Evaluation 2019
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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 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

There is a wealth of evidence which points towards a high level of 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 of 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 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. This report sets out the findings of the interim evaluation.

The methodology for undertaking the evaluation research so far 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;

It has been a challenge to secure the involvement of teachers and young people in either face to face or telephone interviews. At this interim stage, there is therefore a greater emphasis on quantitative data. Going forward, we hope to have been able to engage more interviewees and have a greater degree of qualitative information for the final report.
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.

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**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target</th>
<th>Timescale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young people receiving specialist sexual violence counselling</td>
<td>20</td>
<td>Year One</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year Two</td>
</tr>
<tr>
<td>Young people reporting feeling more in control over their lives</td>
<td>70% (14)</td>
<td>Year One</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year Two</td>
</tr>
<tr>
<td>Young people reporting better health and wellbeing</td>
<td>70% (14)</td>
<td>Year One</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year Two</td>
</tr>
</tbody>
</table>
Outcome 2: Increased support for schools, colleges and youth groups in supporting victims and promoting healthy sexual relationships amongst young people

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target</th>
<th>Timescale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools, colleges and youth groups accessing information and guidance</td>
<td>15</td>
<td>By the end of the project</td>
</tr>
<tr>
<td>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</td>
<td>12</td>
<td>Year One Year Two</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target</th>
<th>Timescale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops delivered to young people</td>
<td>20</td>
<td>End of the project</td>
</tr>
<tr>
<td>Young people attending the workshops</td>
<td>300</td>
<td>End of the project</td>
</tr>
<tr>
<td>Young people reporting that they have a better understanding of sexual violence, consent and what constitutes a healthy sexual relationship</td>
<td>120</td>
<td>End of the project</td>
</tr>
</tbody>
</table>

2.3 Project Timeline

<table>
<thead>
<tr>
<th>When</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 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. |
### 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 run 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 are also involved in a number of multi-agency meetings too which have provided opportunities to promote the project too. For example, the team are 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 have visited local schools and organisations in order to develop new relationships.

The project is 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

604 counselling sessions delivered to 33 Young people

24 staff from schools and youth organisations have received CPD support

668 young people have taken part in workshops on consent in their schools and youth groups

2.6 Youth Involvement

A key area of development for the organisation 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 where the 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 has been used in the design of the workshops and the CPD work with schools;

- Two Year 11 students have worked with the project manager to develop their own consent workshop for their peers at Stanway School;
- Two Sixth Form students developed their own presentation on consent and delivered this to their tutor group at Colchester Sixth Form College;
- 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

Over the last 18 months, the project has captured data from 22 out of 37 individuals accessing therapy through self-assessment questionnaires. As the data in the table below demonstrates, the change indicators set for this outcome have already been met.

<table>
<thead>
<tr>
<th>Area</th>
<th>Target: 20 per year</th>
<th>Achieved:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young people receiving specialist sexual violence counselling</td>
<td>20 per year</td>
<td>33</td>
</tr>
<tr>
<td>Young people reporting feeling more in control over their lives</td>
<td>70% per year</td>
<td>88%</td>
</tr>
<tr>
<td>Young people reporting better health and wellbeing</td>
<td>70% per year</td>
<td>94%</td>
</tr>
</tbody>
</table>

#### 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 organisations over the last 18 months. 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.

| Schools, colleges and youth groups accessing information and guidance | Target: 20 by the end of the project  
Achieved: 20 schools, colleges and youth groups |
| --- | --- |
| 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 | Target: 15 by the end of the project  
Achieved:  
- 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 people participating 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.

Over the last 18 months there have been 539 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 | Target: 20 by the end of the project  
Young people attending the workshops  
Target: 300 by the end of the project  
Achieved: 668 young people attended the workshops by September 2019

Young people reporting that they have a better understanding of sexual violence, consent and what constitutes a healthy relationship  
Target: 120 by the end of the project  
Achieved:  
- 614 young people reported that they have a better understanding of what constitutes a healthy sexual relationship (92%);  
- 612 young people reported that they have a better understanding of what sexual consent is (93%);  
- 574 young people reported that they have a better understanding of what sexual violence is (86%)

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

86% reported that they now knew what to do if they were uncomfortable or frightened about their own relationship or that of a friend  
90% said that they now knew what to expect from a healthy relationship  
91% said they would consider how they behaved within relationships in the future  
88% said they would try and help their friend if they thought they were in an unhealthy relationship  
75% 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:

- 100% thought the content of the course was about right;  
- 82% felt that the workshop gave the pupils enough information to increase their understanding of healthy sexual relationships
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<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The objectives of the workshop were clearly defined</td>
<td>47%</td>
<td>40%</td>
<td>13%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Participation and interaction were encouraged</td>
<td>80%</td>
<td>13%</td>
<td>7%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>The topics covered were relevant to the pupils</td>
<td>74%</td>
<td>0%</td>
<td>22%</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>The content was organised and easy to follow</td>
<td>73%</td>
<td>13%</td>
<td>13%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>The materials distributed were helpful</td>
<td>60%</td>
<td>20%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>This training experience will be useful in my work</td>
<td>47%</td>
<td>40%</td>
<td>13%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>The trainer was knowledgeable about the topics</td>
<td>80%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>The trainer was well prepared</td>
<td>87%</td>
<td>7%</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>The training objectives were met</td>
<td>67%</td>
<td>33%</td>
<td>0%</td>
<td>0%</td>
<td>20%</td>
</tr>
<tr>
<td>The time allotted for the workshop was sufficient</td>
<td>73%</td>
<td>7%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

- 87% felt the objectives of the workshop were clearly defined;
- 93% felt that participation and interaction were encouraged;
- 80% felt the materials provided were helpful;
- 87% felt that the workshop would help them in their own work as well;
- 100% felt the trainer was knowledgeable about the topics;
- 93% felt that the trainer was well prepared;
- 100% felt that the training objectives were met;
- 80% 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

The project has delivered additional impact beyond that anticipated when the project was designed, and the outcomes and indicators established. These are:
• 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’re making decision, 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 has 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 group of pupils from Colchester 6th Form have delivered their own workshop to their peers.

All participants in this workshop were asked to complete a short form to provide feedback on their experience of the project. This feedback form was developed by the young people themselves and so takes a different approach to that of the evaluation team. We have summarised their responses below.

**How helpful did you find the session?**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very helpful</td>
<td>0%</td>
</tr>
<tr>
<td>Helpful</td>
<td>57%</td>
</tr>
<tr>
<td>Slightly helpful</td>
<td>43%</td>
</tr>
<tr>
<td>Very unhelpful</td>
<td>0%</td>
</tr>
</tbody>
</table>

The data above shows that the participants 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. This suggests that the workshop group involved participants who were more familiar with the issue compared to others.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1 Completely disagree</th>
<th>2 Disagree</th>
<th>3 Neither agree nor disagree</th>
<th>4 Agree</th>
<th>5 Completely agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I felt comfortable engaging with the workshops</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>21% (3)</td>
<td>64% (9)</td>
<td>14% (2)</td>
</tr>
<tr>
<td>I felt the workshop was well facilitated</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>7% (1)</td>
<td>79% (11)</td>
<td>14% (2)</td>
</tr>
<tr>
<td>I feel confident in my handling of sexual relationships</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>7% (1)</td>
<td>21% (3)</td>
<td>71% (10)</td>
</tr>
<tr>
<td>I can explain why sexual consent matters to a friend</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>21% (3)</td>
<td>79% (11)</td>
</tr>
<tr>
<td>Due to the nature of sexual acts it will always be unclear whether consent has been given</td>
<td>21% (3)</td>
<td>43% (6)</td>
<td>14% (2)</td>
<td>7% (1)</td>
<td>14 (2)</td>
</tr>
<tr>
<td>People signal whether they want to have sex or not through their clothing and personality</td>
<td>29% (4)</td>
<td>58% (8)</td>
<td>0% (0)</td>
<td>7% (1)</td>
<td>7% (1)</td>
</tr>
<tr>
<td>I don’t know anyone who has been badly affected by issues of sexual consent</td>
<td>7% (1)</td>
<td>36% (5)</td>
<td>0% (0)</td>
<td>50% (7)</td>
<td>7% (1)</td>
</tr>
<tr>
<td>I feel it is important for people in my school to have a good understanding of sexual consent</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>7% (1)</td>
<td>0%</td>
<td>93% (12)</td>
</tr>
</tbody>
</table>

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:
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- 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 - we would have expected a higher result for the numbers disagreeing to this statement, given the focus of the workshop on the importance of clarity in relation to consent.
- 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” in effect and that a person’s personality or clothing indicates 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 be interesting to gain the views of the pupils who ran the workshop about their experience in delivering it and any further impacts this may have had for them too. We have made some recommendations about this in Section 4.

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 within a 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 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 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)

### 3.3 Strategic Context

#### 3.3.1 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:
Evaluation Report 2019


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

3.3.2 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:


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.

4.0 Learning

4.1 Achievements

The project has been very successful in delivering effective approaches for supporting young people affected by sexual violence and harassment, improving the understanding of professionals about trauma and educating young people about consent, healthy relationships and what sexual violence and harassment is. It has exceeded targets for every indicator, and 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 provide 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

The overall approach to delivering the project has clearly been successful. However, there are a couple of areas where the project can be strengthened and some potential opportunities for further impact monitoring too.

4.3.1 Increase Capacity

The project is delivering its activities to substantially more people than originally predicted and demand for the workshop programme is 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 is fortunate in that the structures, commitment and experience within CARA have been sufficient to meet this demand, but this could be 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.

Furthermore, expanding the team would help 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 be rolled out to other vulnerable young people engaged by community groups too. However, this would require additional resources to develop the partnerships as well as hosting additional workshops too. It is therefore recommended that CARA:

- Seeks additional funding to increase staff capacity so that more workshops and support may be delivered to young people in schools and in other settings too;
- Explores opportunities for volunteers to deliver the workshop programme in its current form so that the Project Coordinator can focus upon delivering work with other youth and community groups;
- In relation to the point above, it may be useful to appoint 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 has taken great strides towards undertaking 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 the project takes a mixed and innovative approach, such as:

- Recruiting participants from the previous workshop programme to work with the Project Lead to review and update workshop content;
- 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 YouTube videos on the subject);

4.3.3 Monitoring and Evaluation

The following recommendations are intended for the final stages of the current project. If implemented, we should review in the final report the effectiveness of the approach and then make recommendations for how these could be continued in any future iteration of the project.

We have found it harder to gather qualitative information throughout the evaluation so far 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 was 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. 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 be useful to also understand more about any longer-term impact that the workshops have had for the young people or that the trauma training has had for those organisations who have received it. 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 addition, as we have seen, there appears to be some unwillingness amongst the workshop cohorts to share learning with friends and family. Whilst we may make some assumptions about these, it would be beneficial to explore this a bit further with young people in subsequent phases of the project too.
Finally, in the final stage of this evaluation, we should also consider how we can measure the wider impacts too as these have not yet been covered in detail by the research we have been able to do so far.

Therefore, our recommendations in relation to monitoring and evaluation are as follows:

1. For all new 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;
2. 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.
3. Holding a short telephone interview with some of the young people involved or asking them to complete a short survey so that we can find out a bit more about how the longer-term impact for them (we have provided an interview guide and survey at Appendix D)
4. Holding a short survey 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)
5. 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 workshop, 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
5.0 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 was 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.
“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

alison@caraessex.org.uk

01206 367881 or 07852 768661
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)*.


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.
# Appendix C: Workshop Feedback Form

Please provide some basic details about you

<table>
<thead>
<tr>
<th>Age</th>
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Gender

<table>
<thead>
<tr>
<th>Ethnicity</th>
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</thead>
<tbody>
<tr>
<td>White □</td>
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<tr>
<td>Mixed/Multiple Ethnic Groups □</td>
</tr>
<tr>
<td>Asian/Asian UK □</td>
</tr>
<tr>
<td>Black African/Caribbean/Black UK □</td>
</tr>
<tr>
<td>Other ethnic group □</td>
</tr>
<tr>
<td>Prefer not to say □</td>
</tr>
</tbody>
</table>

Please indicate whether you agree with the following statements:

<table>
<thead>
<tr>
<th>The workshop has:</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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</thead>
<tbody>
<tr>
<td>Increased my understanding of what a healthy sexual relationship involves</td>
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<td>Increased my understanding of what consent means</td>
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<tr>
<td>Increased my understanding of what sexual violence is</td>
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<tr>
<td>Helped me to understand what to do if I am uncomfortable or frightened about my own relationship or that of a friend</td>
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<td>Helped me to understand what is acceptable behaviour within a healthy sexual relationship</td>
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</table>

Please indicate whether you agree with the following statements

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
</table>
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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The content of the workshop was easy to follow</td>
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<tr>
<td>The materials used were helpful</td>
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<tr>
<td>Participation and interaction were encouraged</td>
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<tr>
<td>The workshop helped me learn new things</td>
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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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>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?</td>
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<tr>
<td>Do you think you or your friends have different attitudes to relationships now?</td>
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<tr>
<td>Do you think you or your friends behave differently in relationships now?</td>
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<tr>
<td>What did you think about the content of the workshop?</td>
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<tr>
<td>Would you recommend that other young people your age attend a workshop like this? If so/if not - why?</td>
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<td>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?</td>
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<tr>
<td>Can you think of any ways in which you think the workshops could be improved?</td>
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</tbody>
</table>

## Student Survey

Please indicate how much you agree or disagree with the following statements:

<table>
<thead>
<tr>
<th>The workshop helped me because...</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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</thead>
<tbody>
<tr>
<td>I learned new things about relationships</td>
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<td>I have a different attitude towards relationships now</td>
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<td>I behave differently (in a positive way) in my relationships now</td>
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<td>I feel less likely to continue with an unhealthy relationship now</td>
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<td>I have felt more able to support my friends who are in unhealthy relationships</td>
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<tr>
<td>I have a much clearer understanding of what consent is</td>
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<td>Other (please state)</td>
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## Appendix E: Survey for Trauma training

Please indicate how much you agree with the following statements

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have found the training session beneficial in my work because...</td>
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<tr>
<td>I have been able to recognise the warning signs of trauma amongst the young people I work with</td>
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<tr>
<td>I have been able to adapt my approaches to better support young people who have experienced trauma</td>
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<td>I have felt more confident about making referrals for young people who need support</td>
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<tr>
<td>I have since gone on to undertake further training in this area</td>
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<tr>
<td>I think the young people I work with benefit from my improved understanding about trauma</td>
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<tr>
<td>I have been able to share my learning with other colleagues</td>
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<tr>
<td>Other (please state)</td>
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