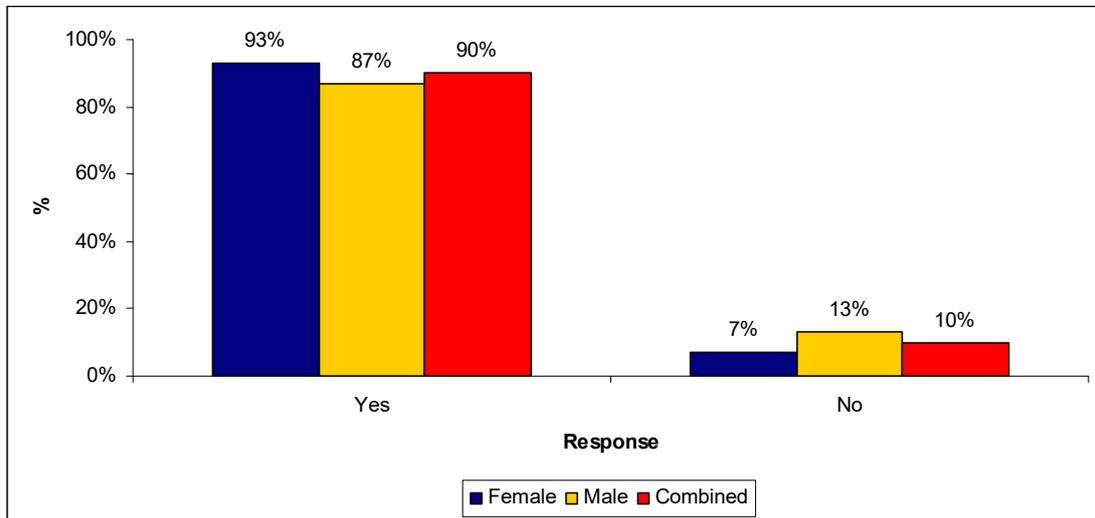
*Yes - we learnt a lot and still had fun and we got to do a lot of acting (Male 14 years).*

*No - it's not a subject I want to think about (Male, 15 years).*

No - it's been a bit boring because I've had nothing to do (Female, 14 years)

3.79 The number of respondents that felt they had learned something from the project was very high at 90%.

**Figure 18: Have you learned anything from this project?**



3.80 Again gender differences were apparent with 86% of males compared to 93% of females responding 'yes', a statistically significant difference.

No - already knew everything (Female, 14 years).

Yes - I learnt more statistics and facts about domestic violence. I also learnt where to get help if a friend was in a situation (Female, 13 years)

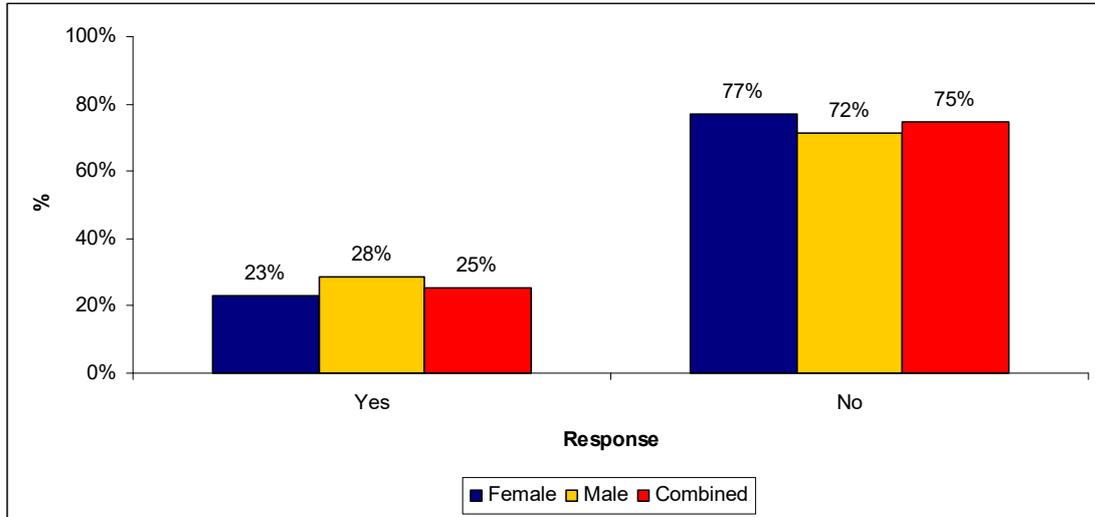
Yes - it is not always the victims fault. They are made to feel insignificant and small and you may think that the relationship is healthy even though its not (Female, 13 years).

Yes - abuse is not acceptable in any way and can be stopped. Two women die each week, 32 times abuse before someone leaves (Male, 14 years).

3.81 The satisfaction of respondents with how the programme was delivered was good, only a quarter of respondents (25%) stated they would wish to change how the project was run.

3.82 Where suggestions for changes were made, they were on the whole positive in nature rather than critical, e.g. the most common change put forward by the students was an increase in the duration of the project.

**Figure 19: Is there anything you would change about the way the project was run?**



3.83 Slightly more males than females (28% versus 23%) said they would change the way the project was run, but this was not found to be a statistically significant difference.

*It could be longer. We should have watch a reconstructed video of how a real domestic abuse relationship turned out badly to show what can happen if you don't tell anyone about the abuse (Female, 13 years)*

*I would have liked some videos or some paper with information that I could take home to read (Female, 14 years)*

*To get someone who has been through domestic violence. Help us get into her shoes (Female, 14 years)*

*Not just pure plays, other things, not everyone likes to act (Male, 15 years)*

*More things not making men look bad (Male, 15 years)*

### **Performance Case Study**

The audience was held back from entering the room. Then the workshop leader allowed the group to enter and ushered them into the middle of the room within the confines of a circle drawn on the floor.

On the outside of the circle members of the group began to show signs of distress by crying and circling into a ball. The group were intending to portray a victim of domestic abuse.

After approx 3 - 5 minutes. The group slowly got up and began to act aggressively evidenced by heightened postures and antagonistic shouting (e.g. "Are you disrespecting me", "put your head down", "stop looking at me".) Students made constant and direct eye contact with different members of the audience as much as possible. The audience appeared to feel uncomfortable evidenced by retracting away from the students, and looking around with quizzical faces.

After another 3 minutes they changed dramatically to being apologetic. Their stances changed to relaxed shoulders, arms by their sides. They said in soft voices at different times but all at once "I'm so sorry", "I didn't mean it", "please forgive me". Constantly the students were moving round the circle.

The group reverted to aggressive

Next the group formed a tunnel and became apologetic inviting the audience to walk through it towards the chairs and stage. The audience looked and acted nervously towards the students, noted by apprehension to walk through the tunnel.

Once every member of the audience was through the tunnel the group turned aggressive ordering and shouting everyone to "sit down NOW", "do it NOW".

The group took turns performing short sketches on the stage in groups of 2 and 3. Whilst this was happening those that were not performing stood around the circle. I noticed some of the sketches had been developed from those created during the workshop session I observed.

Sketches included scenes whereby:

- A man verbally abused his partner by making negative comments about her dress and figure
- A man used his height and stature and threatening language to intimidate their partner to act differently - and not go out with her friends.
- A group of girls laughed at a story about a victim of domestic abuse.

In between these scenes students came onto the stage in groups of two or three discussing domestic abuse statistics. Often the same groups repeated the statistics to drive the message home to the audience. Stats included: 3 in 4 women are victims of domestic violence in their lifetime, women in different cultures are equally likely to be victims, and on average it takes 37 beatings for a woman to leave a violent partner.

At the end of the performance the students sat on the stage and two of the group facilitated a discussion with the audience. Several parents in the audience started their discussion with praise for the students and the teachers/tender for tackling an important issue. Often unprompted students felt motivated to stand up and make comments about what they learnt.

Towards the end of the discussion one very vocal member of the audience who was a student at the school but had not been involved with TRUST stated loudly that she would never be a victim of domestic abuse and would physically attack any man who attempted to abuse her physically or verbally. The workshop leader invited this person on to the stage to question her further which she willingly obliged to do. One of the performers illustrated that a male is likely to be stronger and that hitting back may not only be wrong but could leave a victim in a worse predicament. At the end the member of the audience changed her opinion and said she would not wish to be in that predicament so would look out for the signs that the play had taught her and address any signs of an unhealthy relationship at an early stage.

## **Summary of Findings**

- 3.84 There was strong support for the project from all delivery agents, teaching staff and pupils that had participated in the project. In schools where we spoke with pupils some time after the end of the project (after 3 weeks), pupils still expressed great enthusiasm for the project and were very clear about the importance of the issues it addresses.
- 3.85 Targeting and delivering the project within schools was seen as *“absolutely the right environment to be exploring domestic abuse issues and in particular violence against women as there is a captive audience”*
- 3.86 All pupils we spoke with were able to tell us that they had learnt something about domestic abuse as well as healthy and unhealthy relationships. Most frequently pupils reported that they were surprised by how prevalent the problem is and recalled statistics demonstrating this. Post project questionnaire results show that 90% of pupils reported that they had learnt something from the project.
- 3.87 A comparison of pre and post project questionnaires illustrates the value of TRUST in educating young people about domestic abuse. Several questions within the pre and post project questionnaire are of a factual nature. On completion of the project the number of young people who answered factual questions correctly is higher than the number of young people who answered correctly at the beginning of the project. For example, the number of young people who answered the question of how prevalent the problem is correctly doubled. Pre-project most pupils thought domestic abuse was less common.
- 3.88 Although 39 schools took part, participation levels were not equal, three schools accounted for roughly a third (31%) of all responses, with over 100 questionnaires each returned. The majority of schools (25 schools) returned 11-50 questionnaires (50% of total questionnaires), and three schools returned less than 5 questionnaires over the two sweeps.
- 3.89 The survey responses consistently showed a positive change in the respondents attitudes to domestic abuse. (i.e. a better understanding, and greater sensitivity to the issue).
- 3.90 However, the survey responses also highlighted differences in attitudes to violent relationships between the male and female respondents. Males were more likely to underestimate the scale of the problem, be more accepting of violent relationships, and have beliefs that were more resistant to change.

- 3.91 For example, males were found to consider domestic abuse less of a problem than females (Question 5), underestimate the scale of the problem (Question 9), and more likely to believe that the victim could be to blame for starting the violence (Question 10).
- 3.92 However, despite males generally demonstrating a smaller change in attitudes between the pre and post questionnaire sweeps, we would emphasise that their changes in attitudes were invariably positive.
- 3.93 But, as our analysis has shown, although male satisfaction responses were very high, they were lower than females. Consideration therefore needs to be given as to how the project can engage more effectively with males, while not diluting the project's message.

*I think it should be spread more widely in other schools (Female, 15 years).*

*It was good fun, very intense but good fun. I only wish we had more time (Female, 14 years).*

*The project was an amazing experience! I'd definitely do it again! (Female, 16 years).*

## 4. Strengths, weaknesses, opportunities and threats

4.1 Based upon our review of the available data, a SWOT analysis of the TRUST project was conducted, and is summarised in Table 2 below.

**Table 2: SWOT Analysis**

<u>Strengths</u>	<u>Weaknesses</u>
<ul style="list-style-type: none"> <li>• Skilled staff</li> <li>• Good working arrangements with University of London Goldsmiths to recruit workshop leaders</li> <li>• Innovative approach – drama</li> <li>• Strong mechanisms for recruiting and gaining access to schools</li> <li>• Successful track-record with evidence of clear outputs</li> <li>• Project is adaptable and responsive</li> <li>• School based – <i>“absolutely the right environment to be exploring domestic abuse issues and in particular violence against women as there is a captive audience”</i></li> <li>• Committed and enthusiastic staff</li> </ul>	<ul style="list-style-type: none"> <li>• Funding cycle places administrative burden on Tender</li> <li>• Sessional funding of workshop leaders – increases likelihood of staff turnover</li> <li>• Staff turnover – need to continually recruit and train workshop leaders</li> <li>• Engagement by schools not always complete (low priority given to drama and PSHE)</li> <li>• May be perceived as one-sided with little emphasis on violence against men, risks alienating male participants</li> <li>• Lack of accreditation</li> <li>• Better promotion to wider audience required</li> </ul>
<u>Opportunities</u>	<u>Threats</u>
<ul style="list-style-type: none"> <li>• Fits well with ECM agenda currently driving DCSF</li> <li>• Fits well with Government commitments to ratified UN conventions (e.g. CEDAW, UNCRC, DEVAW), and European Convention on Human Rights – statutory obligations (ECHR)</li> <li>• Potential to work with accrediting bodies to design and provide accredited training courses</li> <li>• Use of drama events such as workshops to showcase work of participating students and promote the project to a wider audience</li> <li>• Link up with existing domestic violence networks (e.g. Greater London Domestic Violence Project) to raise profile of project and identify new opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Poor compliance by Government against existing commitments (e.g. CEDAW, UNCRC, DEVAW, ECHR)</li> <li>• Credit crunch – lack of available funding</li> <li>• Evidence of other projects merging issues of violent extremism with forced marriage/domestic violence - concern that violent extremism will soak up the small amount of funding available for domestic abuse/voluntary projects</li> </ul>



## **5. Conclusions & Recommendations**

---

### **Conclusions**

- 5.1 The TRUST project has been designed to tackle an issue that will continue to cost our society dearly if left unchecked. The 'hidden' nature of domestic violence, and until relatively recently, the quiet complicity of law enforcement within the UK, has meant that general awareness of the severity, and scale of the issue is still not fully recognised.
- 5.2 The young people that the TRUST project works with are at a stage in their lives where they are trying to define who they are as an individual, and what values, behaviours and morals that will entail. The young people of this generation are the first to grow up in a world where they have continual access to, and in turn, are influenced by a 24/7 media stream. The use of overt sexualisation in advertising, and popular music targeted at young people increasingly treats females as commodities valued according to their attractiveness, and encourages young males to measure themselves by what they can own. Young people today therefore can be considered as being more at risk of developing negative attitudes to females, than previous generations.
- 5.3 The need for interventions such as the TRUST project is clear therefore, as illustrated by the statistics on domestic violence. As with any preventative programme early intervention is key, and the decision to target the TRUST project at young people who are in, or about to start their first sexual relationships is eminently sensible and desirable.
- 5.4 Based upon the data available, the conclusions of our evaluation are presented below against the aims of the project and in general:

### **Educate**

- There is evidence that young people have increased their factual knowledge relating to domestic abuse.
- Use of student drama performances have helped raise awareness of domestic violence among peers and families.
- The TRUST project is highly valued by teaching staff, pupils, delivery agents and wider stakeholders.
- The TRUST project fits well with the current education curriculum (PSHE and SRE), and wider Government policy agendas (ECM, Gender Equality).

### **Expose**

- There is evidence that young people have been positively challenged by the project and are displaying more positive attitudes towards domestic abuse issues e.g. the survey responses consistently showed a positive change in the respondents attitudes to domestic abuse.
- The project is received best by young people who have an appreciation of what it is like to be in a relationship.

### **Enable**

- Discussions with participating students highlighted an increased awareness of coping strategies, including identification of warning signs.
- The students awareness of available support services was improved, although family and friends were still the preferred option
- Students reported that they had a better understanding of how they could best support friends and family believed to be suffering domestic violence.

### **Overall**

- The delivery mechanism is innovative and appears to work well (i.e. the use of drama, school environment, 10 sessions across 10 weeks).
- The use of male and female workshop leaders helps reduce the risk of alienating male participants, and provides a valuable male perspective of the issues.
- The project has developed effective and efficient processes to recruit workshop leaders, and negotiate access to schools.

## **Recommendations**

5.5 Recommendations based upon the findings of the evaluation are summarised below:

- Tender should consider supporting schools in networking via the arrangement of cross-school performances, or performance workshops to assist in promoting the project more widely.
- Tender should investigate opportunities to further develop or improve links with existing domestic violence networks to raise the profile of the project and identify new opportunities (e.g. existing statutory requirements for prevention work).
- Tender should consider working with accrediting bodies to design and provide accredited training courses based upon the project design and materials. New opportunities could arise following the Government's

recent support for making PSHE a compulsory subject in the national curriculum, and for the inclusion of the issue of sexual bullying within anti-bullying guidance for schools.

- Tender should explore opportunities around recent announcements by the Government regarding its support for making PSHE a compulsory subject in the national curriculum, and for the inclusion of the issue of sexual bullying within anti-bullying guidance for schools.
- Review existing workshop recruitment and retention policies to limit exposure to last minute staff shortages.
- Conduct focused follow-up work with male participants to ensure any risks of alienating male participants are minimised, and to better address how to change male attitudes (current data shows significant differences in male and female response).
- Pre-project briefings with teachers should be prioritised to ensure that teachers are fully engaged with the project as active participants, and do not use the workshop sessions as an opportunity to do other tasks. All participants, teachers, workshop leaders and pupils, need to be clear as to what is expected of them, and what the possible sanctions are for non-compliance.
- Students are currently able to choose who they wish to perform to. Students should be strongly encouraged to perform to parents wherever possible to ensure the project's message is more widely disseminated.



## References

---

- Avery-Leaf, S., Cano, A., Cascardi, M., and O'Leary, K.D. (1995). *Assessing Attitude and Behavioral Change after Dating Violence Intervention Programs*. Paper presented at the 4th International Family Violence Research Conference, Durham, New Hampshire, July 21-24. Department of Psychology, State University of New York at Stony Brook.
- Barter, C., McCarry, M., Berridge, D., and Evans, K. (2009). *Partner exploitation and violence in teenage intimate relationships*. NSPCC:  
[\[http://www.nspcc.org.uk/Inform/research/Findings/partner\\_exploitation\\_and\\_violence\\_summary\\_wdf68093.pdf\]](http://www.nspcc.org.uk/Inform/research/Findings/partner_exploitation_and_violence_summary_wdf68093.pdf)
- Burton, S, Kitzinger, J, Kelly, L and Regan, L (1998). Young People's Attitudes Towards Violence, Sex and Relationships: A survey and focus group study. Zero Tolerance Charitable TRUST, Glasgow and Manchester City Councils and Fife Council: Scotland.
- Byrne, D., and Taylor, B. (2007). Children at Risk from Domestic Violence and Their Educational Attainment. *Child Care in Practice, Vol. 13 (3) p185-201, July 2007*.
- Coy, M., Lovett, J., and Kelly, L.. (2008). *Realising Rights, Fulfilling Obligations: A Template for an Integrated Strategy on Violence Against Women for the UK*. (London: End Violence Against Women)
- Coy, M., Kelly, L., and Foord, J.. (2009). *Map of Gaps 2: The postcode lottery of Violence Against Women support services in Britain*. (London: End Violence Against Women)
- Crowell, N. Burges, A, W. (1996) Understanding Violence Against Women. National Research Council/National Academy of Sciences: Commission on Behavioural and Social Sciences, Washington, DC, US
- Dobash, R. and Dobash, R. (1980) *Violence against wives* (London: Viking)
- Dodd, Tricia et al., (2004) *Crime in England and Wales 2003-2004* (London: Home Office)
- Dryfoos, J.G. (1991). *Adolescents at Risk*. New York: Oxford University Press.
- End Violence Against Women. (2005). *Making the Grade? 2005: The third annual independent analysis of UK Government initiatives on violence against women*. (London: End Violence Against Women).

End Violence Against Women. (2006). *Making the Grade? 2006: The third annual independent analysis of UK Government initiatives on violence against women.* (London: End Violence Against Women).

End Violence Against Women, and Equality and Human Rights Commission. (2007). *Map of Gaps: The postcode lottery of Violence Against Women support services in Britain.* (London: End Violence Against Women)

End Violence Against Women. (2008). *Making the Grade? 2007: The third annual independent analysis of UK Government initiatives on violence against women.* (London: End Violence Against Women).

H.M. Treasury (2003). *Every Child Matters.* (Norwich: HMSO)

Home Office. (2003). *Safety And Justice: The Government's Proposals on Domestic Violence.*

Home Office. (2003). *Summary of Responses to Safety and Justice: the Government's Proposals on Domestic Violence.*

Home Office Violent Crime Unit (December 2004) *Developing Domestic Violence Strategies – A guide for Partnerships* (London: Home Office)

Home Office. (2005). *Domestic Violence: A National Report.*

Jaffe, P.G., Sudermann, M., Reitzel, D., and Killip, S.M. (1992). An evaluation of a secondary school primary prevention program on violence in intimate relationships. *Violence and Victims* 7(2):129-146.

Jones, L.E. (1991). The Minnesota School Curriculum Project: A statewide domestic violence prevention project in secondary schools. Pp. 258-266 in B. Levy, (Ed.), *Dating Violence: Young Women in Danger.* Seattle, Wash.: Seal Press.

Kantor, G.K., and Jasinski, J.L. (1995). *Prevention of Teen Dating Violence: Evaluation of a Multidimensional Model.* Paper presented at the 4th International Family Violence Research Conference, Durham, New Hampshire, July 21-24. Family Research Laboratory, University of New Hampshire.

Kershaw, C., Nicholas, S. and Walker, A. (2008) *Crime in England and Wales 2007/08: Findings from the British Crime Survey and police recorded crime.* Home Office Statistical Bulletin, July 2008 07/08.

[\[http://www.homeoffice.gov.uk/rds/pdfs08/hosb0708.pdf\]](http://www.homeoffice.gov.uk/rds/pdfs08/hosb0708.pdf)

Myhill, A and Allen, J (2002). Rape and sexual assault of women: the extent and nature of the problem. Home Office Research Study 237: London.

National Research Council. (1993) *Understanding Child Abuse and Neglect*. Panel on Research on Child Abuse and Neglect, Commission on Behavioral and Social Sciences and Education, National Research Council. Washington, D.C.: National Academy Press.

Povey D. (ed) (2004) *Crime in England and Wales 2002/3: Supplementary Volume 1 - Homicide and gun crime* (London; Home Office).

Povey, D. (ed.) (2005) Crime in England and Wales 2003/2004: Supplementary Volume 1: Homicide and Gun Crime. Home Office Statistical Bulletin No. 02/05. London: Home Office

Select Committee on Home Affairs (2008) *Domestic Violence, Forced Marriage and "Honour"-Based Violence*, HC 263-I & II. Third Report  
<http://www.publications.parliament.uk/pa/cm200708/cmselect/cmhaff/1165/116503.htm>

Sherman, L. W., Gottfredson, D., MacKenzie, D., Eck, J., Reuter, P., and Bushway, S.. (1997). *Preventing Crime: What Works, What Doesn't, What's Promising - A Report To The United States Congress Prepared for the National Institute of Justice*.  
<http://www.ncjrs.gov/works/>

Social Research Association (SRA) (2003) Ethical Guidelines.  
<http://www.the-sra.org.uk/documents/pdfs/ethics03.pdf>

Stanko, E. (2000) The Day to Count: A snapshot of the Impact of Domestic Violence in the UK. Criminal Justice 1:2.

Stanko, E. et al. (1998) *Counting the cost: Estimating the impact of domestic violence in the London Borough of Hackney* (London: Crime Concern)

Stark, E. and Flitcraft, A. (1996) *Women at risk* (London: Sage)

Walby, Sylvia (2004) *The cost of domestic violence* (London: Women and Equality Unit)

Walby, Sylvia and Allen, Jonathan (2004) *Domestic violence, sexual assault and stalking: Findings from the British Crime Survey* (London: Home Office Research, Development and Statistics Directorate)

Webster, D.W. (1993). The unconvincing case for school-based conflict resolution programs for adolescents. *Health Affairs* 12 (4):126-141.

Williamson, E. (2000) *Domestic violence and health: The response of the medical profession*. (Bristol: The Policy Press).

Womens Aid (2009)

[http://www.womensaid.org.uk/domestic\\_violence\\_topic.asp?section=0001000100220041&sectionTitle=Domestic+violence+%28general%29](http://www.womensaid.org.uk/domestic_violence_topic.asp?section=0001000100220041&sectionTitle=Domestic+violence+%28general%29)

UNICEF (2009) <http://www.childinfo.org/attitudes.html>

Accessed 03/1/2009

# **Annex I**

## **Data Collection Instruments**

**Topic Guide: Key Informants/Teachers**

**Topic Guide: Focus Groups with Participants**

**Workshop Observation Schedule**

**Pre/Post Project Questionnaire for Participants**



## Topic Guide: Key Informants/Teachers

### Interviewee Briefing:

Tender (formerly known as 'Until the Violence Stops'), an educational arts organisation working towards the prevention of violence against women and young people through cultural campaigns and projects, has commissioned CRG to deliver a two-year evaluation of their innovative TRUST education project.

Please note, this evaluation will not consider the delivery of TRUST Education Project outside of the school environment.

The aim of the project is to: educate young people about the violence and abuse perpetrated against women and young people; challenge and change young people's attitudes that condone and conceal violence against women and young people; and enable young people to feel supported and to use support services if they, or someone they know, experience abuse.

Over twenty seven months our work programme will involve primarily qualitative techniques including; a series interviews with national, regional, local stakeholders and teaching staff; a sample of case studies; a number of focus groups with pupils; detailed observational exercises and a thorough examination of documentary evidence.

**All interviews will be confidential and reported anonymously.**

**We recognise that every interview will be different, and that discussions will vary depending on the role, responsibilities and experiences of the interviewee.**

### Details:

Interviewee:

Job Title:

Organisation:

Contact Details:

Length of time in post:

Date/Time:

Method:

(i.e. Face-to-face/Telephone/Video)

Interviewer(s):

## INTERVIEWEE ROLE

- 1. Please outline your current role and responsibilities, and in particular your involvement with Tender/TRUST Education Project, and other similar/related activities?**

Prompts:

- Are you responsible for delivering PSHE education/citizenship/drama education?
- If not, how did you come to be involved in the project?
- Would you do so again?

## IMPLEMENTATION

- 2. Is the delivery mechanism/style appropriate?**

Prompts:

- Is school the right forum for such a discussion?
- Is the message of the project effectively communicated i.e. is it clear?
- Should the project be run as a single sex project (i.e. female and male only sessions)? Prompt for reasons behind response.
- Are there any problems associated with the delivery of the project?
- Has the delivery of the project changed over time?

- 3. Is the content appropriate?**

Prompts:

- Does the project address the target issues?
- Does the project address the target issues appropriately?

- 4. How well is the project implemented**

Prompts:

- Did the staff delivering the project have the necessary skills and experience to deliver the project effectively?
- Are the support mechanisms available effective? (for instance: signposting, poster/card game, the role of Tender) Any suggestions for additional support requirements?
- Does the project provide adequate mechanisms to support young people who disclose domestic violence as a result of their participation?
- Does the project provide adequate mechanisms to support teachers/staff that may have domestic violence disclosed to them by their pupils?

**5. How well is the project administered/managed?**

Prompts:

- Is the project accessible?
- Is the pre-teacher briefing beneficial?
- Is the selection process for schools clear and transparent?
- Is the selection process for pupils transparent – to both the pupils and more widely? Should the process be transparent?
- Is the project monitored effectively?

**BENEFITS****6. Do you believe there is a need for projects such as this?**

Prompts:

- Is the need for projects such as this widespread?
- What other issues could be appropriately introduced/tackled using this format?
- What expectations did you have for the project?

**7. What do you see as the main value/benefits of the project (and/or similar projects)?**

i.e. projects which aim to educate, challenge and support young people in their exploration of healthy and unhealthy relationships / other difficult issues

Prompts:

- Has the project met your expectations? If so../not..
- Does the project achieve the goals it sets out for itself?
- What are the outcomes for/impacts on participating pupils? teaching staff? the school as a whole?
- Are you aware of any unintended/unexpected effects of the project?

**THE FUTURE****8. Are you aware of other policy and/or curriculum plans or developments in the field of personal, emotional citizenship and relationship education?**

Prompts:

- Would you support the mainstreaming of this project?

**9. How would you like to see the project/similar projects develop in the future?**

Prompts:

- What worked well/not so well?
- Any potential for the project to integrate and join up (where appropriate) with other educational programmes and initiatives?
- How can the project be improved?

**10. Could other delivery methods/structures achieve the same/similar benefits/outcomes?**

Prompts:

- Would students benefit equally or more from, for instance:
  - E-learning/website resources
  - Conference/seminar attendance
  - Different structure e.g. one-day event, full two week period

**11. Are you aware of any other stakeholders who would be able to provide a valuable contribution to this study?**

## **FURTHER INFORMATION**

**Thank respondent for their contribution.** The final report will be presented to Tender by the end of July 2009. For further information about this research please contact either:

- Andrew Rix or Faye Joshua, CRG Research Ltd, 25 Cathedral Road, CARDIFF CF11 9TZ  
T: 029 2034 3218 Andrew@crgresearch.co.uk / Faye@crgresearch.co.uk
- Tender, Interchange Studios, 213 Haverstock Hill, LONDON NW3 4QP

## Topic Guide: Focus Group with Participants

### Interviewee Briefing:

Tender (formerly known as 'Until the Violence Stops'), an educational arts organisation working towards the prevention of violence against women and young people through cultural campaigns and projects, has commissioned CRG to deliver a two-year evaluation of their innovative TRUST education project.

Please note, this evaluation will not consider the delivery of TRUST Education Project outside of the school environment.

The aim of the project is to: educate young people about the violence and abuse perpetrated against women and young people; challenge and change young people's attitudes that condone and conceal violence against women and young people; and enable young people to feel supported and to use support services if they, or someone they know, experience abuse.

Over twenty seven months our work programme will involve primarily qualitative techniques including; a series interviews with national, regional, local stakeholders and teaching staff; a sample of case studies; a number of focus groups with pupils; detailed observational exercises and a thorough examination of documentary evidence.

**We recognise that every focus group will be different, and that discussions will vary depending on the role, responsibilities and experiences of the participants.**

**Each focus group will be confidential and reported anonymously.**

### Details:

School:

Contact Name/Details:

Date/Time:

Facilitators(s):

### FURTHER INFORMATION

- The final report will be presented to Tender by the end of July 2009.
- For further information about this research please contact either: Andrew Rix or Faye Joshua, CRG Research Ltd, 25 Cathedral Road, CARDIFF CF11 9TZ. T: 029 2034 3218  
Andrew@crgresearch.co.uk / Faye@crgresearch.co.uk
- Tender, Interchange Studios, 213 Haverstock Hill, LONDON NW3 4QP T:020 7692 5801

**1. Tell me about the performance that you took part in**

**2. What did you learn from the project?**

Prompt:

- Who do you think the project is aimed at?
- What prompted you to take part in the project?
- What expectations did you have for the project originally? / Did it meet expectations etc.
- In what ways, if any, did the project challenge you/your fellow participants?

**3. What do you see as the main value/benefits of the project?**

Prompts:

- What changes have you noticed?
- What did you personally / your fellow participants get out of participating in the project?
- Do you think the project had a wider impact on the school as a whole? If so../not..
- Would you recommend the project to other young people, if so, why? If not...?

**4. Do you believe there is a need for projects such as this?**

Prompts:

- i.e. projects which aim to educate, challenge and support young people in their exploration of difficult issues?
- What other issues could be appropriately tackled using this format?

**5. How would you like to see the project/similar projects develop in the future?**

Prompts:

- What worked well/not so well?
- In what ways could the project be improved?

**6. What is the best way to get the message across to you?**

Prompts:

- Was theatre a good vehicle to deliver the project's message?
- Would students benefit equally or more from, for instance:
  - E-learning/website resources?
  - Conference/seminar attendance?
  - Alternative delivery structures e.g. one-day event, full two week period/other?
- Is school the best place for this topic to be discussed? If yes why, if no why?

**Thank respondent for their contribution.**

## Workshop Observation Schedule

### **Interviewee Briefing:**

Tender (formerly known as 'Until the Violence Stops'), an educational arts organisation working towards the prevention of violence against women and young people through cultural campaigns and projects, has commissioned CRG to deliver a two-year evaluation of their innovative TRUST education project.

Please note, this evaluation will not consider the delivery of TRUST Education Project outside of the school environment.

The aim of the project is to: educate young people about the violence and abuse perpetrated against women and young people; challenge and change young people's attitudes that condone and conceal violence against women and young people; and enable young people to feel supported and to use support services if they, or someone they know, experience abuse.

Over twenty seven months our work programme will involve primarily qualitative techniques including; a series interviews with national, regional, local stakeholders and teaching staff; a sample of case studies; a number of focus groups with pupils; detailed observational exercises and a thorough examination of documentary evidence.

The final report will be presented to Tender by the end of July 2009.

### **Instructions**

It will be necessary to collect some background information from the teacher/delivery agent prior to the exercise. Ideally this will be completed prior to the data collection exercise.

Each observation will last the duration of the workshop/performance.

During the observational exercise it is critical that the observer has minimal interaction with the young people and observe at a distance from the group.

The observer should endeavour to ensure that at no time they are seen observing the group/assessing the delivery agent.

If approached by the young people during the observation answer their questions or point them in the direction of a suitable adult such as the workshop tutor or their teacher.

**We recognise that each workshop session will be different (and tailored to the individual group). The purpose of this topic guide is to act as a flexible tool to focus observational notes.**

**BACKGROUND INFORMATION / CONTEXT**

**NOTE TO OBSERVER:** Completed before visit/observation if possible.

Activity Observed:	i.e. Workshop session number, performance
School:	
Borough:	
Date/Times:	
Year Group/Age :	
Number of Staff present (inc. tutor)	
Number in Group (expected and actual):	
Group characteristics:  <i>(e.g. form group/class subject numbers of males and females, special educational needs, etc)</i>	
Contact Details/ email:	Check whether it would be possible to contact them following the interview if needed to clarify any points.
Researcher Name(s):	

## PROJECT/SESSION DELIVERY

### ***Description of session and delivery***

Description of the way in which, for example:

- Tutor introduces the project/session
- Offers reasons to students for learning benefits
- Project is integrated into subject lesson/curriculum or treated as “stand-alone” activity
- Clarity of instructions given
- Layout of the room

### ***Technical considerations***

- Does the session accommodate different learning styles (e.g. kinesthetic)
- Which resources does the workshop leader use (e.g. computer software)?
- What resources are available to students during the session (e.g. written materials and/or stage props?)
- What use is being made of the resources?

## THE STUDENT EXPERIENCE

### ***Student activity***

- What does the group do on arrival to the session? (are they engaged with the project on entering the room or carrying on discussions relating to something else? are they discussing the project? do they practice activities/sketches they have been taught?)
- How are they organized as a group? Do they work individually, in pairs, groups? (does this change during the session?)
- How is the supervision organized and managed? (are they closely monitored/observed and/or led in discussions by a member of staff, or given a degree of freedom to explore a topic/activity?)
- Level of student participation/interaction: Are all students involved? Are students simply observing others participating?
- How easily do students seem to be finding activities? Any problems evident?

### ***Interactions***

- How do students interact with:
  - Each other
  - The workshop tutor(s)
  - Other members of teaching staff
- What questions do they ask (about subject content, uncertainties about what they should be doing, problems with other members of the group?) and to whom do they address these questions? (each other, workshop tutor, teacher/teaching assistant?)
- What are the roles of the individuals within the group? (does one individual make the decisions, another question, another listen etc? does this change from activity to activity or does it remain the same throughout the session?)

### **Motivation**

- Any evidence about how students appear to be feeling about the project/session (Confident?, fun/enjoyment?, anxious?, frustrated?, bored?)
- What information appears to most grab their attention?
- What activities appear to engage students most?
- Do students appear to be clear about what they are supposed to do?
- Do they stay on an activity until they have completed the exercise? (do students remain focussed until stopped by the workshop tutor/teacher, are they looking to see what other individuals/groups are doing?)
- What comments do they make regarding:
  - information presented/course content
  - specific issues relating to domestic abuse
  - course delivery mechanism/style
  - activities they are asked to do
  - reactions of other members of the group to information presented/activities their experience as a whole)

### **FURTHER INFORMATION**

For further information about this research please contact either:

- Andrew Rix or Faye Joshua, CRG Research Ltd, 25 Cathedral Road, CARDIFF CF11 9TZ. T: 029 2034 3218 Andrew@crgresearch.co.uk / Faye@crgresearch.co.uk
- Tender, Interchange Studios, 213 Haverstock Hill, LONDON NW3 4QP T:020 7692 5801

**Section 6 - Additional Comments**

Any further comments?

---

---

---

---

---

---

---

---

---

---

**Thank you very much for completing this questionnaire**

**For Further Information please contact:**

Tender, Interchange Studios, 213 Haverstock Hill,  
London NW3 4QP

E: [home@tender.org.uk](mailto:home@tender.org.uk) T: 0207 431 7227



*This is a short questionnaire asking what you think about violence in relationships. It will only take about 10 minutes to complete.*

*All questionnaires are completely confidential - so you can be honest. We want to know what you REALLY think.*

**Section 1 - About YOU**

- 1. **How old are you? .....**
- 2. **Gender:**
  - Male
  - Female
- 3. **Ethnicity:**
  - White:*
    - British
    - Irish
    - Any other white background
  - Mixed:*
    - White and Black Caribbean
    - White and Black African
    - White and Asian
    - Any other Mixed backgrounds
  - Asian or Asian British:*
    - Indian
    - Pakistan
    - Bangladeshi
    - Any other Asian background
  - Black or British:*
    - Caribbean
    - African

Any other Black background

*Other:*

Chinese

Any other ethnic background

*Ethnicity not stated:*

Decline to give

4. Do you have a disability: Yes   
No

If 'Yes' please provide details:

---

---

## Section 2 - What you know

Please tick whether you agree or disagree with the statements below. If you want to add anything please use the space below each statement.

5. Abuse in relationships is a small problem affecting a minority of people

Agree   
Disagree

---

---

---

6. In your opinion, who are most likely to become victims of violent relationships? (tick one)

Men   
Women   
Men and women equally

---

---

## Section 5 - About this project

18. Have you enjoyed taking part in this project?

Yes   
No

Why?

---

---

---

19. Have you learned anything from this project?

Yes   
No

What have you learned?

---

---

---

20. Is there anything you would change about the way the project was run?

Yes   
No

What would you change?

---

---

---

---

16. Why do you think some relationships are abusive?

---

---

---

---

A member of staff in school

Yes   
No

*If 'YES' could you say who?*

---

---

#### Section 4 - Seeking Support

17. Who would you go to if you or a friend were having problems with an abusive relationship

Family and Friends

Yes   
No

*If 'YES' could you say who?*

---

---

Outside agencies

Yes   
No

*If 'YES' could you say who?*

---

---

7. **A women is more likely to be raped by a stranger than someone she knows**

Agree   
Disagree

---

---

---

---

---

---

8. **How many women are killed each week by their partners or ex-partners?**

---

---

---

---

9. **How many women experience abuse in relationships (tick one)**

1 in 100   
1 in 20   
1 in 4

---

---

**Section 3 - What do you think**

10. Is the victim ever to blame for starting the violence in a relationship?

- Yes
- No

---

---

---

---

---

---

---

11. Alcohol and drugs are one of the main causes of domestic violence

- Agree
- Disagree

---

---

---

---

12. Violent men come from violent families

- Agree
- Disagree

---

**13. The main reason that men abuse their partners is because they want to have power over them**

Agree   
Disagree

---

---

---

---

---

---

**14. Men who abuse their partners can control their violence**

Agree   
Disagree

---

---

---

---

**15. The victim should simply leave abusive relationships**

Agree   
Disagree

---

---



**For further information please contact:**

Tender,  
Interchange Studios,  
213 Haverstock Hill,  
London NW3 4QP  
E: [home@tender.org.uk](mailto:home@tender.org.uk)  
T: 0207 431 7227

## Teacher and Youth Leader Questionnaire

*All questionnaires are completely confidential - so you can be honest.  
We want to know what you REALLY think.*

### Section 1 - About YOU

1. Name:

---

2. Position:

---

3. School, PRU or youth centre:

---



4. **Date:**

---



---

---

---

---

9. **If you answered 'Yes' to question 8.**

**Were these changes:**

- Positive
- Negative
- Both (positive and negative)

---

---

**Please provide a brief description of these changes (if any)**

---

---

---

---

---

10. **Are you aware of any disclosures being made by any students during the period of the project?**

- Yes
- No

11. **If you answered 'Yes' to question 10, please could you tell us how many disclosures you are aware of, and if known, how they were dealt with**

---

---

---

---

**12. Were the right young people chosen for the project?**

- Yes
- No

---

---

---

---

---

---

---

**13. If you answered 'No' to question 12, please briefly describe how you would have preferred young people to be selected?**

---

---

---

---

---

---

---

14. Would you change anything about the project, or add anything?

- Yes
- No

15. If you answered 'Yes' to question 14, please briefly describe what you would like to change or add in the space provided?

---

---

---

---

---

---

---

---

7. If you answered 'very bad', 'bad', or 'ok/sufficient' to question 6, or if you have any other comment about the working relationship and how it could be improved, please briefly summarise in the space below

---

---

---

---

---

---

---

---

8. Did you notice changes in any young people who participated in the project?

- Yes - in most  *(please go to Q9)*
- Yes in a few  *(please go to Q9)*
- No - none  *(please go to Q10)*

---

---

---

---

---

---

---

---

