



Evaluation 2020

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1.0 Introduction

1.1 CARA Essex

CARA (Centre for Action on Rape and Abuse) was formed in 1989 as the Colchester Rape Crisis Line and for many years was delivered solely by a team of volunteers.

In 2008, the charity changed its name to CARA (Centre for Action on Rape and Abuse) to better reflect the extended scope of its work beyond rape victims and its wider geographical remit in covering the county of Essex.

Key achievements of the charity include being awarded the Queen's Golden Jubilee Award in 2004 and the Guardian Charity Award in 2007.

CARA's Mission:

CARA (Centre for Action on Rape and Abuse) works with victims and survivors of sexual violence and child sexual abuse, providing independent, specialist support and promoting and representing their rights and needs.

CARA's Vision:

CARA's vision is of a world without sexual violence and child sexual abuse. As a step towards this vision, we do all we can to create a culture where victims and survivors are believed, supported and treated with fairness and respect.

CARA's Aims:

- To provide high quality, specialist support to victims and survivors of sexual violence and child sexual abuse.
- To increase awareness and understanding of sexual violence and child sexual abuse and the impact they have on victims and survivors, challenging myths and misconceptions.
- To promote and represent the rights and needs of victims and survivors, including advocating for a fairer criminal justice system.

CARA's values:

Feminism, Respect, Empowerment, Equality

CARA is a women-led organisation and works from a feminist perspective. CARA actively seeks to ensure equality of women as a service provider and as an employer.

1.2 Young People and Relationships

According to the Crime Survey for England and Wales (2018) around 700,000 adults aged 16-59 years old had experienced some form of sexual assault in the 12 months prior to interview. This is equivalent to around 2.1% of the population.

The same survey also found that the majority of sexual offences are not reported. For example, less than one in five victims of rape or assault by penetration report the crime to the police. Worryingly, 16.8% of victims said that they did not report the crime because they thought it was “too trivial or not worth reporting”. Although fewer prosecutions of rape are being dropped, around 11.7% of cases were dropped in 2019.

There is a wealth of evidence which points towards a high prevalence of sexual violence and harassment amongst young people, with girls overwhelmingly being the victims. For example, research by Project deShame (*Young People’s Experiences of Online Sexual Harassment, 2017*) gathered quantitative and qualitative data from Denmark, Hungary and the UK. They found that:

- 6% of young people involved in the research have had their nude image shared online without their permission in the last year;
- 9% of young people involved in the research have received sexual threats online from people their age in the last year;
- 25% of young people involved in the research have had rumours about their sexual behaviour shared online in the last year;
- 24% of young people involved in the research have received unwanted sexual messages and images in the last year;

In the same year, The National Education Union and UK Feminista collaborated on a study of sexism in schools in the UK in 2017. Their findings were startling:

- 37% of female students at mixed sex schools have experienced sexual harassment at school;
- 24% of female students have been subject to unwanted physical touching of a sexual nature while at school;
- Almost one in three (32%) teachers in mixed-sex secondary schools witness sexual harassment in their school on at least a weekly basis;
- There is a worrying lack of knowledge amongst young people about what sexual consent actually means. Research in 2018, by the Family Planning Association found that:
- 61% of young people aged 14-17 said that it was not OK to withdraw consent if already naked

- 9% of young people aged 14-17 did not think it was OK to withdraw consent if they had been bought dinner or drinks by another person, if they had already kissed a person or if they had previously had sex with that person

Also, in 2018, the NSPCC published data showing that Childline had provided 3,878 counselling sessions for young people affected by peer on peer sexual abuse in 2017/18, this represented a 29% rise on the previous year. Key issues raised by Childline were that the young people they were supporting had a distinct lack of understanding about consent or whether abuse was something that could be experienced if they were in a relationship.

Finally, the project was developed within the context of the #MeToo and #Time'sUp movements which saw unprecedented numbers of women coming forward to whistle blow about the sexual harassment and violence they had received as young women and adults. Despite extensive media coverage and discussion, a YouGov survey for the campaign group, End Violence Against Women, produced some very worrying results:

- A third (33%) of people in Britain think it isn't usually rape if a woman is pressured into having sex but there is not physical violence;
- A third of men believe a woman can't change her mind after sex has started;
- A third of men think if a woman has flirted on a date it generally wouldn't count as rape if she hasn't explicitly consented to sex (compared to 21% of women);
- Almost a quarter (24%) think that sex without consent in long-term relationships is usually not rape;
- Around one in 10 people aren't sure or think it usually or definitely isn't rape if a man has sex with a woman who is very drunk or asleep;

1.3 Strategic Context

1.3.1 Sexual violence and sexual harassment between children in schools and colleges

In May 2018, the UK Government published its advice for schools and colleges in relation to preventing and responding to sexual violence and sexual harassment between children and young people:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

This advice recommended:

- A whole school approach to the safeguarding of children;

- Training school staff on the different types of abuse and what to do if they have a concern about a child and how best to support them;
- Delivery within the school's curriculum of preventative education covering healthy and respectful relationships, what respectful behaviour looks like, consent, gender roles, stereotyping and equality, body confidence and self-esteem, prejudiced behaviour, that sexual violence and sexual harassment is always wrong, and addressing cultures of sexual harassment

1.3.2 Violence Against Women & Girls Strategy

The need to provide effective preventative education and support for women and girls affected by all forms of violence and abuse is also detailed in the Ending Violence Against Women and Girls Strategy:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/783596/VAWG_Strategy_Refresh_Web_Accessible.pdf

This national strategy stresses the importance of educating young people about “healthy relationships, abuse and consent” and through the Children and Social Work Act, schools are to be mandated to teach Relationships Education and Relationships and Sex Education in primary schools and secondary schools (respectively) from September 2020.

1.4 Evaluation Methodology

CARA Essex has commissioned Charity Fundraising Ltd to undertake the interim and final evaluation of the workshop programme within the Healthy Sexual Relationships Project.

The methodology for undertaking the evaluation research has included:

- Design and review of feedback forms completed by the young people involved in the project;
- Design and review of feedback forms completed by teachers who have hosted the project in their schools;
- Interview with the Healthy Sexual Relationships Project Lead
- Interview with the Project Lead at a local voluntary organisation that has also hosted the project;

Throughout, there has been a challenge to secure the involvement of teachers and young people in either face to face or telephone interviews. In leading to the closure of schools, the Covid-19 Crisis had a significant impact upon the delivery of this project which ceased operations in March 2020.

2.0 The Project

2.1 Project Activities

The Healthy Sexual Relationships project was launched in 2018 in order to support young people who had experienced sexual violence and abuse as well as enabling young people to develop knowledge and awareness about what healthy relationships look like and involve.

The project activities include:

- Counselling services for young people who have been victims of sexual violence and abuse
- Provision of information and guidance for teachers, schools and community group leaders through meetings and training to help them support young people who have experienced trauma, sexual harassment and violence.
- A programme of Sexual Violence Prevention Workshops delivered to young people in secondary schools, colleges and community groups across mid and north Essex.

The project design also included the inclusion of young volunteers who would assist in the development of the workshop content and delivery of the workshops in schools and voluntary sector organisations.

Due to the Covid19 Crisis, the schools based workshops ended in March when school closures were announced. However, the counselling sessions were continued up until May and delivered remotely using online and telephone based apps.

2.2 Project Outcomes & Indicators

The project has been designed to work towards the achievement of three outcomes as follows:

Outcome 1: Increased therapeutic support for young people who have been victims of sexual violence

Indicator	Target	Timescale
Young people receiving specialist sexual violence counselling	20	Year One Year Two

Young people reporting feeling more in control over their lives	70% (14)	Year One Year Two
Young people reporting better health and wellbeing	70% (14)	Year One Year Two

Outcome 2: Increased support for schools, colleges and youth groups in supporting victims and promoting healthy sexual relationships amongst young people

Indicator	Target	Timescale
Schools, colleges and youth groups accessing information and guidance	15	By the end of the project
Schools, colleges and youth groups reporting that they feel better equipped to support victims of sexual violence and promote healthy sexual relationships amongst young people	12	Year One Year Two

Outcome 3: Improved understanding of sexual violence, consent and what constitutes a healthy sexual relationship amongst young people

Indicator	Target	Timescale
Workshops delivered to young people	20	End of the project
Young people attending the workshops	300	End of the project
Young people reporting that they have a better understanding of sexual violence, consent and what constitutes a healthy sexual relationship	120	End of the project

2.3 Project Timeline

When	Activity
Year 1	Provision of a minimum of 300 additional counselling sessions for young people.
	Promotion of the project and one-to-one work with at least 6 schools, colleges or youth groups.
	Active involvement of young people in designing workshops and recruitment of young people as volunteers to support work in schools.
	Delivery of at least 8 workshops to young people.

When	Activity
Year 2	Provision of a minimum of 300 additional counselling sessions for young people.
	One-to-one work with at least 9 schools, colleges and youth groups.
	Delivery of at least 12 workshops to young people
	Completion of project evaluation and production of written evaluation report.

2.4 Engagement and Reach

The project has been promoted widely across the target area, making the most of existing contacts and creating new partnerships and relationships with key organisations.

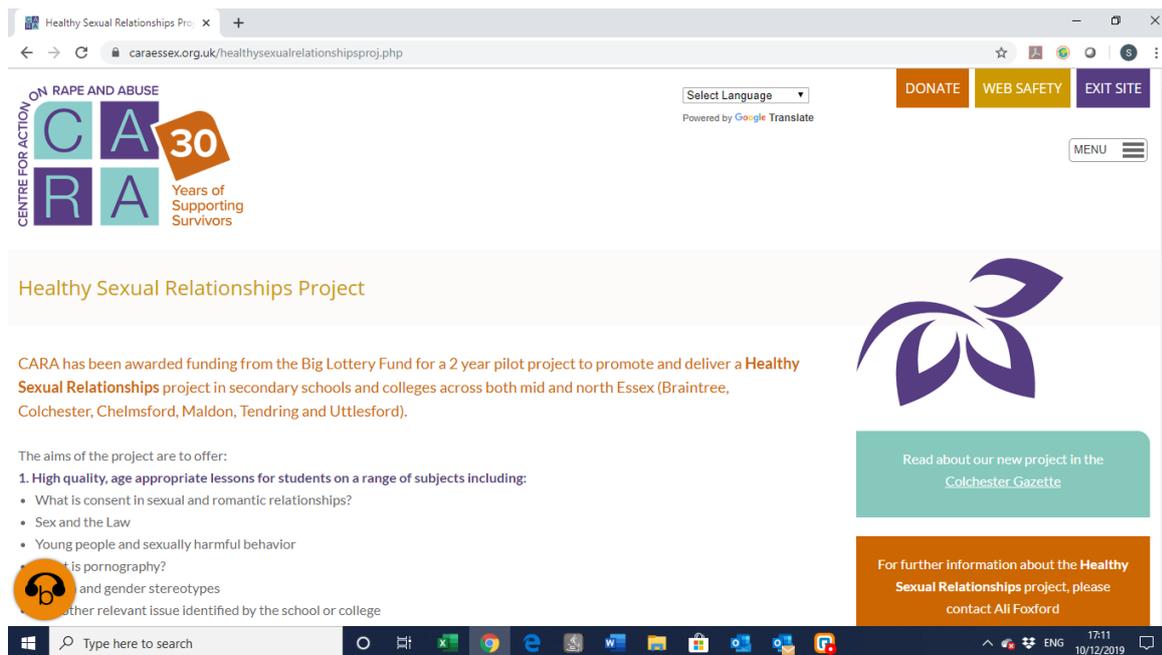
The project was launched with a press article in the local newspaper, the Colchester Gazette and a letter sent to secondary schools in North and Mid Essex (Appendix A and B).

The project team were also involved in a number of multi-agency meetings too which provided opportunities to promote the project. For example, the team were involved in the following:

- Colchester PHSE Forums;
- Essex Council for Voluntary Youth Services;
- Safer Colchester Partnership;
- Braintree Safety Partnership;
- Behaviour and Attendance – Braintree Schools;

In areas such as Tendring where the organisation had fewer contacts, the project team visited local schools and organisations in order to develop new relationships.

The project was also promoted via a dedicated page on the organisational website, providing appropriate recognition of the funding awarded by the National Lottery Community Fund and details of the content of the workshops and the CPD offer for schools in the area.



2.5 Outputs

The table below outlines the key outputs delivered by the project between June 2018 and May 2020.

<p>912 counselling sessions delivered to 56 Young people</p>	
<p>24 staff from schools and youth organisations have received CPD support</p>	<p>1355 young people have taken part in workshops on consent in their schools and youth groups</p>

2.6 Youth Involvement

A key area of development has been securing youth involvement in the design and delivery of the project. So far young people have been involved as follows:

- CARA has developed a short questionnaire for young victims whose perpetrator was a peer. The information gathered through this questionnaire has helped the team to

learn more about the kinds of support being made available to young people in their schools, including good and bad practice. This information was used in the design of the workshops and the CPD work with schools;

- Two Year 11 students worked with the project manager to develop their own consent workshop for their peers at Stanway School;
- Sixth Form students from Colchester Sixth Form College were supported by the project to develop their own presentations on consent and delivered to other students in 2018 and 2019.
- A young volunteer has been recruited to support workshop delivery;

3.0 Impact

3.1 Anticipated Outcomes

3.1.1 Outcome 1: Increased therapeutic support for young people who have been victims of sexual violence

The project has captured data from 56 individuals accessing therapy through self-assessment questionnaires. As the data in the table below demonstrates, the targets for this outcome have already been met.

Young people receiving specialist sexual violence counselling	Target: 20 per year Achieved: 56 over the whole project
Young people reporting feeling more in control over their lives	Target: 70% per year Achieved: 91% over the whole project
Young people reporting better health and wellbeing	Target: 70% per year Achieved: 93% over the whole project

3.1.2 Outcome 2: Increased support for schools, colleges and youth groups in supporting victims and promoting healthy sexual relationships amongst young people

In total, we have received 15 survey responses from those who have participated in the trauma training for local organisation. The feedback provided has been very positive with individuals reporting demonstrable impact upon their knowledge of the subject and high levels of satisfaction with the course.

<p>Schools, colleges and youth groups accessing information and guidance</p>	<p>Target: 20 by the end of the project</p> <p>Achieved: 24 schools, colleges and youth groups</p>
<p>Schools, colleges and youth groups reporting that they feel better equipped to support victims of sexual violence and promote healthy sexual relationships amongst young people</p>	<p>Target: 15 by the end of the project</p> <p>Achieved:</p> <ul style="list-style-type: none"> • 24 school and support staff have accessed 2 x trauma training courses • 11 members of staff have reported increased confidence in recognising the signs of trauma in their pupils • 9 members of staff reported that they would change their approaches following the training • 12 members of staff reported that they felt more confident about how to handle situations when dealing with children or young people affected with psychological trauma

3.1.3 Outcome 3: Improved understanding of sexual violence, consent and what constitutes a healthy sexual relationship amongst young people

At the end of each workshop, the young participants were asked to complete a feedback survey so that we could understand the extent to which their knowledge and behaviours about healthy sexual relationships had been strengthened by the activity.

In total, there have been 844 questionnaires received and analysed and these demonstrate that the young people involved in the workshops felt that they had increased their knowledge about healthy sexual relationships.

Workshops delivered to young people	<p>Target: 20 by the end of the project</p> <p>Achieved: 36 workshops delivered by March 2020.</p>
Young people attending the workshops	<p>Target: 300 by the end of the project</p> <p>Achieved: 1435 young people attended the workshops by March 2020</p>
Young people reporting that they have a better understanding of sexual violence, consent and what constitutes a healthy relationship	<p>Target: 120 by the end of the project</p> <p>Achieved:</p> <p>Using the findings from a sample of 844 questionnaires we have found that:</p> <ul style="list-style-type: none"> • 1320 young people reported that they have a better understanding of what constitutes a healthy sexual relationship (92%); • 1363 young people reported that they have a better understanding of what sexual consent is (95%); • 1234 young people reported that they have a better understanding of what sexual violence is (86%)

The data in the feedback forms has also provided information on the ways in which the workshops have led to changed attitudes and potential behaviours amongst the participants.

<p>86% reported that they now knew what to do if they were uncomfortable or frightened about their own relationship or that of a friend</p>	<p>90% said that they now knew what to expect from a healthy relationship</p>
<p>93% said they would consider how they behaved within relationships in the future</p>	<p>88% said they would try and help their friend if they thought they were in an unhealthy relationship</p>

71% said that they would share their learning with family or friends

We also asked the teachers who hosted the workshops at their schools to report on their level of satisfaction with the workshops. In total, 35 individuals completed questionnaires:

- 100% thought the content of the course was about right;
- 87% felt that the workshop gave the pupils enough information to increase their understanding of healthy sexual relationships

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The objectives of the workshop were clearly defined	51%	43%	6%	0%	0%
Participation and interaction were encouraged	80%	17%	3%	0%	0%
The topics covered were relevant to the pupils	77%	9%	11%	0%	3%
The content was organised and easy to follow	77%	14%	9%	0%	0%
The materials distributed were helpful	64%	24%	12%	0%	0%
This training experience will be useful in my work	46%	31%	20%	3%	0%
The trainer was knowledgeable about the topics	85%	14%	0%	0%	0%
The trainer was well prepared	89%	9%	3%	0%	0%
The training objectives were met	71%	29%	0%	0%	0%
The time allotted for the workshop was sufficient	63%	28%	0%	9%	0%

Overall, these results show that the organisations were very satisfied with the workshops:

- 94% felt the objectives of the workshop were clearly defined;
- 97% felt that participation and interaction were encouraged;
- 88% felt the materials provided were helpful
- 77% felt that the workshop would help them in their own work as well

- 99% felt the trainer was knowledgeable about the topics
- 97% felt that the trainer was well prepared
- 100% felt that the training objectives were met
- 91% felt that the time allotted was sufficient

“[The workshop] was very helpful, especially discussing safe consensual sex and healthy relationships” Teacher

3.2 Wider Impact

There is evidence that the project delivered impact in additional areas to those outlined above. Specifically in terms of:

- Empowering young people to take the lead in preventing sexual violence and abuse within their peer groups;
- Supporting vulnerable young people to develop the resilience to sexual exploitation and harmful relationships

3.2.1 Empowering young people to take the lead in preventing sexual violence and abuse within their peer groups

The research undertaken by deShame and presented in their report: Young People’s Experiences of Online Sexual Harassment (2017) found that whilst many young people learned about healthy relationships at school, many of them did not find them helpful. Interestingly, one of the teachers from the UK who was interviewed for the report said that young people need:

“Something they can get involved [in], decision-making... they don’t want to sit there and just be told. I’ve sat in countless assemblies where I get told, or they get told, don’t do this, and don’t do that, it’s bad for you. Clearly there’s only so much of an impact that really has. They need to be making those decisions for themselves.”

As we discussed earlier in this report, the project sought to engage young people in the design and delivery of the programme within schools. They have been directly involved in the design of the workshop content and a pupils from Colchester 6th Form have designed and delivered their own workshops to their peers.

The group who delivered the first workshop also designed their own feedback form. This questionnaire takes a different approach to that of the evaluation team and we have summarised their responses below.

How helpful did you find the session?

Very helpful	0%
Helpful	57%
Slightly helpful	43%
Very unhelpful	0%

The participants clearly felt that they had gained some new insights from the workshop session, with the majority feeling that the workshops had been helpful. Individuals were asked to give reasons for their answer. In total 10 people provided a response here. Reviewing their responses suggests that those who found the workshop “slightly helpful” felt that the workshop content could have been more detailed and exploratory. However, those who found the workshop “helpful” emphasised the importance of the workshop in raising their awareness of the issue. The differences here suggest that the workshop group involved participants who were more familiar with the issue compared to others.

Please state how much you agree with the following statements (1=completely disagree, 5= completely agree)					
Statement	1 Completely disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Completely agree
I felt comfortable engaging with the workshops	0%	0%	21%	64%	14%
I felt the workshop was well facilitated	0%	0%	7%	79%	14%
I feel confident in my handling of sexual relationships	0%	0%	7%	21%	71%
I can explain why sexual consent matters to a friend	0%	0%	0%	21%	79%
Due to the nature of sexual acts it will always be unclear whether consent has been given	21%	43%	14%	7%	14
People signal whether they want to have sex or not through their clothing and personality	29%	58%	0%	7%	7%

I don't know anyone who has been badly affected by issues of sexual consent	7%	36%	0%	50%	7%
I feel it is important for people in my school to have a good understanding of sexual consent	0%	0%	7%	0%	93%

Although the cohort providing feedback was small, it has produced some interesting results. The data gathered provides both an overview of the experience of those accessing the workshop, as well as on the potential impact upon their knowledge and understanding around consent. It is because the data gathered is slightly different to that gathered through the workshops delivered by CARA (and that the cohort is smaller that we have opted to reflect on these findings separately.

In terms of their experience of participating in the workshops, overall respondents were positive:

- 78% said that they felt comfortable engaging in the workshops (no one responded negatively to this statement, with the remainder of the group indicating a neutral position;
- 93% felt that the workshop was well facilitated, with only 1 person opting for a neutral position on this statement

In terms of the impact of the workshop on individual's knowledge and views around consent:

- 92% reported that they feel confident in their handling of sexual relationships;
- 100% said they would feel able to explain why sexual consent matters to a friend;
- 64% disagreed with the statement: *“due to the nature of sexual acts it will always be unclear whether consent has been given”* with the remaining 36% opting for a neutral response or agreeing with this statement. The workshop was focused on providing information about consent, so it is a little surprising that 36% of the cohort were unable to demonstrate appropriate knowledge about consent following the workshop.
- 87% of the cohort disagreed with the statement *“people signal whether they want to have sex or not through their clothing and personality”*
- 57% said that they knew someone who had been badly affected by issues around sexual consent
- 93% said that they felt it was important that people in their school had a good understanding about sexual consent

It is somewhat concerning that some workshop participants felt that the concept of sexual consent would always be a “grey area” and that a person's personality or clothing could

indicate readiness for sex. This demonstrates the real difficulties that any workshop programme has in changing the attitudes of people who have entrenched beliefs or significant lack of knowledge in this area. An excellent example of the scale of the issue being dealt with by the project is that more than half (57%) of the participants said that they knew someone that had been badly affected by the issue of sexual consent.

It would have been interesting to gain the views of the pupils who ran the workshops about their experience in delivering them and any outcomes that they achieved as a result. Unfortunately, the Covid-19 Crisis prevented further research being undertaken with pupils or other stakeholders, but we have made some recommendations for how future projects could gain further insight from young people.

3.2.2 Supporting vulnerable young people to develop the resilience to sexual exploitation and harmful relationships

In 2019, the project team delivered a workshop at the Colchester Korban Project. This charity provides supported housing for 16-25-year olds who are homeless or who have otherwise found themselves in crisis. The young people they support are incredibly vulnerable, have had experience of the care system and are at risk of exploitative relationships. Delivering the workshop to this group of people has particular ramifications therefore in the prevention of issues such as Child Sexual Exploitation or otherwise risky and harmful relationships, as well as highlighting the need to undertake more work with smaller groups as well as schools.

In total, six individuals took part in the workshops and completed a similar feedback form as the general questionnaire for school pupils. We have provided their responses below:

- 100% felt that the workshop had helped them to:
 - understand what a healthy sexual relationship involves;
 - understand what consent means
 - understand what sexual violence is
 - consider their own behaviour within a relationship
 - feel confident about helping a friend who was in an unhealthy relationship
- 83% said that “the workshop had helped me to understand what to do if I am uncomfortable or frightened about my own relationship or that of a friend”
- 100% said that they would share what they have learned from the workshop with friends and family

We have also consulted with staff at the Korban Project about their views on the delivery of the session for their young beneficiaries. Their feedback was very positive indeed, as it was felt that the workshop was:

- Made relevant to the experiences and needs of their young people;
- Empowering in its approach;
- A useful tool in developing the resilience and independent living skills of those they support;
- Delivered in an appropriate manner, at the right pace and by a knowledgeable member of staff;

“I can’t think of any ways in which this session could have been improved upon. It was brilliant, so useful for our young people and for us as well” (Youth Worker)

“We have used the workshop as part of our package of support for a young person who we felt was particularly vulnerable within a risky relationship. Since they took part, we have been able to help them make better decisions” (Youth Worker)

4.0 Learning

4.1 Achievements

The project has been very successful, delivering effective approaches for supporting young people affected by sexual violence and harassment as well as improving the understanding of professionals about trauma and educating young people about consent, healthy relationships, sexual violence and harassment. It has exceeded the targets for every indicator, despite the fact that activities had to cease early due to the Covid-19 Crisis. As such we can conclude that the project has contributed to the achievement of the following outcomes:

- Young victims of sexual violence and harassment have more control over their lives;
- Young victims of sexual violence and harassment have better health and wellbeing;
- Schools, colleges and youth groups have better access to information and guidance about sexual violence and harassment
- Schools, colleges and youth groups are better equipped to support victims of sexual violence and promote healthy sexual relationships amongst young people
- Young people have a better understanding of sexual violence, consent and what constitutes a healthy relationship
- Young people have improved attitudes towards relationships and more likely to be safe within a relationship
- Young people have had increased opportunities to take the lead in preventing sexual violence and abuse within their peer groups;
- Vulnerable young people have increased resilience to sexual exploitation and harmful relationships

4.2 Success Factors

Through our research, we have been able to identify the critical success factors for this project:

1. The project has benefitted from its extensive partnership work with schools, colleges and youth groups to maximise engagement. This has meant that it has been able to reach far more individuals than was originally expected and achieve much greater impact;
2. The content for the trauma training and the workshops has proved popular and relevant for the participants;

3. The use of interaction and participatory approaches within the training and the workshops has aided learning and proved to be popular with the participants;
4. Involving young people in content development has also ensured credibility and relevance;
5. The workshops provided schools with opportunities to deliver on the advice provided by the government in relation to preventing and addressing sexual harassment and violence amongst their pupils
6. The workshops are also relevant for young people in other settings as well as in schools

“...the young people got a lot out of the workshop, and we have seen for ourselves, the potential impact this can have in their decision making about relationships...this is really important for young people like those we support, who are already at risk” (Youth Worker)

4.3 Recommendations for other projects

The overall approach to delivering the project has clearly been very successful and there are clear success factors. However, we have identified some areas which other projects or other organisations would do well to learn from. These observations have been set out below.

4.3.1 Ensure capacity and flexibility

The project delivered its activities to substantially more people than originally predicted and demand for the workshop programme was particularly high. This is likely to be due to the fact that the workshops in particular help schools meet the new requirements placed on them in relation to the delivery of sex education to their pupils. The project has been fortunate in that the structures, commitment and experience within CARA have been sufficient to meet this demand, but this could have been at risk if the Project Coordinator left the organisation or was unable to carry out her duties as a result of emergency and unplanned absence. Ensuring that the project team has sufficient staff and volunteers to create capacity and abilities to flexibly meet demand would reduce such potential risks to the project.

Furthermore, having a larger team would have helped the project reach different kinds of organisations too. We have already seen how effective the workshops were for the youth

homelessness project, Korban, and this could have been rolled out to other vulnerable young people engaged by community groups too. However, this would have required additional resources to develop the partnerships as well as hosting additional workshops too. It is therefore recommended that should this project be continued, CARA should:

- Seek appropriate levels of funding to increase staff capacity so that more workshops and support may be delivered to young people in schools and in other settings too;
- Explore opportunities for volunteers to deliver the workshop programme so that the Project Coordinator can focus upon delivering work with other youth and community groups;
- Consider appointing a Volunteer Coordinator so that all volunteers are appropriately recruited, trained and supervised – many grant funders are willing to consider applications for such posts

4.3.2 Expanding Youth Involvement

Another area which could be strengthened could be expanding the extent to which young people are involved in the development of CPD content for schools and in the workshops too. The project took great strides towards this and has proven that the workshop model is transferrable and deliverable by young people.

However, it can be challenging to secure volunteer time from young people and so it is important that any future projects takes a mixed and innovative approach, such as:

- Developing plans to recruit young people to work with the Project Lead to review and update workshop content (such as though engaging previous workshop participants);
- Engaging more groups of young people in schools, colleges and youth groups to run their own sessions;
- Considering including youth-led campaigning activities within the project (such as young people running their own ‘awareness day’ in their school or supporting young people to create their own You Tube videos on the subject);

4.3.3 Monitoring and Evaluation

We found it harder to gather qualitative information throughout the evaluation than we had originally anticipated. Whilst the quantitative data provides substantial evidence as to the effectiveness of the workshops and the training programme offered to organisations, we could gain a better understanding about the participants’ experience if more qualitative information had been gathered too. For example, we know that some of the young people involved in the workshops reported that they were unlikely to share their learning with their friends and family, but we have not been able to consult with them as to why this is. Unfortunately, the closure of schools following the Covid-19 Crisis prevented further

interviews or group discussions from taking place. Gathering and using this information could improve the workshops in the future and contribute to the wider evidence base about sexual harassment and violence amongst young people.

Furthermore, it would also be useful to understand more about any longer-term impact that the interventions have had for the young people and professionals involved. This would lend greater weight to our understanding of whether the workshops have sustained an improvement in young people's attitudes and behaviour towards relationships as well as how teachers and other professionals have utilised the trauma training in their daily work.

In future iterations of this project, we would recommend the following is incorporated into the monitoring and evaluation plans. We have provided example tools that may be adapted and used in any setting.

1. For all pupil workshops, use the feedback form which is now provided at Appendix C. This includes a few more questions designed to capture more qualitative information from the young people taking part;
1. Where there is time available at the end of each workshop, it may be useful to hold a 'debrief' session where young people can share their views about the things they have learned or if time is limited, it may be useful to run a follow up session.
2. Holding a short telephone interview with some of the young people involved or asking them to complete a short survey to find out a bit more about how the longer-term impact for them (we have provided an interview guide and survey at Appendix D)
3. Holding short surveys and interviews with the teachers and professionals who have accessed the trauma training to explore any longer-term impact on the ways in which they deliver their work (see Appendix E for a recommended survey)
4. Evaluating the impact for the young people directly involved in the project, such as the pupils at Colchester 6th Form who took part in running their own workshops, as well as any young volunteers to find out more about their experience of being involved in the project and any benefits they think they have experienced as a result

4.0 Appendices

Appendix A



Centre for Action on Rape and Abuse gets £124,000



In charge - Ali Foxford will lead Healthy Sexual Relationships

A GROUP which works with victims and survivors of sexual violence and child abuse has been handed a £124,000 boost.

The Centre for Action on Rape and Abuse will use the cash to target about 20 schools across north and mid Essex in a bid to help teachers and youngsters combat sexual violence.

Dubbed the Healthy Sexual Relationships project, centre bosses also hope the scheme could stop sexual violence from happening in the first place.

Ali Foxford, who has been young person's practitioner at Cara for a decade, will lead the project.

She said: "I'm very excited about the new project.



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“It’s a real opportunity to genuinely improve things for young people.

“By helping them to understand sexual violence, we can start to prevent it happening in the first place and by working with schools, colleges and community groups we can create a more positive culture - one where sexual violence isn’t tolerated or accepted and where victims and survivors are believed, supported and treated with fairness and respect.

“We are grateful to the Big Lottery Fund for supporting us in this new and exciting project.”

As part of the scheme, experts will work with teachers and other school staff to make sure victims get the support they need.

They will also hold sexual violence prevention workshops with a focus on young people’s understanding of issues such as consent, sexualisation, social media, pornography and what makes up a healthy and respectful sexual relationship.

The trailblazing project will be launched on June 1 and schools, colleges and youth groups which want to get involved should contact Cara directly on 01206 367881 or by e-mailing info@caraessex.org.uk.

For more information on this and other issues, go to caraessex.org.uk.

Ali Foxford – Young Person’s Practitioner and Healthy Sexual Relationships
Project Manager

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01206 367881 or 07852 768661

Appendix B

Healthy Sexual Relationships Project

CARA has been awarded funding from the Big Lottery Fund for a 2-year pilot project to promote and deliver a Healthy Sexual Relationships Project in secondary schools and colleges across both mid and north Essex (Braintree, Colchester, Chelmsford, Maldon, Tendring and Uttlesford,).

Evaluated by Essex University the aims of the project are to offer:

- High quality, age appropriate lessons for students on a range of subjects including:
 - What is consent in sexual and romantic relationships?
 - Sex and the Law
 - Young people and sexually harmful behaviour
 - What is pornography?
 - Sexism and gender stereotypes
 - Any other relevant issue identified by the school or college

- High quality CPD for both teachers and staff on how to recognize and respond to sexual violence, sexual harassment and sexually harmful behaviour, including technology assisted SHB.

- High quality CPD for staff on the impact of trauma and how to manage trauma behaviour in school or college.

- Support on developing policy around sexual violence and sexual harassment in schools or colleges (DfE 2017)*.

*In December 2017, the Department for Education published advice for governing bodies, headteachers, principles, SLTs and designated safeguarding leads on sexual violence and sexual harassment between children in schools and colleges. This document provides guidance to schools and colleges on what sexual violence and sexual harassment is, how to minimize risk and what to do if it is alleged to have occurred. <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges> This document also makes it clear that the onus is on the school or college to develop their own policy regarding sexual violence and sexual harassment, to provide training to staff and to offer a whole school preventative programme.

As the project is funded by The Big Lottery, we are able to offer this free of charge. However, we will be asking each school or college to contribute to the project in other ways. This is likely to include assisting with the evaluation process, photocopying materials etc.



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Appendix C: Workshop Feedback Form

Please provide some basic details about you	
Age	
Gender	
Ethnicity	White <input type="checkbox"/> Mixed/Multiple Ethnic Groups <input type="checkbox"/> Asian/Asian UK <input type="checkbox"/> Black African/Caribbean/Black UK <input type="checkbox"/> Other ethnic group <input type="checkbox"/> Prefer not to say <input type="checkbox"/>

Please indicate whether you agree with the following statements:					
The workshop has:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Increased my understanding of what a healthy sexual relationship involves					
Increased my understanding of what consent means					
Increased my understanding of what sexual violence is					
Helped me to understand what to do if I am uncomfortable or frightened about my own relationship or that of a friend					
Helped me to understand what is acceptable behaviour within a healthy sexual relationship					

Please indicate whether you agree with the following statements

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I now know what to expect from a healthy relationship					
I will now consider how I behave in my future relationships					
If I thought one of my friends was in an unhealthy relationship I would say so and try to help them					
I will share what I have learned from the workshop to days with friends and family					

Please indicate whether you agree with the following statements					
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The content of the workshop was easy to follow					
The materials used were helpful					
Participation and interaction were encouraged					
The workshop helped me learn new things					

Please write down up to 3 things that you liked best about the workshop

Please write down up to 3 things that you liked least about the workshop

Appendix D : Student Interview Guide & Survey

Student Interview

Did the workshops help you to learn anything new? If so, what kinds of things are you more aware of now, that you weren't aware of before?
Do you think you or your friends have different attitudes to relationships now?
Do you think you or your friends behave differently in relationships now?
What did you think about the content of the workshop?
Would you recommend that other young people your age attend a workshop like this? If so/if not – why?
Do you think attending a workshop like this would help a person if they were worried about a friend's relationship? If so/if not why?
Can you think of any ways in which you think the workshops could be improved?

Student Survey

Please indicate how much you agree or disagree with the following statements					
The workshop helped me because...	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I learned new things about relationships					
I have a different attitude towards relationships now					
I behave differently (in a positive way) in my relationships now					
I feel less likely to continue with an unhealthy relationship now					



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I have felt more able to support my friends who are in unhealthy relationships					
I have a much clearer understanding of what consent is					
Other (please state)					

Appendix E: Survey for Trauma training

Please indicate how much you agree with the following statements					
I have found the training session beneficial in my work because...	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I have been able to recognise the warning signs of trauma amongst the young people I work with					
I have been able to adapt my approaches to better support young people who have experienced trauma					
I have felt more confident about making referrals for young people who need support					
I have since gone on to undertake further training in this area					
I think the young people I work with benefit from my improved understanding about trauma					
I have been able to share my learning with other colleagues					
Other (please state)					