



AN EVALUATION OF THE SPECTRUM PROJECT

Report to Hafan Cymru

December 2013

Contents

Executive Summary

| | | |
|------------|--|-----------|
| 1. | Introduction | 7 |
| 1.1 | Project Outline | 7 |
| 1.2 | Purpose of the Project | 7 |
| 1.3 | Overview of Report | 8 |
| 2. | Literature Review | 9 |
| 2.1 | Implications for Hafan Cymru's Spectrum Project | 16 |
| 3. | The context of the Welsh Government's objectives | 17 |
| 3.1 | Implications for Hafan Cymru's Spectrum Project | 19 |
| 4. | The Hafan <i>Spectrum</i> project | 20 |
| 4.1 | The Welsh Assesmbly Government proposals and their impact on the Spectrum Project | 23 |
| 5. | Methodology | 25 |
| 6. | Findings: | 30 |
| 6.1 | Pupil evaluation data gathered by | 30 |

Spectrum team 2008-2013

| | | |
|------------|-------------------------------------|-----------|
| 6.2 | PSE Co-ordinators in Schools | 42 |
| 6.3 | Key Stakeholders | 47 |
| 6.4 | Hafan Team Members | 52 |
| 7. | Conclusions | 61 |
| 8. | Recommendations | 64 |
| | References | 71 |
| | Appendices | 75 |

Executive Summary

The research report outlines an evaluation of the effectiveness of the Spectrum Project, Hafan Cymru's key preventative project and an integral part of Hafan Cymru's mission of "Preventing Abuse: Promoting Independence". The evaluation process focused upon the following:

- 1 The quality and impact of delivery of the Spectrum Project in schools,
- 2 An evaluation of whether the project provides value for money: does it change understanding of the student cohort and their response to the workshops,
- 3 Whether it meets the wider priorities of the Welsh Government.

There were three components of the data collection process for this project - they included secondary data analysis, online qualitative questionnaires and qualitative interviews. Secondary data analysis was undertaken with Spectrum's own evaluation data collected between July and September 2013 with 1143 student pre- and post-workshop questionnaires completed. Two local authorities were used to gather primary data—one in South and one in North Wales. An online questionnaire was made available to all Schools PSE coordinators in these areas (26 in total); telephone interviews were carried out with key stakeholders indirectly involved with the Spectrum project e.g County PSE coordinators, Healthy Schools Officers and Police School Liaison Officer (6 in total).

It is evident from the evaluation evidence that the quality and impact of the Spectrum project is effective; value for money has been demonstrated through impact; the wider priorities of Welsh Government are in alignment with the Spectrum project.

The significant finding from analysis of the Spectrum project evaluation questionnaires is that after the delivery of the Spectrum workshops on Domestic Abuse, pupils responded overwhelmingly that they now knew what constituted

Domestic Abuse. An increased understanding of what constitutes Domestic Abuse was also evident with a move away from presentations of particular behaviours to the understanding that abuse is about 'power and control'. Beyond this, students became more aware of where to access professional support which was confidential and went farther than 'telling a friend'.

The PSE Coordinators, Key Stakeholders and Hafan staff team identify that the project improves awareness with young people of violence against women and domestic abuse, raises awareness of where help can be accessed, develops an understanding of what constitutes domestic abuse and violence, improves awareness of what constitutes a healthy relationship. It was identified that to some extent this improved awareness also extended to teaching staff.

It is clear from evaluation and feedback from the different groups that there is a high valuing of the material and of the quality of delivery by Spectrum staff and this is despite being 'stretched' in terms of staff resources. The work is innovative and flexible to suit the needs of different contexts.

Welsh Government Policy and Current research on DAAVAW highlight the crucial role education has to play —illustrating the importance of the type of training that the Spectrum project offers.

A number of areas for Hafan to consider in relation to continuing offering effective training that has positive outcomes with young people are as follows:

- i. Given the financial constraints: review the focus of the training in relation to a targeted approach rather than trying to cover every possible avenue which may result in some inconsistency and some gaps in provision.
- ii. With regard to the evaluation and monitoring of work done by the Spectrum team, the evaluation questionnaire used within the organisation

- at the end of all delivery sessions would benefit from review and some modification made to increase the 'usefulness' of the data collected.
- iii. Within current budgetary constraints there may be a dialogue to have with funders about what can be delivered for maximum impact.
 - iv. WAG objectives to expand awareness training in relation to domestic abuse and violence against women to professionals and workers in a wide variety of contexts may be of interest to Hafan because it could be attached to a new funding stream.
 - v. It may be helpful for the Spectrum team to declare its position unequivocally regarding the 'gender symmetry' debate.
 - vi. It's also recommended that the training is clear about the range of problems that are included in the domestic abuse agenda including the risks of prostitution, forced-marriage, female genital mutilation, trafficking and other issues that may affect a proportion of young people in the classroom.
 - vii. Follow-up –training and more training of school-based personnel to deal with subsequent disclosures.
 - viii. Giving Training more priority: The unanimous message from this study was for more training to be undertaken and for it to be given greater priority within the curriculum. (see page 67).
 - ix. While it has been identified that the Spectrum project's aims are aligned to Welsh Government Policy, Hafan could have the opportunity to advise and shape the approach rather than being responsive to WG's requirements.
 - x. Future research may need to concentrate on qualitative exploration of the sustainability of outcomes among pupils and within schools across Wales.

1 Introduction

This report is being submitted by the University of Wales Trinity Saint David (TSD) School of Social Justice and Inclusion. It is the outcome of work undertaken between September and December 2013.

It is being undertaken in the context of a raft of reviews being undertaken by the Wales Government to inform its policy on tackling violence against women in Wales. Other reviews are of the All-Wales Helpline (which has recorded 22,000 calls in a year), Welsh Women's Aid, and the NSPCC Caring Dads Programme.

The Spectrum project was established by Hafan Cymru in order to:

“work with young people in Wales, primarily in a school setting, to raise awareness of domestic abuse and its effects on children and young people, and to provide young people with the information they need to seek help should they experience domestic abuse.”

As mentioned in the funding application submitted to Welsh Government in September 2012, this evaluation was designed to critically assess the work of Spectrum in order to ensure that the project “remains current and effective in informing, educating and in changing attitudes”.

1.1 Project outline

The School of Social Justice and Inclusion has utilised the experience of senior academics from Trinity Saint David, Dr. Nichola Welton, who is the project manager, Dr Caroline Lohmann-Hancock and Julia Cutmore, support from other colleagues from within the school with relevant expertise was also provided: Alana Enoch, Cindy Hunt, Sam Lloyd-Parry and Karen James. The team have also been assisted by Caitlyn D'Agati, who has been with us on an intern scheme from Hobart Williamson College, New York State, USA.

1.2 Purpose of the project

The purpose of this research has been to evaluate the effectiveness of the Spectrum Project, Hafan Cymru's key preventative project and an integral part of Hafan Cymru's mission of “Preventing Abuse: Promoting Independence”.

We recognise that the Spectrum Project has the following key aims which also provide outcomes for the project:

- to help prevent violence against women and domestic abuse by raising awareness and changing attitudes

- to raise awareness amongst children and young people throughout Wales of the effects of domestic violence and abuse and of violence against women and to assist in changing their attitudes
- to assist teachers and other school staff to understand what constitutes domestic abuse and violence against women
- to create awareness within schools and other youth settings of what constitutes a healthy, and an unhealthy relationship
- to enable young people to recognise and avoid abusive relationships and to help foster respect between individuals
- to work with the Welsh Government, teachers, PSE Co-ordinators and Domestic Abuse Co-ordinators amongst others to ensure that the work of the Project delivers the strategies relevant to domestic abuse and the PSE curriculum
- to enable children and young people to know how and where to seek support and help if they or someone in their home are experiencing domestic abuse

Given the size and scope of the Spectrum Project and also the limited project budget, it is understood that this evaluation constitutes the first phase of a much larger process. This evaluation process therefore focuses upon:

1. The quality and impact of delivery of the Spectrum Project in schools;
2. An evaluation of whether the project provides value for money: does it change understanding of the student cohort and their response to the workshops;
3. Whether it meets the wider priorities of the Welsh Government.

Secondary evaluation was undertaken with Spectrum's own evaluation data. Two Local Authorities were used to gather primary data— one in South and one in North Wales.

Future research may need to concentrate on qualitative exploration of the sustainability of outcomes among pupils and within schools through engagement with young people, schools and services across a wider geographical area within Wales.

1.3 Overview of Report

Section 2 outlines a literature review of the wider setting of domestic abuse and violence against women (DAVAW), therefore providing a context for further analyses of the spectrum project. To fully appreciate the relevance of the Spectrum project contribution, the context of the Welsh Government's objectives are discussed in section 3. Section 4 summaries the Spectrum project itself. An overview of the methodology used to address the evaluation outcomes are provided in section 4. Section 6 provides a detailed picture of the results from both the secondary and primary data collection. The conclusions and recommendations are discussed in sections 7 and 8. Data collection schedules can be viewed in the appendices.

2. Literature Review

The literature review explores definitions of domestic abuse and compares the Spectrum Project in Wales with other similar UK and international initiatives. This literature review will also identify the links between the project and current/emerging Welsh Government policies as well as the context of the delivery of personal and social education in schools (PSE).

What is 'domestic abuse'?

Three types of violence and abuse in the home have been identified by Johnson (2010): *violent resistance* (usually by women who are acting in self-defence) and *situational couple violence* where conflict between members of a heterosexual couple is fairly evenly balanced, and intimate terrorism, which is the area of primary concern and of most relevance to this study, where one partner (almost always the male partner) controls the other partner (almost invariably the woman) through physical violence, isolating her from friends and family, degrading her with insults and attacks on her self-esteem, and threatening her with for example, violence or having her children taken into care. The key element is the intention to control, and is thus a dynamic based on power.

Finkelhor and Brown (1985) suggested that experiences of powerlessness in abusive situations in early childhood were often correlated with the desire to be dominant in later relationships. Pullman and Seto (2012) also report that boys who shows signs of criminality are more likely to exhibit harmful sexual behaviour if they have experienced sexual abuse or early exposure to pornography themselves; other research makes similar correlations (Yates, 2012). Even if boys claim indifference to abuse (for example because of norms of masculinity), or because it is less sustained than it often is for girls, there are nevertheless long-term outcomes coming to the surface when they enter intimate relationships.

The UN Declaration on the Elimination of Violence Against Women, (1993) defines violence against women thus:

“Violence against women is a form of discrimination against women and a violation of human rights and shall mean all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological, or economic harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life”.

Evolving definitions in law

Monmouthshire Women’s Aid highlight the ‘new UK Government’s definition of coercive control’ which will be defined as a complex pattern of abuse by one partner using power and psychological control over another, such as financial control, verbal abuse or enforced social isolation. This means that the plethora of controlling but non-violent behaviours which characterise domestic abuse, e.g. preventing a partner from leaving the house or having access to a phone, could lead to a prosecution.

It is hoped that the broadened definition will raise awareness of what domestic abuse is, i.e. a pattern of behaviour characterised by power and control, rather than isolated incidents of physical violence.’

Domestic abuse and young people’s intimate partnerships

In a major study conducted for the NSPCC, Barter et al (2009) reported that there is need for a significant concern about violence in intimate partnerships between adolescents (including after relationships have ended, noting not only that girls experience it from their partners more often than boys do and over a longer period of time, but that this has a longer-term more damaging effect on girls than on boys, boys often claiming that violence (physical, emotional or sexual) has little effect on them. Other studies such as that by Radford et al (2011) and Vizard (2007) have found between one-third and two-thirds of sexual

abuse experienced by children and young people is committed by peers, the majority of whom are boys.

Barter et al (2009) comment that this is an area of life causing potentially greater distress than that of 'bullying' but that despite young people often reporting it, it has received far less attention than either bullying or domestic abuse.

Allnock and Miller (2013) note in their report *No one noticed, no one heard* that children and young people do make efforts to disclose but that adults frequently fail to respond, for example because they miss the clues, or because they don't want to believe that abuse is taking place, or because they fear the consequences of acting on the information (eg. if it is the mother who wants to keep the family together).

The wider setting

Domestic abuse accounts for 14% of all violent crime in the UK. For those for whom the financial burden to the economy is a concern, Walby (2012) estimates:

'The total cost of domestic abuse to services (the criminal justice system, health, social services, housing and civil legal) amounts to £3.8 billion per year, while the loss to the economy is £1.9 billion per year in England and Wales. An additional element is the human and emotional cost which is not counted in the cost of services. This amounts to just under £10 billion a year. Including all costs, the total cost of domestic abuse for the state, employers and victims is estimated at around £16 billion per year'.

It is not just the cost of the 'abuse industry' and the wide range of career paths and project developments that this spawns; it is the shared moral outrage at the sheer volume of human distress that underpins the drive to intervene. In a world in which there are fewer anchors – social breakdown, financial stress, public and community organisations (including the churches, the police and the health system) under scrutiny, and a media and film culture which often promotes

declining values, it is not difficult to understand the need to put back into society benchmarks for acceptable behaviour and healthy relating.

The Welsh Government is committed to tackling violence against women and children in Wales as part of a wider global strategy, spearheaded by the United Nations.

The focus of this report is to look at training provided by Hafan to children and young people across Wales as one of a range of strategies employed by the Welsh Government to reduce violence against women and children.

Allnock and Miller (2013) in their report for NSPCC summarise the problem:

‘Children and young people need to be provided with better knowledge about boundaries, their rights to protection and safety, and healthy relationships, and information about where and how to seek help.’

Thatcher (2012) reported that 87% of the 31 children they interviewed who were receiving support from Welsh Women’s Aid had never attended a lesson on domestic abuse or healthy relationships. This doesn’t necessarily mean that the opportunity hadn’t been there – it’s possible that children in distress avoid these lessons, or that their lives were so disrupted they missed the lessons. Since Spectrum programme lessons are frequently only one hour per cohort per annum, embedded within the Personal and Social Education syllabus, it’s possible that significant numbers of children miss them, adding support to the arguments for extensions to the training and higher prioritising within the curriculum.

The evolving context and emergent dilemmas

Challenges for understanding the concept of ‘domestic abuse’ include:

- widening of the concept of ‘domestic abuse’ to include coercive patterns of relating and to include 16-17 year olds;

- recognition that new government guidelines now make it an offence to fail to act on disclosures made by children and young people, and that evidence suggests that many attempts at disclosure are ignored, discounted, denied, disbelieved, or missed;
- confusion and a lack of knowledge among adolescents about what constitutes domestic abuse, consent to sex, healthy relating;
- arguments for a gender-based focus (favoured by many including Welsh Women's Aid), which recognises the differential nature of violence done to women and violence done by women as distinct from violence involving men, and different gender-based long-term outcomes;
- acceptance that much 'domestic abuse' includes peer violence in teenage intimate partnerships, including the practice of 'sexting' and emotional abuse;
- knowledge that there is a cycle of abuse for some, with some evidence that the need to engage in coercive patterns of relating and harmful sexual behaviour has some correlation with the experience of previous abuse in childhood

The context of delivery of Personal and Social Education (PSE) in schools.

Schools have a fundamental yet often unfulfilled role to play in educating children and young people about domestic abuse, in handling disclosures of abuse, and in preventing incidences of abuse in future (Carrol-Lind, 2002; NCB, 2009; Wales Violence Against Women Action Group, 2009). 97 per cent of schools in Wales now provide some form of domestic abuse prevention education to pupils, but the frequency with which this is delivered, its nature, foci and deliverers vary considerably (Wales Violence Against Women Action Group, 2009).

Educating children and young people in schools and other educational settings about domestic abuse is not yet mandatory in Wales (Refuge, 2008). However, many schools in Wales now attempt to raise awareness of domestic abuse, and promote the message of its unacceptability among pupils through incorporating this into Personal and Social Education (PSE) sessions or other lessons (Refuge, 2008). The PSE Framework has been designed in order to “support and promote the personal and social development and well-being of its learners” (WAG, 2008).

There are several themes identified within the PSE Framework and the exploration of domestic abuse falls under the theme of ‘health and emotional well-being’. Preventing and raising awareness of violence against women and domestic abuse has been highlighted as a key priority of the Welsh Government. The ‘Right to Be Safe’ (WAG, 2010) emphasises the importance of educating young people about healthy relationships and what is deemed as acceptable behaviour in order to enable them to make informed choices about the relationships they may enter into. This suggests that the mode of delivery of this topic is crucial in order to promote the government’s aim to raise awareness amongst young people. Those people responsible for delivering information on this topic must be well informed not only on the content; but on how to deal with issues such as disclosure that may result as a consequence of teaching a sensitive subject.

Hafan Cymru’s Spectrum project has been developed to deliver to 11-18 year olds in a school setting in order to increase awareness of domestic violence. Many individuals will be involved in the delivery of PSE to young people and these will include PSE co-ordinators, Healthy Schools co-ordinators, police liaison officers and teaching staff.

The PSE Framework can be delivered in a variety of ways. It can be delivered as an integrated element across a range of curriculum subject areas; as part of the tutorial system; in discrete sessions delivered by specialists or through

focussed activities. The Spectrum project entails one session to raise awareness on domestic abuse and is currently delivered in 18 out of 22 Local Authorities.

The Personal and Social Education Framework which was implemented for 7-19 year olds in Wales in 2008 already includes a health and well-being theme that encourages children to:

- develop respect for themselves and others.
- understand the features of safe relationships; and
- promote critical awareness of how wider power inequalities, which create gendered division, can give rise to sexual violence.

2.1 Implications for Hafan Cymru's Spectrum Project:

The implications of the literature reviewed is that research illustrates the following:

1. The need to foster awareness of healthy relationships targeted at teenagers' intimate relationships with peers,
2. A need for support for teachers and others to recognise disclosures.
3. Extensions to Domestic Abuse training and higher prioritising within the curriculum.
4. Effective delivery of training for DAAVW is crucial in order to promote the Welsh Government's aim to raise awareness amongst young people and those who work with them.

3 The context of the Welsh Assembly Government's objectives

'The Right to be Safe' (WAG 2010) represents the Welsh Government's 6 year integrated strategy to challenge all forms of violence against women for the 2011 – 2016 term of government. It builds on the achievements initiated by 'Tackling Domestic Abuse' (WAG 2005) which aimed to recognise the good practice of third sector organisations and to coordinate services in order to provide the most effective and appropriate support for those in need.

The strategy set out four key priorities, including improvements to the response of Criminal Justice, Health and other agencies. Equally important was the need to support victims of violence and their children, to raise awareness of violence against women and to prevent domestic abuse. Although the Welsh Government called for a gender-inclusive response, it also directed that attention and resources should be allocated proportionately.

Statistically, women and children are disproportionately affected by violence perpetrated by men. Povey et al (2008) outlined the scale of the problem. He stated that more than one in four women in England and Wales, around 4.8 million women, had experienced at least one incident of domestic abuse. The prevalence of domestic abuse highlighted the crucial importance of raising awareness of the issue and providing support services.

The Welsh Government has stated its commitment to reducing both the incidence of domestic abuse and the short and long term effects of exposure to inter-relationship violence. It has pledged funds to tackle these issues. However, it requires assurance that services are working in ways that maximise their effectiveness. The Welsh Government commissioned the 10,000 Safer Lives Project (WG 2012) with the aim of evaluating and improving public service response to domestic abuse. The recommendations have been incorporated into the programme for Government 2011-2016. A key finding of the project was the

significant contribution that early intervention and education for children and young people might make to preventing domestic violence.

The Welsh Government has acknowledged that there is a need to compile detailed data on the pattern of violent incidents and the response of agencies in order to evaluate the relevance and impact of existing strategies and to determine the most cost-effective allocation of resources. 10,000 Safer Lives Project (WG 2012) acknowledged the success of programmes such as the Spectrum Project, delivered by Hafan Cymru, but pointed to the differing priorities within the school environment in Wales that was having an impact on the coherence of the message. Central to this evaluation was the need for consistency of approach between the different agencies involved in the All Wales Schools Programme.

The evaluation emphasised the necessity of ensuring that professionals working in schools have the knowledge required to recognise domestic abuse and to understand how to deal with issues in an appropriate manner. The consultation indicated that awareness of domestic abuse should be embedded in teacher training. If the Welsh Government's aims of challenging attitudes and behaviour towards women are to be achieved, children and young people need to be encouraged to develop respect for themselves and others and supported to understand the concept of safe relationships.

The Welsh Government is also in the process of publishing legislation to end violence against women, domestic abuse and sexual violence (WG consultation 12/13). The proposals in the White paper address the three themes of prevention, protection and support:

The three themes are:

- Stronger leadership across Public Sector Services in Wales that is independent can monitor and challenge, providing a strategic overview.

- Better education and awareness from the ‘cradle to the grave’, which includes the public, frontline staff and professionals.
- Strengthening and integrating services that are consistent, effective and of a quality standard.

3.1 Implications for Hafan Cymru’s Spectrum Project:

The service that Spectrum project delivers clearly falls into the category of prevention and awareness of violence in the “Right to be Safe” (2010) document and better education and awareness from cradle to grave outlined in their White paper on “Legislation to end violence against women, domestic abuse and sexual violence ” (WG2012/13)—it explicitly outlines the important role that education has to play:

- Ensure that education on ‘healthy relationships’ is delivered in all schools.
- A duty on each local authority to identify a regional Ending Violence Against Women forum.
- Domestic Abuse and Sexual Violence Champion to promote a whole school approach for dealing with this issue in educational settings.

4 The Hafan Spectrum project

History of the Spectrum project and its current situation

Hafan Cymru developed the Spectrum project in 2001 funded by the European Union's domestic violence fund, to provide material on domestic abuse and healthy relationships awareness for schools and youth settings to use themselves, but since 2005, has employed qualified teachers with expertise in sexual and domestic abuse, who can work in both English and Welsh.

The Spectrum project is the key contribution of Hafan Cymru to work on *prevention* of domestic abuse and promoting independence.

The Spectrum Project's targets for the year are outlined in the context of the WAG Violence against Women & Domestic Abuse Team's strategic priorities – Leadership and Accountability, Education & Awareness and Strengthening and Maintaining Services.

By changing attitudes and increasing the understanding of children and young people to violence against women, domestic abuse and sexual violence, Hafan Cymru are seeking to bring about less acceptance of violence, reduction in damaging gender stereotypes, less victim blaming, a recognition of healthy relationships, and an inevitable increase in disclosures and referrals to specialist services.

To date Spectrum has made 3,234 separate visits to schools all over Wales. Spectrum sessions have been delivered to over 146,557 young people and 8,697 adults and the target for 2012 to 2013 aims to take this total to well over 120,000 young people who will have benefitted from the Project.

By the end of March 2012, the Project was actively delivering sessions in 15 of the 22 counties in Wales and in approximately 96% of all secondary schools in North Wales – an achievement which is only due to the hard work and determination of the staff involved in the Project. Workshops on the Spectrum

Project have also been delivered to youth workers, social workers, counsellors, Police Schools Liaison Officers and other professionals who require input into raising awareness of abuse to young people.

During 2012—2013, the Spectrum project saw 19,005 young people, delivered information around healthy relationships and domestic abuse to 1,177 adults and travelled on 358 visits to educate young people at schools or educational establishments.

Some of the highlights of the work during 2012-2013 included:

- developing *peer education* with young people to equip them to deliver to younger people and to have this recognised within the Welsh Baccalaureate
- delivering sessions on Stages of Abuse to 30 plumbers attending Gower college and agreeing to target students other courses
- delivering at 3 teachers' conferences on Sexual Violence and Violence Against Women—in conjunction with police school liaison officers, reaching 170 teachers in Wales
- entering into discussions with the *Arad Goch* Theatre Company regarding their recent production on Sexting and how Hafan Cymru could collaborate on possible future projects
- attending a consultation event on the WAG White paper and feeding views into response to the consultation process, and becoming aware especially around the *whole school approach* which is informing current development of resources.

- developing a pilot project at 2 primary schools in Carmarthen
- distributing thousands of Spectrum support cards to young people and school staff, which include phone numbers and website addresses of key support agencies

The sessions are not designed to promote disclosure during sessions but to create a space where peers can discuss issues around abuse in a safe and informative environment. The Spectrum Project links with each County's Domestic Abuse Forum and their strategy.

Achievements during 2013-14 further demonstrate the reach and potential of the Spectrum initiative:

- Funding has been obtained by Families First in Conwy to develop and run an awareness raising programme with young people in the Foundation Phase/Key stage 1 in 4 schools in Conwy.
- The development of resources on Sexual Violence and Violence Against Women—sessions on sexual consent have been delivered to some schools in KS3 and 4.
- A six week pilot with two Carmarthenshire Primary schools teaching 10 and 11 year olds about healthy relationships and domestic abuse.
 - The pilot, funded by the Healthy Schools Scheme, was developed as a response to the recent government White Paper outlining legislation to end violence, domestic abuse and sexual violence against women and girls. One proposal in the White Paper seeks to ensure that children and young people are educated within schools on how to form and recognise healthy relationships.
 - The evaluation of the pilot by Dr Audrey Hunt, Carmarthenshire Educational and Child Psychology Service, demonstrated that the initiative had a number of positive outcomes for both pupils and staff. Including raising awareness about positive relationships and increasing knowledge, understanding and confidence with teachers to tackle sensitive issues.

4.1 The Wales Assembly Government proposals and their impact on the Spectrum project

The Wales Assembly Government launched a consultation on its White Paper for the Sexual and Domestic Violence Bill and reported on this in September 2013. T

The White Paper outlined the policy and legislative proposals aimed at ending Violence against Women (VAW), Domestic Abuse (DA) and Sexual Violence (SV). The proposals focused on three specific areas within the elements of prevention, protection and support. These were: improving leadership and accountability; improving education and awareness; and strengthening services in Wales.

Overall, the proposals in the White Paper have been received positively by stakeholders, service users and the general public. Many have commented they believe the proposals will have a positive impact on the lives of those experiencing VAW, DA and SV. The majority of responses also offered detailed advice on how the proposals could be delivered.

Responses included a positive approach to strengthening of services and activities to end violence against women, but a concern about the availability of resources to underpin this work. However there was a recognition in the responses that domestic abuse costs the economy and that long-term prevention work can ultimately produce savings (though of course the rationale is not simply financial but moral).

The WAG report: 'There was a general consensus that ensuring education on healthy relationships in schools would achieve the outcomes of:

- less acceptance of violence;
- less acceptance of damaging gender stereotypes;
- less victim-blaming;
- a recognition of healthy relationships;

- an increase in disclosures and referrals to the specialist services (e.g. All Wales Domestic Abuse and Sexual Violence Helpline)'.

Main Themes identified in the responses were:

- The “whole-school” approach was welcomed and the importance of maintaining a universal approach to education, which was consistent across different settings and to different ages, was highlighted. This should deliver key messages from an agreed curriculum which is monitored and evaluated
- Healthy relationship education should cover all areas of work, including child sexual exploitation, trafficking, sexually harmful behaviour, female genital mutilation and forced marriage, serious youth violence, sexual harassment and domestic violence/abuse in teenage relationships, gender equality and human rights
- Parents and teachers need the right training, support and information
- Specialists in the sector, not teachers, should deliver educational programmes and work in partnership with schools
- Children should receive targeted education on healthy relationships and attitudes, this should be a mainstream activity and should be made compulsory
- Education relating to healthy relationships should start in primary school
- Monitoring and data collection should become an integral part of healthy relationship education provision
- Educational champions will play a key role

There was also support for a National Training Framework for professionals and others in health settings, mental health, social work, police, education, criminal justice, the media, third sector organisations, civil and public servants (eg. in local government) and contexts where people come into contact with women,

children and young people, including child minders and sports coaches, to ensure consistency of approach.

Business development and financial considerations

Welsh Government has provided £30,000 per annum and *Comic Relief* agreed **6 years of funding to 2011. Since then, Hafan Cymru has been topping up WAG** funds from its 'reserves' (under the auspices of 'preventative work') and in the period 2013-2014 this is anticipated to be at the rate of £77,511 to retain the existing 2.5 FTE staffing level, **although the view is that 5 FTEs are needed to deliver what is required, which would need a further additional £70,000 pa.** Not actually accurate any more – now deemed to be 12 SLOs.

Future plans for funding

WAG will be changing the formula for ongoing funding once it has completed its Independent Review of this area.

An application had been made by Hafan Cymru to the European Union's DAPHNE fund for funding for expansion into Ireland (with its sister organisation) and to develop the primary schools project in Wales however was unsuccessful.

Hafan Cymru aim to cover the shortfall in funding with a significant element of sponsorship and fundraising.

Hafan Cymru acknowledge that the Spectrum Project is currently operating at less than its maximum capacity due to these funding shortfalls.

5 Methodology

Given the size and scope of the Spectrum Project and also the limited project budget, it is understood that this evaluation will constitute the Phase I of a much larger evaluation. Thus this report will focus on three key issues:

1. The quality and impact of delivery of the Spectrum Project in schools;

2. An evaluation of whether the project provides value for money: does it change understanding of the student cohort and their response to the workshops;
3. Whether it meets the wider priorities of the Welsh Government.

The data from this report will be able to identify whether the workshops change attitudes and understanding; limitations of the project and suggestions for future research and modifications in the data collection process.

There were three components of the data collection process for this project they included, secondary data analysis, online qualitative questionnaires and qualitative interviews. This approach allowed for between methods triangulation with 'the aim of achieving convergent validity and testing the degree of external validity' (Hussein, 2009, 4). By 'combining both qualitative and quantitative' data collection methods this allows for a greater increase in 'the ability to rule out rival explanations of observed change and reduces scepticism of change-related findings' (Hinds, 1989, pp. 442). Denzin (2008, 317) sees a mixed method paradigm as part of the 'third methodological movement' which allows for between-methods triangulation through using a range of data collection methods on the same context; within this research, the analysis uses an 'interpretive techniques' approach (Denzin, 1970 *cited in* Cohen *et al*, 2011: 196; Adelman *et al*, 1980).

As part of the analysis of this project Hafan asked the team to explore the existing data from student pre- and post-workshop evaluation questionnaire for the period between July and September 2013 with 1143 student pre- and post-workshop questionnaires completed. Beyond this the team also decided to use online broadly qualitative questionnaires to 26 Secondary School PSE Officers within Carmarthenshire and Denbighshire; of the 26 only 4 completed the online survey. The questions were broadly descriptive in nature with only a small number of closed requests. Alongside the online questionnaires a set of

telephone qualitative interviews with key stakeholders including County PSE Advisers, Healthy School Officers and one Domestic Liaison Officers; beyond these 'within Local Authority education' interviews there was also an interview held with the All Wales Police School Liaison officer. Seven requests for interviews were made with 6 interviews being undertaken. A focus group and interviews were also carried out with Hafan Staff: Schools Liaison Officers - five in total. The analysis for the qualitative data, both the online qualitative questionnaire and qualitative interviews was undertaken through thematic analysis.

The existing data for the Spectrum Project was collected from 2008-2013, April to June 2013 and July to September 2013. A substantial database which captured not only outputs, numbers of schools visited, numbers of young people and teachers/ school staff who receive sessions, year groups involved, as well as individual responses regarding a range of questions specifically focused upon the content of the workshops. During this period there were a number of changes to the data collection tool which resulted in challenges with comparing between data sets. It was agreed with Hafan that the team would focus on the final set of data from July to September 2013. The data collection tool can be seen in appendix 1. One of the issues, reliability of the data collection process, surrounds the use of such data, as the original process cannot be reviewed; having said this a full discussion was had with the individual responsible for the questionnaire design and data input (Cargan, 2007: 65). There are some challenges associated with secondary data analysis including the breadth of participants and the number of non-returns; weak questionnaire design and limited ability to generalise to beyond the original population (Smith, 2006: 29). Having said this secondary data analysis does give the team the opportunity to sample student pre- and post- responses to the workshops.

The online qualitative questionnaire was useful as the cohort under study were spread over a broad geographical area although there are potentially four

challenges to using such a data collection method; coverage, nonresponse, sampling and measurement error (Reynolds *et al*, 2007: 45). From a 'coverage' and 'sampling' perspective all those within the original population were included in the sample thus this proved not to be an issue although the response rate was low, 'nonresponse' and only 4 of the 26 responded; to encourage a large data set a further 'follow up email' was sent to the whole cohort and the deadline date extended. As this was broadly a qualitative online questionnaire issues associated with measurement error were also of no concern (Dillman, 2000: 9). The low response rate is of some concern but the analysis will be descriptive rather than statistical thus, although a limited set of responses, there may be issues raised which would benefit from further research.

The questions asked for the Online Questionnaire can be seen in Appendix 2.

Finally the third data collection method was qualitative interviews; this is a central part of much social research and aims to construct knowledge and understanding of the key stakeholders, Local Authority coordinators/officers responsible within the education context alongside one Police School Liaison Officer (Kvale, 1996: 2). Through these one-to-one interviews interviewers sought to collect understanding of the 'lived world experience' of the interviewee which were then explored through thematic analysis (King & Horrocks, 2010: 149). This was then compared with the secondary data analysis and online qualitative questionnaires. The interview schedule outlining questions asked can be seen in appendix 3.

Ethical Considerations

In all respects, the research was designed to comply with research protocols outlined in The BERA Charter for Research Staff in Education (2012) and Ethical Guidelines for Educational Research (BERA 2011).

All research undertaken by staff of University of Wales: Trinity Saint David comply with current ethical standards, including: informed consent, anonymity, privacy, right to withdrawal, respect for the individual.

The project proposal was submitted to the University of Wales Trinity Saint David Research Ethics Committee in October 2013.

Furthermore, Trinity Saint David is fully committed to the UN Convention on the Rights of the Child and benchmarks its programmes against respect for children and young people. We fully endorse the challenges outlined by Roberts (2008: 264) when he states that:

...since research questions and research agendas are still largely the province of adults, children's narratives tend to be edited, re-formulated or truncated to fit our agendas...

The movement to acknowledge the power and legitimacy of the children and young people's voice (Gearon, 2003; Dahlberg, 2005, 2010; Moss, 2007) expects, for example, that researchers ensure that children and young people's active and informed consent is attained.

Welsh and English Language Requirements

Respondents were offered the option of completing questionnaires and being interviewed in either Welsh or English. Project staff were available to undertake any questionnaires or interviews bilingually. The University of Wales: Trinity Saint David is a sector leader in the provision of Welsh medium resources, having full support of translation facilities.

Collation and recommendation

Ongoing dialogue took place with client contacts and key staff working on the project. This enabled us to collect the relevant data associated with the project as well as to establish a working relationship through which together we can implement the more participative elements of this evaluation.

6. Findings

Findings from the four sets of analysis are reported on here, with discussion within each section in relation to:

- 1 Quality and impact
- 2 Value for money
- 3 Meeting the wider priorities of the Wales Government

6.1 Pupil evaluation data gathered by Spectrum team 2008-2013

The main findings from the statistical data are explored below. It has been noted that at times the questionnaire would benefit from review and some modification made to increase the 'usefulness' of the data collected. The significant finding is that after the delivery of the Spectrum Workshops on Domestic Abuse students responded overwhelmingly that they now knew what constituted Domestic Abuse. An increased understanding of what constitutes domestic abuse was also evident with a move away from presentations of particular behaviours to the understanding that abuse is about 'power and control'. This may allow students to better identify domestic abuse rather than seeing it as their 'fault'. Beyond this students became more aware of where to access professional support which was confidential and beyond 'telling a friend' some of the other findings are explored below.

When reading the evaluation below it is important to understand that many of the questions are analysed in pairs (pre- and post-workshop Responses); these are analysed together. Only those responses which indicated some significance for the project were included in the discussion (Table 1):

Table 1: Linked Questions Pre- and Post-Workshop

| Question | Question No. Pre-Workshop | Question No. Post-Workshop |
|---|----------------------------------|-----------------------------------|
| Do you know what domestic abuse is? | 1 | 7 |
| What is the main reason why abuse happens in relationships? | 2 | 8 |
| how do you think abuse in relationships makes people feel? | 3 | 9 |
| Where could someone concerned about abuse go for help? | 4 | 10 |
| Why would someone go to the support you have chosen? | 5 | 11 |
| What would stop a person getting help | 6 | 7 |
| What is the most important thing you have learned today? | | 14 |
| How should you feel in a healthy relationship? | | 16 |
| Other/Additional comments? | | narrative |

Question 1 & 7: Do You Know What Domestic Abuse Is?Whole Cohort:

There were 591 (51%) male and 563 (49%) female students who completed the questionnaire between July and September 2013 (Appendix 1). There were a range of questionnaires given to students from 2008 to June 2013 but as these differed in design the team were not able to produce any 'meaningful' statistics or discussion. The current questionnaire is an improvement on the previous data collection tools but would still benefit from further improvement in discussion with the project team at the University of Wales Trinity Saint David.

Student positive responses when answering 'Do you know what Domestic Abuse is?' changed significantly from the pre-workshop questionnaire to the post-workshop questionnaire; Question 1 (pre-workshop) when compared with responses for question 7 (post-workshop) changed significantly after the Spectrum Workshop ($p < .000$). Students were more likely to indicate that they knew what constituted Domestic Abuse after the workshop. Prior to the workshop only 46.5% of students said they knew what constituted Domestic Abuse; after the workshop this positive response increased to 98.8%. The comparison between questions 1 and 7 demonstrated a significant positive change in student awareness of what constitutes Domestic Abuse after the delivery of the Spectrum workshop.

Test Statistics^b

| | |
|-------------------------|--------------------|
| | Ques 1 & Ques 7 |
| N | 1169 |
| Chi-Square ^a | 604.041 |
| Asymp. Sig. | .000 |

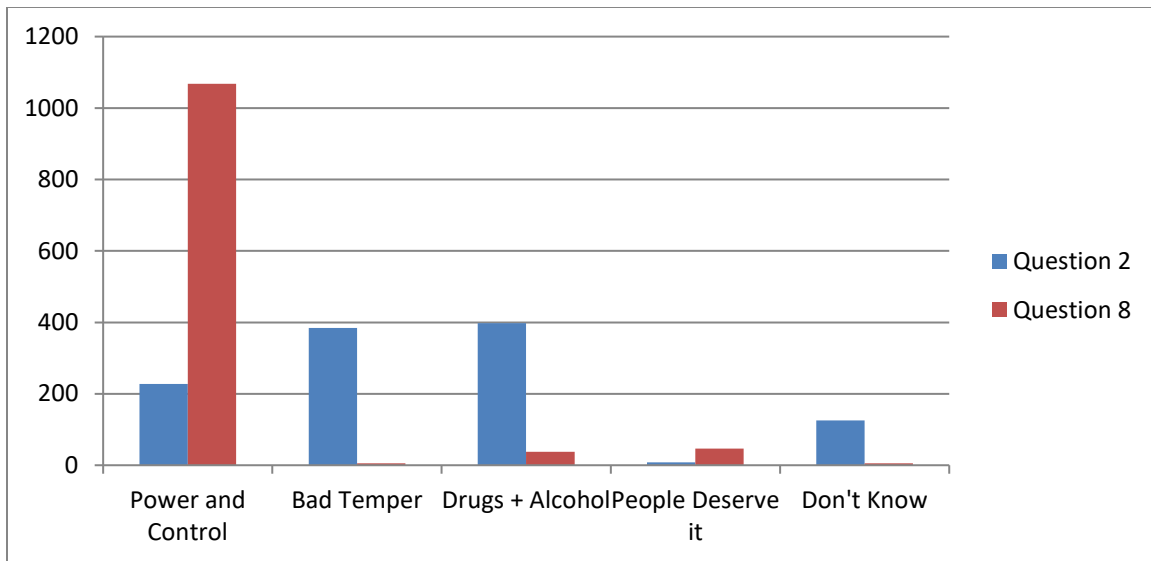
a. Continuity Corrected

b. McNemar Test

Question 2 & 8: What is the Main Reason why Abuse happens in a Relationship?Whole Cohort:

When considering all students within the study, pre-workshop students did not give one single main reason why abuse happens and tended to consider 'bad temper' (33%) and 'drugs and alcohol' (34%) as major influences. After the delivery of the workshop, which explored the role of power within relationships, 92% of students considered that 'power and control' was the major factor in abusive relationships (Graph 1).

Graph 1: Question 2 & 8: What is the Main Reason Why Abuse happens in a Relationship?

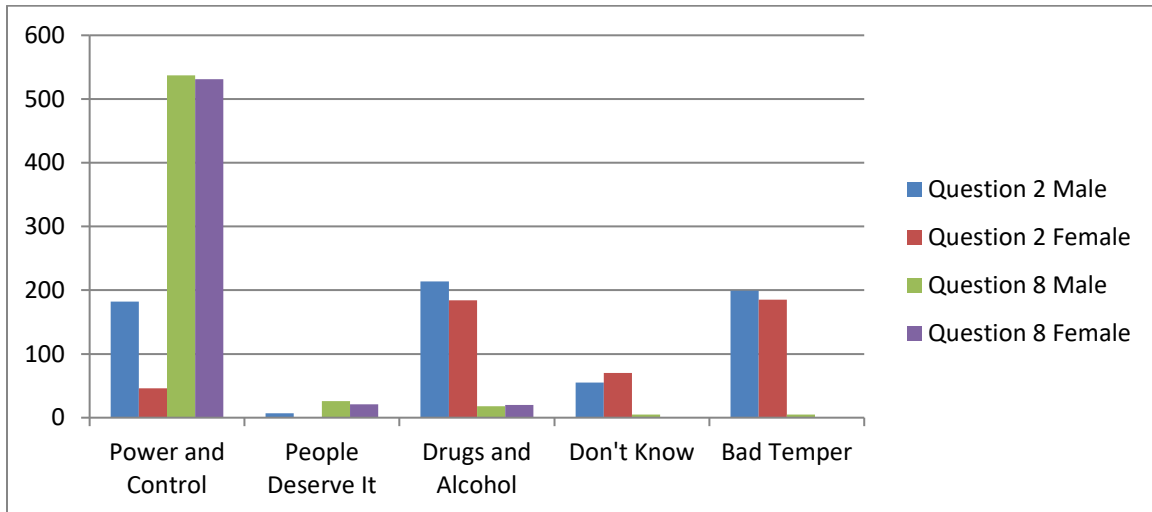


There is a slightly worrying increase of responses from students at 4% (47) given 'people deserve it' as 'main reason why domestic abuse happens in a relationship' post-workshop. This could be due to the seminar exploring some of the reasons that society assumes why abuse happens which these students may not have been aware of prior to the workshop; but again further research may be needed to explore this in more detail.

Gender Issues:

Pre-workshop male students were more like to attribute 'power & control', 'drugs and alcohol' and 'bad temper' as the core reasons 'why' abuse happens, whereas Female students were more likely to consider 'drugs and alcohol' and 'bad temper' as being important with many indicating that they 'don't know' why abuse happens (Graph 2).

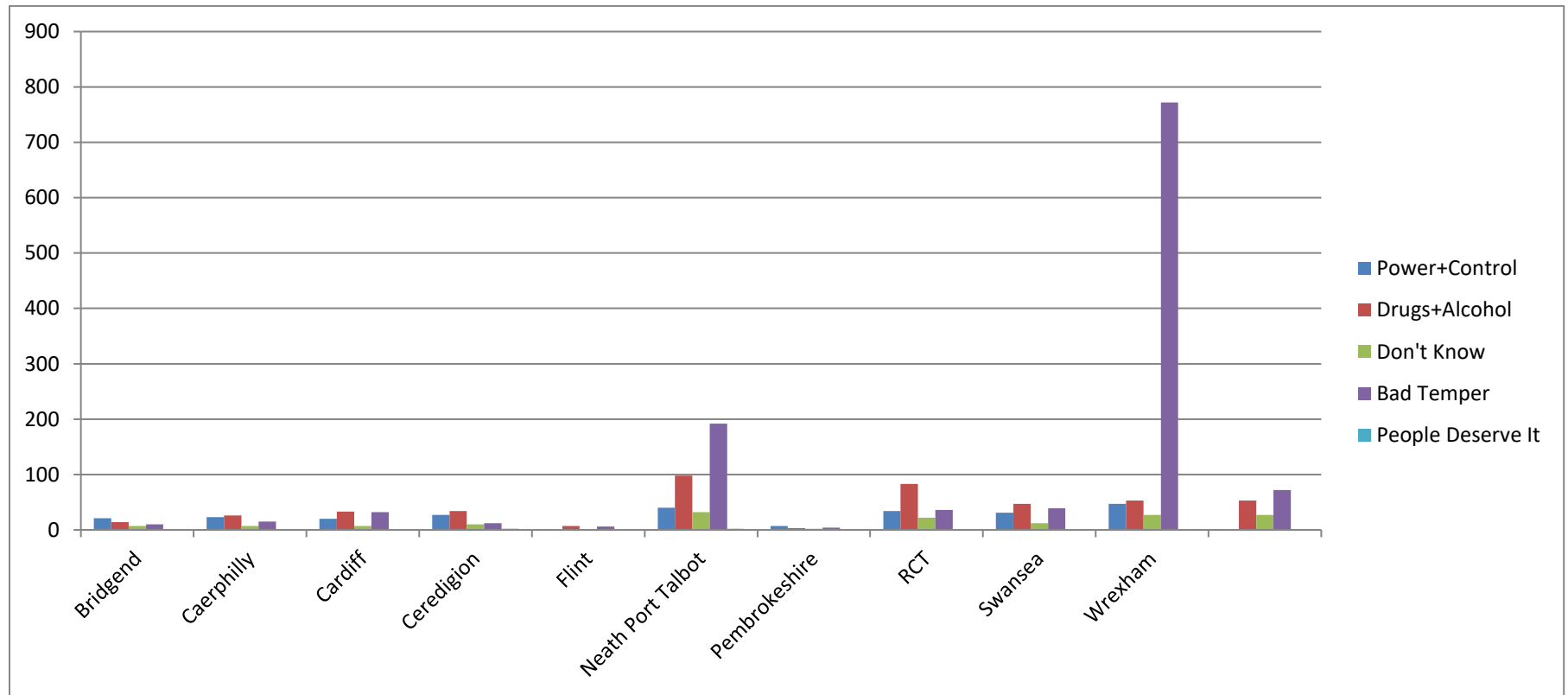
Graph 2: Question 2 & 8 Gender: What is the Main Reason Why Abuse Happens in a Relationship?



By County:

When each county was analysed for Question 2 which was prior to the workshops the responses from students in two counties, Neath Port-Talbot and Wrexham, indicated that they had a much higher likelihood of attributing ‘bad temper’ to ‘Why Abuse Happens in Relationships’ (Graph 3).

Graph 3: Question 2: What is the Main Reason why Abuse Happens in a Relationship?



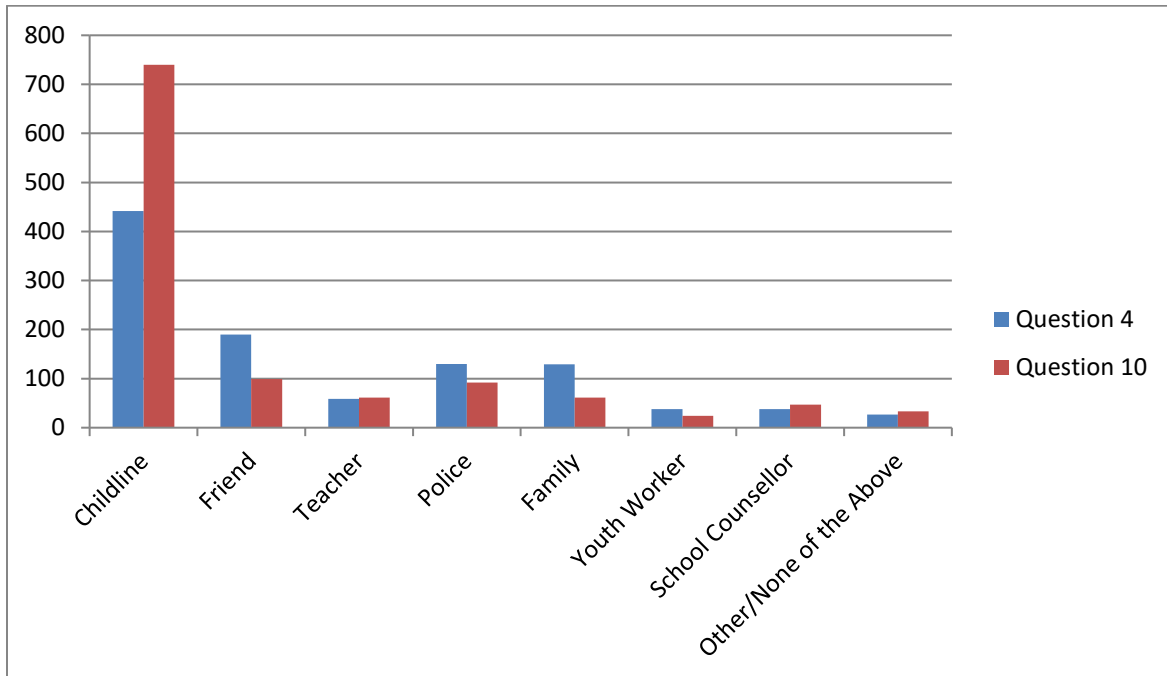
Why these students have predominantly choose this one characteristic is unknown but when this is considered against the Welsh Index of Multiple Deprivation Wrexham was highlighted as one of the top ten of the most deprived Local Authorities. Neath Port-Talbot was not represented within the top ten most deprived Local Authorities but was the third most deprived when ranked in the Employment Domain. Whether such deprivation has influenced either the 'reality' or the 'perception' of abuse is difficult to determine but this may be worth exploring in future research as to whether these areas will need a 'different' or 'enhanced' workshop approach in the future (WG, 2011).

Question 4 & 10: Where could someone concerned about Abuse go for help?

Whole Cohort:

Many pre-workshop students considered a range of sources of advice and support (61% to 36%). Post-workshop there was a move towards using Childline as a source of help (64%); this is not surprising as Spectrum is a supporter of Childline in this context. There is also a decrease in the options such as the 'family members'; as abuse is often within families this may cause tension with family members who have competing loyalties (11%- to 5%) which further moves the abuse 'out of sight'. A reduction in seeking support from the Police (20% to 8%) is also evident; again Childline may be able to operate as a 'voice/advocate' on the child's behalf rather than the child having to negotiate the complexities of the formal legal system. Conversely the move away from considering accessing authority figures by students, for example the Police, may be a cause of concern as this may actually increase the distance between the legal and social worlds of young people (Graph 4).

Graph 4: Question 4 & 10: Where Could Someone Concerned about Abuse Go for Help?



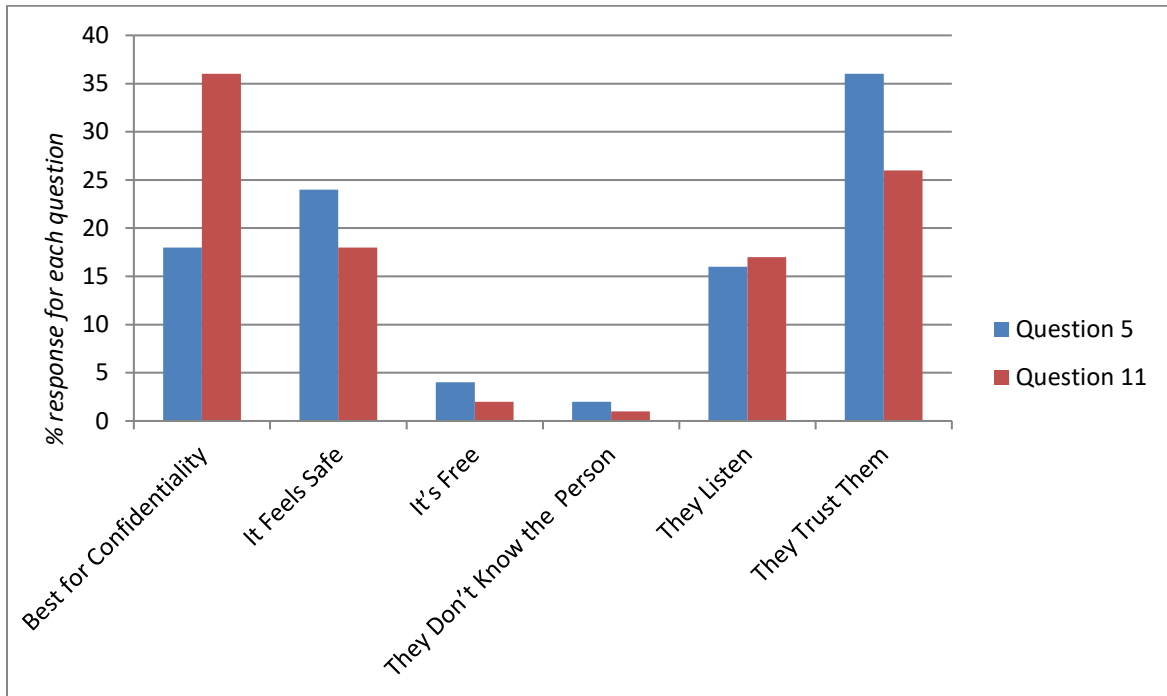
Gender Issues:

There are slight gender differences in the responses for Question 4; males were more likely, when compared with females, to consider approaching Childline (M:40% F:37%), or the Police (M:21% F:18%); whereas females were slightly more likely to approach friends (M:16% F:18%). Some of the potential reasons could be related to males seeing authoritative figures, such as Police, as being ‘masculine’ and female students seeing friends as part of their social group; but caution is needed as the differences are small and further research into the reasons why such choices were considered would need to be undertaken.

Question 5 & 11: Why would someone go to the support you have chosen?Whole Cohort:

As the data for Question 5 is related to the responses for Question 4 and Question 11 relates to Question 11 it is difficult to compare between data sets and individual responses; when we analyse question 5 and 11 it is not possible to determine which 'support' choice is being discussed. Nevertheless we can see that there is a move towards 'confidentiality' (Ques 5:18% Ques 11:36%) as type of 'official trust' and away from 'social' trust which includes 'safe' and 'free'. Again whether the student have 'understood' what 'confidentiality' means in this context would take further research. If we consider the trends in Questions 4 and 10 towards Childline this may indicate awareness of the roles, responsibilities and legal position of their service. Again further research would be needed to explore this in context. There would also need to be a redesigning of the questionnaire to allow such comparisons to be made. Interestingly 'listening' has actually increased by 1% from Question 5:16% to Question 11: 17%. Again this could mean that their understanding of the role of Childline is impacting upon the figures (Graph 5).

Graph 5: Question 5 & 11: Why Would Someone Go to the Support you have Chosen?



Question 6: What would Stop a Person Getting Help?

Whole Cohort:

Question 6 did not have a corresponding 'post-workshop' counterpart but did reveal some interesting data. The students, overwhelmingly, considered that 'fear' was the biggest barrier to accessing help for Domestic Abuse (70%) rather than issues associated with 'trust' (7%), 'confidentiality' (6%) and 'gossip' (9%). It would have been interesting to find out of 'what they were fearful?' as this may give programme designers the ability to provide strategies which are specifically focused on supporting young people to overcome Domestic Abuse.

6.2 PSE Co-ordinators in schools

Quality:

The four responses from PSE Coordinators demonstrate that schools feel that delivery is effective and appropriate to their needs:

- i. Delivery was flexible and experiential which entailed group work circle time and workshops. It was viewed as being delivered sensitively and appropriately.
- ii. The resources were viewed by all four respondents to be of a high quality:

“Excellent and engaging”

“The resources are always to a high level of effectiveness. They are relevant to the pupils here and now. Everything is up to date and the use of language is at the level of the pupils.”

“The pupils enjoy the workshops and the way that the staff work is def on the right level”

- iii. All four respondents identified the programme was delivered with sensitivity to religious and cultural diversity and that the language of delivery was appropriate to pupils e.g. gender, age, ethnicity, sexual identity.

Impact:

The four responses outline that the project had an impact on Young People and teaching staff—that it improves awareness with young people of violence against women and domestic abuse, raises awareness of where help can be accessed, develops an understanding of what constitutes domestic abuse and violence, improves awareness of what constitutes a healthy relationship. Outlined below is a summary of responses, table 1 and 2 also outline the responses.

Thorough both school and Hafan evaluation the respondents identified that

1. Pupils are more aware of issues discussed.

2. Students have contacted a school councillor
3. Better tolerance and understanding is gained
4. They have come forward with issues that they have been involved with or have been worried about someone else.
5. Improved attitudes towards relationships and Improved self-respect.

“The pupils get to understand how to look at a safe relationship. They are able to see it in their own relationship but also in the relationships of others. Pupils are able to discuss and understand what is right and wrong”.

“Several young people have responded in a positive way and it has raised their awareness”

Examples of impact outlined by all our respondents

Two of the four respondents noted there had been some disclosures and discussions with school counsellors about issues in relation to domestic abuse.

“They have been a couple of disclosures. One about the parents and what the individual sees and another where they believed they were in an abusive relationship”.

The programme was seen to fully and partially meet the needs of young people.

No concerns were outlined in relation to the training and its impact on young people in the school: “It’s always been done sensitively”.

Table 1 identifies that from the perspective of the four respondents that the project improves awareness with young people of violence against women and domestic abuse, raises awareness of where help can be accessed, develops an understanding of what constitutes domestic abuse and violence, improves awareness of what constitutes a healthy relationship.

It also identifies that young people are viewed as feeling safe to deal with issues of domestic abuse during and after a session. Three out of four felt that young people are given a range of choices on how to handle problems of Domestic Abuse.

Table 1

| Does the Spectrum project with pupils (please tick relevant boxes below) : | | | |
|---|-------------------------------------|-----|---|
| 8.a. improve awareness of violence against women and domestic abuse? /yn gwella ymwybyddiaeth am drais yn erbyn menywod a cham-drin domestig? | | | |
| yes: | <input checked="" type="checkbox"/> | n/a | 4 |
| no: | | n/a | 0 |
| 8.b. raise awareness of where help can be accessed?/ yn codi ymwybyddiaeth am ble mae modd cael cymorth? | | | |
| yes: | <input checked="" type="checkbox"/> | n/a | 4 |
| no: | | n/a | 0 |
| 8.c. develop an understanding of what constitutes domestic abuse and violence/yn datblygu dealltwriaeth am beth yw cam-drin a thrais domestig? | | | |
| yes: | <input checked="" type="checkbox"/> | n/a | 4 |
| no: | | n/a | 0 |
| 8.d. improve awareness of what constitutes a healthy and an unhealthy relationship among pupils /yn gwella ymwybyddiaeth am beth yw perthynas iach a pherthynas afiach ymhlith y disgyblion? | | | |
| yes: | <input checked="" type="checkbox"/> | n/a | 4 |
| no: | | n/a | 0 |
| 8.e. do young people feel safe to deal with issues of domestic abuse during and after the session/s, eg. to ydy pobl ifanc yn teimlo'n ddiogel o ran ymdrin â materion cam-drin domestig yn ystod ac ar ôl y sesiwn/sesiynau, e.e. er mwyn trafod materion gyda'u cyfoedion neu staff? | | | |
| yes: | <input checked="" type="checkbox"/> | n/a | 4 |
| no: | | n/a | 0 |
| 8.f. do you feel that young people are given a range of choices on how to handle problems of Domestic Abuse?/a ydych chi'n teimlo y rhoddir ystod o ddewisiadau i bobl ifanc o ran sut i drin problemau Cam-drin Domestig? | | | |
| yes: | <input checked="" type="checkbox"/> | n/a | 3 |
| no: | <input checked="" type="checkbox"/> | n/a | 1 |

Table 2, identifies that from the perspective of the four respondents that the project improves awareness with teaching staff of violence against women and domestic abuse, raises awareness of where help can be accessed, develops an understanding of what constitutes domestic abuse and violence, improves awareness of what constitutes a healthy relationship.

Three of the four noted it improved staff confidence in dealing with the subject.

Table 2

| 9. Does the Spectrum project with Staff (please tick the relevant boxes): | | | |
|--|--------------------------|-----|---|
| 9.a. improve awareness of violence against women and domestic abuse? / yn gwella ymwybyddiaeth am drais yn erbyn menywod a cham-drin domestig? | | | |
| yes: | <input type="checkbox"/> | n/a | 4 |
| no: | | n/a | 0 |
| 9.b. raise awareness of where help can be accessed?/ yn codi ymwybyddiaeth am ble mae modd cael cymorth? | | | |
| yes: | <input type="checkbox"/> | n/a | 4 |
| no: | | n/a | 0 |
| 9.c. develop an understanding of what constitutes domestic abuse and violence/yn datblygu dealltwriaeth am beth yw cam-drin a thrais domestig? | | | |
| yes: | <input type="checkbox"/> | n/a | 4 |
| no: | | n/a | 0 |
| 9.d. improve awareness of what constitutes a healthy and an unhealthy relationship among pupils/yn gwella ymwybyddiaeth am beth yw perthynas iach a pherthynas afiach ymhlith y disgyblion? | | | |
| yes: | <input type="checkbox"/> | n/a | 4 |
| no: | | n/a | 0 |
| 9.e. Improve staff confidence in dealing with the subject? /Gwella hyder y staff wrth ddelio â'r pwnc? | | | |
| yes: | <input type="checkbox"/> | n/a | 3 |
| no: | <input type="checkbox"/> | n/a | 1 |

Value for money

From the small amount of data collected with the survey it is difficult to draw any inferences in relation to value for money. However it is clear that the respondents felt they would like to see more of the Spectrum resource in Schools.

All four respondents would like the Spectrum project to be expanded upon:

“Increased funding for further work with vulnerable groups”.

“The project is an excellent recourse. I don’t see how it could be improved. Other than more staff in order to reach other yr groups”



“ Would like to see more of the project in the future”.

“I have used the Spectrum project a few time in our school and it has worked very well. My only concern would be there is only one or two members of staff. It a large work load for the staff. For it to continue being successful I believe that more staff is needed in the different areas so that staff and give the project their 100% commitment”

Meeting the wider priorities of the Wales Assembly Government

From the data collected from the survey it is clear that the project links with the PSE curriculum see (table 3). Sections 7.1 and 7.2 outline the educational value of the spectrum project in raising awareness with both young people and staff directly relating to current Welsh Government Policy initiatives outlined in ‘The Right to be Safe’ (WG 2010) and their White paper on Legislation to end violence against women, domestic abuse and sexual violence (WG2012/13).

Table 3

| 12. To what extent does the Spectrum programme reflect the needs of your school and the PSE curriculum? I ba raddau mae rhaglen Sbectrwm yn adlewyrchu anghenion eich ysgol a'r cwricwlwm ABCh | | | |
|--|---|-------|---|
| Fully meets the needs / Yn bodloni anghenion: |  | 75.0% | 3 |
| Partially meets the need / Rhannol yn diwallu'r angen: |  | 25.0% | 1 |
| Does not meet the need /Nid yw'n ateb yr angen: | | 0.0% | 0 |

6.3 Key stakeholders

Six key stakeholders from the two counties - Carmarthenshire and Denbighshire - were interviewed for approximately 30 minutes each. There was a range of involvement, some working directly with Hafan staff over several years including in PSE roles (and thus able to comment on changes over time), others attending or running county-wide or Wales-wide conferences with a police or healthy schools perspective, meeting teachers and PSE coordinators, and one who had direct involvement with the primary school pilot project.

Quality and delivery

Delivery of programmes

Stakeholders consulted had varying levels of familiarity with delivery, with some having been more involved in earlier years, and most picking up on the outcomes of delivery from evidence at parents' evenings and conferences. ***Although stakeholders were receiving very positive evaluations from people they deal with, is there a question over a need for them to be more in touch with current delivery styles and content?***

Variety of Delivery

From the interviews it is evident that *there is variety in the way in which the material is delivered* – eg. in some schools it's to year groups, in some through weekly classes, in others on themed days. There is also variety in the size of schools ranging from c.450 to c.1500 pupils, yet the number of Spectrum project staff involved in each case may be the same or similar.

“No one is turned down who wants the training. Needs meets demands at present”.

There is some work done on delivering to harder-to-reach groups such as a pupil referral unit but this may be limited. There is a feeling that coverage should be

extended to primary schools although stakeholders await the results of the initial pilot project first. ***There is a feeling that things should be more consistent and that coverage should be comprehensive.***

Delivery content

There were unanimously positive evaluations of delivery content and its relevance to tackling domestic awareness in schools. These included:

- pupil-centred and pupil involvement
- age-appropriate themes
- participatory style which allowed for non-critical challenging of opinions
- ability of specialist (Spectrum) tutors to deal with detail and issues more effectively than would be the case with class teachers
- good rapport with pupils

The need for specialist staff to deliver effectively was clearly articulated:

“Many teachers feel uncomfortable with material and as subject specialists rather than PSE specialists who might tend to avoid material or fail to deal with the detail or with sufficient frankness etc”.

“Style of delivery is good, especially where there are negative attitudes”.

Uniqueness of Spectrum:

Stakeholders were able to compare the programme with programmes such as *Safer Relationships* lessons provided by the police, the STAR initiative from Women’s Aid and the *Viva* project on sexuality. In general, they were aware of the differences, with STAR tending to focus on pupils who actually were experiencing abuse, and police sessions focusing more on the legal position. They all felt that the Spectrum programme fulfilled a unique preventive and aware-ness-raising niche for helping pupils become aware of abuse and of the nature of healthy relationships.

Impact

There are different ways in which coverage and impact within counties is achieved and monitored, including Healthy Schools steering groups, Domestic Abuse forums, and local liaison meetings:

“We have Healthy Schools steering meetings that Hafan and other agencies attend. Presentations are given when necessary at these meeting so projects such as Spectrum are promoted and awareness of them is raised through these meetings”. *(Healthy Schools co-ordinator)*

“I meet with Hafan and ask them what schools they go to, how successful they feel they’re being, what barriers do they need to overcome etc”. *(County PSE/PLC lead)*

“We have really good links with [the] Healthy Schools Coordinator – evaluation showed inconsistencies so we started up a group to look at sex education, healthy relationships and feelings, to ensure consistency across schools. We also have a conference which includes Hafan and Women’s Aid”. *(DA Co-ordinator)*

A range of positive outcomes was identified including statements like the following with regard to the impact on young people of the training:

- more knowledgeable
- know what’s acceptable and what’s not acceptable.
- aware of sensitive issues
- more aware of and respectful of what’s going on in other people’s lives
- more understanding and tolerant of others leading to an improved school culture

- decisions more able to be based on knowledge rather than on misperceptions.
- increased self-esteem, don't put up with things and able to 'break the cycle'.
- able to form better relationships and aware of what makes a good relationship
- group work experience, listening to others.

Benefits for the Whole School

Thus there were benefits for the school as a whole in terms of improvement to the school culture, the chance of young people developing better peer relationships (including intimate ones), and a wider range of interpersonal and relationships skills like listening and empathic responding, as well as an increase in knowledge about domestic abuse issues and the ability to recognise limits and boundaries:

"The Spectrum project fits in well with Healthy Schools provision and with the wider PSE content as it promotes relationship issues, building self-esteem, family issues, emotional well-being and positive relationships. The Spectrum project fits in very well and promotes a lot of positive ideas".

Intimidate relationships

Some informants were able to recognise explicitly that the training helped young people with their own intimate relationships, an area of growing concern in the abuse literature.

"Pupils are made aware that it's not their fault if happening to them; also with boyfriends and girlfriends they know what is acceptable and what is not acceptable".

“The Spectrum project is good on healthy relationships and on signposting where to get help and support. The fact that domestic abuse is not acceptable gets across to them and what they should be looking for in a healthy relationship”.

One informant felt that there should be a link to internet safety, which may or may not be a reference to the increasing use of internet porn among teenage boys as well as *sexting*.

Issues with Disclosure

There can however be a downside to the sessions if they trigger disclosure or the intention to disclose. One interviewee had some doubts about the issue of disclosure:

“There can be consequences to disclosure – sometimes it’s better to tell them about *Childline* which is anonymous, because once a child mentions something, staff have to do something”.

And referring to an instance where a child had indicated they wanted to contact *Childline* anonymously, and the teacher had intervened, this informant commented that:

“It’s difficult to say what a positive outcome is...young people are reluctant to disclose but they might make a statement in class which teachers have to act upon. We don’t get them to do this, but there is FEAR – with the new law – if you know about something you are duty bound to report it”.

There was a concern that by raising awareness of these kinds of sensitive issues, the follow-up support might not be there, thus both raising hopes for children but actually failing them when they were brave enough to speak out. This is a concern echoed in the public responses to the WAG’s White Paper

consultation, indicating that frontline resources might not be able to cope with increases in disclosure:

“We haven’t got the services or resources to provide ongoing support. We’re signposting where children could go to get support but we can’t follow up. We could do more to provide staff development for the counsellors”.

6.4. Hafan Team Members

All 5 members of the team were talked to, 3 during a training day when they attended a ‘focus group’, and 2 separately on another occasion. As already indicated, individual staff have their own geographical ‘patch’; whilst one person primarily looks after resources including developing the materials.

The manager, who works part-time, can *“take a more objective view of the whole project and aim to ensure quality of delivery.....I assess the evaluations, consider new developments and plan the educational strategy. I ensure that others feed into the Domestic Abuse forums. If they are unable to go to a forum, I go. I also deliver training myself. I ensure supervision and look after health and safety. Things vary across groups – it helps to have ‘hands-on’ experience to get a realistic view of things”*.

Quality and delivery

Receptivity

It’s important that receptivity to the material is not assumed. Staff were aware of some of the sensitivities of the subject area:

“School not very comfortable with Domestic Abuse. Now that a different terminology used, school seems to accept this better”.

[Providing a] “‘relationship’ lesson before ‘sexual consent’ depends on the school”.

“I have discussions with teachers beforehand to find out the needs of the group I am working with so I know which is the best approach to use with that particular group”.

Flexibility of staff

There is tremendous willingness by staff to be flexible:

“We work flexibly with schools (eg. if they say they don’t need us initially). We will be proactive if we perceive a need. Sometimes need is hidden”.

“When lessons are written by Hafan all learning styles are taken into consideration. Lessons can be adapted to whatever learning need....Taught informally. Visual aids. Practical participation”.

“Every school is different. I have discussions with teachers beforehand to find out the needs of the group I am working with so I know which is the best approach to use with that particular group”.

“We’re not just pitching with one thing, but can offer it from many different angles – seeking support, empathy, relating to peers, the family, partner relationships etc”.

“We’ve adapted and now offer a lot more choice”.

“We HAVE to be flexible as schools vary”.

This versatility and bespoke approach, tailoring things to the needs and wishes of the school, or of the PSE co-ordinator, is no doubt a strong selling-point, helping

team members to gain access into schools and adapting to specific needs and sensitivities, and counters any idea of a 'one-size-fits-all' approach. Team members feed details of what they teach into the office of the resource co-ordinator so that there is always a record of what is covered. Staff are committed to ensuring consistency across Wales, and pay a lot of attention to achieving this in terms of 'coverage'; nevertheless, there is bound to be some variability in what is delivered in different places, but this seems to be a price worth paying. The approach also requires staff to be skilled in creating dialogue with schools and being able to modify material to suit. The discussions with schools that must ensue from this approach are no doubt valuable in themselves, for example, if a school is at first reluctant to engage.

"We work flexibly with schools (eg. if they say they don't need us initially). We will be proactive if we perceive a need. Sometimes need is hidden".

Further Development

Nevertheless, there is still room for development:

"In my opinion, we should touch more on special schools e.g. learning disabilities but these schools are wary of what we do. We need to make stronger links with special schools as it is important for these children to be targeted too".

Impact

Commitment of Staff

There is no doubt that staff put a lot of energy into getting the message out. For example:

"As well as speaking to domestic abuse coordinators and health schools coordinators; I contact schools individually. I am continuously

ringing/emailing as many schools as I can to raise awareness of the project”.

Capacity / resources

However, one informant, discussing the target of reaching 10,000 young people as achievable – the previous year they reached 18,000 – wondered if the aim should be “quality, not quantity”.

Another comment was:

“We’re over-stretched and under-resourced”.

Staff would like more resources to do the job more fully, being able to offer (or at least organise) more therapeutic work and post-session support, working with young people over time eg. through 6 week self-referral groups rather than being limited to a one-off session once a year, and including (in an ideal world), having a School Liaison Officer for each county. They’d also like the opportunity to go to special schools, youth clubs, and to groups of excluded children, as well as teaching in the primary school sector. One also mentioned the need for more administrative support.

Perhaps the defining comment was:

“We aim for long-term low-impact rather than short-term high-profile impact. We want SUSTAINABLE impact”.

Addressing needs of young people

There is a keen sense among the staff of the benefits of the work they do, even beyond the immediacy of the material they teach.

“Addressing the needs of young people in their relationships is often missing from the curriculum. How can you address educational needs if you don’t look at emotional health and social wellbeing?”

At the other end of the ‘spectrum’, they are also aware that sometimes there is a direct effect of the work on some children:

“We don’t encourage disclosures in sessions because it’s not therapy. Sometimes soon after, disclosure happens. A child went to their Head of Year the next day. Social Services were called in”.

“I have lots of disclosures at the end of sessions from young people who didn’t realize what was happening to them was wrong it gives them reassurance and is empowering for young people. It gives them a new perspective and it gives a name to what they are feeling/experiencing. We tell them here to go for support and advice which is vital”.

Raising Awareness with Young People

But the primary impact is on raising awareness and clarifying things for young people so that they can better appraise family situations and improve their own peer relationships, avoiding abusive dynamics and recognising the potential for abuse. Thus staff appraisal of the impact of what they do is significantly qualitative as well as quantitative:

“Not many young people have a good idea of what domestic abuse is and they don’t understand power and control. Through the sessions the young people become aware of support systems in place for them and they offer opportunities for teachers to ask questions”.

“They’ve got greater clarity and understanding of domestic abuse as an imbalance of ‘power’ and ‘control’. They need to show care, respect, trust

and understanding of people, and can recognize the signs of an abusive relationship. They need to know the importance of sexual consent and what exploitation is. They need to look at gender stereotyping. Also they need to learn from their peers”.

“It helps develop their emotional intelligence. During the sessions they have to manage their emotions. In the sessions they have to interact with others and be open minded and respectful. It raises their self-awareness and their views on what is acceptable for them”.

“Understanding of broader issues, knowing where to go for support, understand what support IS, know what confidentiality is, understand what the *process* of support is like, to realize they have a right to support”.

“Spectrum changes lives which is important to young people. It is essential for prevention, raising awareness and questioning stereotypical views”.

Raising awareness with Teachers/Parents

One staff member believed that “young people go home to discuss with parents”, whilst another reported that parents were present at adult training sessions. Also, teachers are not immune from the effects of awareness-raising:

“A lot of teachers, including some men, say it’s happened to them”.

So there are knock-on effects into the community that are at present not measured and are perhaps immeasurable. Thus the reach to adults involved in the process of bringing up and educating children and young people is currently under-developed.

A higher profile for the work.

Among the staff, there was a general sense that the work could be higher-profile and that external help on this would make their work easier. One person mentioned that “media coverage” would be a good idea. Others felt that more push from the Welsh Assembly Government to ensure that the subject becomes mandatory and has higher priority within the curriculum would be helpful. One mentioned the link between “bullying” and “controlling behaviour” – this could be another avenue for exploring abuse.

Competing agendas in school

Others were aware of having to compete with exam-subjects for time, and there was a wish that more INSET days and twilight sessions for staff training on domestic abuse be made available.

Value for money

Staff were aware of where their work ‘sits’ in the marketplace:

“The police and women’s Aid have similar programmes and these are good too. I feel that Hafan is *more in depth* because all staff are trained in domestic abuse and what it is and all staff who deliver the programme are qualified teachers from different backgrounds so are used to delivering, writing lesson plans and adapting resources”.

“Police Schools Liaison Officers deliver sessions on domestic abuse, sexual abuse and healthy relationships in schools as part of Year 10/11 Key Stage IV. They offer it, but schools don’t necessarily choose to have it. Hafan has a *broader theme and is more specialist*. We also have *more resources* than the police in this area”.

“There is also the Women’s Aid STAR project – which I think is for people already affected by the issues of abuse eg. in refuges etc. Our approach is to work so that *every child understands abuse* – gender, sexual violence, healthy relationships”.

Team members, being qualified teachers, are able to respond to the learning needs of different groups, and this is a definite strength of the programme.

Thus as staff view it, key elements in what is offered by the Spectrum team includes:

- depth based on specialist expertise
- breadth – aiming to reach every child.
- flexibility – a bespoke approach tailored to different needs
- a primary task of raising awareness which can feed into young people’s own peer and intimate relationships as well as helping them to recognise difficulties at home

and there is good evidence that these elements are being demonstrated every day across the whole of Wales.

We have not been required to do a full ‘cost-benefit’ analysis of how this compares with what the police or Women’s Aid achieve, but what is clear is that each has a distinct role in what is a pattern of inputs that meets different needs.

Links to the Welsh Assembly Government Agenda

There is no doubt that the project is in line with WAG policies and that it is moving with the changing agenda.

“Hafan developed Spectrum around published policies. We have regular team meetings that are focused on keeping up to date with any policy developments. We are funded by the WG so everything we do is in line with current policies and white papers”.

However, some staff see that the Spectrum project can go farther than the government’s remit for example, exploring topics like gender equality in the classroom.

“We want to strip away the stereotypes of abuse – that it’s just men who are the perpetrators, alcohol and drugs are not the cause, etc”.

The work on ‘healthy relationships’ being done by all Spectrum staff relates to issues that are important for young people in their own peer and intimate relationships, and now incorporates questions of sexual consent and abuse in teenage relationships. A new exploration with a theatre company to explore a means of getting across messages about ‘sexting’ is taking place – something which could be built upon.

Spectrum staff are clear that the emphasis has moved onto the nature of *coercion* and *control* in relationships in line with government policy, and there is no doubt that Spectrum staff have the expertise to teach this kind of concept.

“They’ve got greater clarity and understanding of domestic abuse as an imbalance of ‘power’ and ‘control’”.

7 Conclusions

The evaluation of Hafan Cymru's spectrum project focused on identifying:

1. The quality and impact of delivery of the Spectrum Project in schools;
2. An evaluation of whether the project provides value for money: does it change understanding of the student cohort and their response to the workshops;
3. Whether it meets the wider priorities of the Welsh Government.

It is evident from the evaluation evidence that the quality and impact of the Spectrum project is effective; value for money has been demonstrated through impact; the wider priorities of Welsh Government are in alignment with the Spectrum project. Areas for further development and consideration have been identified and will be discussed further below and highlighted in the recommendations.

The significant finding from analysis of the Spectrum project evaluation questionnaires is that after the delivery of the Spectrum workshops on Domestic Abuse, pupils responded overwhelmingly that they now knew what constituted Domestic Abuse. An increased understanding of what constitutes domestic abuse was also evident with a move away from presentations of particular behaviours to the understanding that abuse is about 'power and control'. This may allow pupils to better identify domestic abuse rather than seeing it as their 'fault'. Beyond this, students became more aware of where to access professional support which was confidential and went farther than 'telling a friend'.

The four responses from PSE Coordinators demonstrate that schools feel that delivery is effective and appropriate to their needs: The four responses outline that the project had an impact on both young people and teaching staff—that it improves awareness of violence against women and domestic abuse, raises awareness of where help can be accessed, develops an understanding of what constitutes domestic abuse and violence, and improves awareness of what

constitutes a healthy relationship. Also identified was that young people are viewed as feeling safe to deal with issues of domestic abuse during and after a session. 3 out of 4 felt that young people are given a range of choices on how to handle problems of Domestic Abuse.

Key stakeholders and staff team members again highlighted the both the effective delivery and positive impact of the Spectrum project. There is a continuing balancing of the need to ensure consistency of coverage and delivery across Wales with the evident strength of the Spectrum team to deliver flexibly to suit the needs of individuals, groups and schools. The team might well feel proud of its versatility and sensitivity which allows it to offer a 'bespoke' service. However, there can be a danger here of spreading the resources too thinly in the attempt to be all things to all people, which needs to be borne in mind.

There is a clear shift to teaching relationship dynamics in terms of facilitating understanding of power, coercion and consent issues, and this has become vitally important in relation to new findings that young people themselves are creating these kinds of dynamics in their own intimate relationships. Recognition of the risks of entering into relationships through grooming processes and vehicles such as 'sexting' is very important if young people are not to repeat the mistakes of their parent generation.

The evidence from the evaluation therefore demonstrate value for money, 'real' impact and quality of delivery—as it raises student awareness, increases their understanding of the core elements of power and control which then produce actions/behaviours and raises students' awareness of organisations which provide professional confidential and safe support.

The service that Spectrum project delivers clearly falls into the category prevention and awareness of violence in the Welsh Governments "Right to be Safe" (2010) document and better education and awareness from cradle to grave

outlined in their White paper on “Legislation to end violence against women, domestic abuse and sexual violence” (WG2012/13)—it explicitly outlines the important role that education has to play. Effective delivery of training for DAAVW is crucial in order to promote the Welsh Government’s aim to raise awareness amongst young people and those who work with them.

The research on domestic abuse further illustrates the importance of such projects as Spectrum it identified, the need to foster awareness of healthy relationships targeted at teenagers’ intimate relationships with peers; A need for support for teachers and others to recognise disclosures and extensions to Domestic Abuse training and higher prioritizing within the curriculum. While the evaluation has highlighted that Spectrum delivers on these three points and those outlined by WG there are areas for further development.

Given the Welsh Government’s aim for considerable expansion of training in awareness of issues surrounding sexual and domestic abuse, some questions to consider are:

- how equipped is Hafan Cymru to deliver and regularly evaluate a consistent approach to awareness training across Wales, and to respond to the need for more training of professionals, other key personnel in the whole school approach – and outside the school - and including parents?
- what level of funding will be needed and where will the money come from?

There was a concern noted by key stakeholders that by raising awareness of these kinds of sensitive issues the follow-up support might not be there, thus both raising hopes for children but actually failing them when they were brave enough to speak out. This is a concern echoed in the public responses to the WG’s White Paper consultation, indicating that frontline resources might not be able to cope with increases in disclosure. There is also the wider question of whether what happens after a disclosure is ‘spotted’ is always in the child’s interests, and of course whether the ‘identification’ of a disclosure eg. by a

teacher or school staff member unfamiliar with the issues involved, really is an accurate perception. Until there is a 'whole school' approach and staff fully trained, there is the risk that people could 'pounce' inappropriately on what are deemed to be disclosures but which in fact are not. There could also be the danger of driving some children 'underground' with their concerns, unable to talk to anyone in the school in case intervention follows. The fact that Spectrum staff do not encourage disclosures within the sessions means that any child who does later choose to disclose is likely to be doing so in a context where staff are less familiar with the issues and what to do:

"We haven't got the services or resources to provide on-going support. We're signposting where children could go to get support but we can't follow up. We could do more to provide staff development for the counsellors".

Resources and funding is clearly an issue for the long term sustainability of the delivery of the Spectrum Project—PSE Co-coordinators, Stakeholders and Hafan staff highlight the limited resources. It is evident that the spectrum project is valued and that their input is an important addition to the PSE curriculum that teachers would "like to see more of", and staff would like to expand upon their delivery.

The reach of the Spectrum project within in one year 2012-13 as highlighted in their Business plan, is clearly an achievement with the resources they have available to them. Given the significant impact and attitudinal change that the evaluation has highlight there is clear evidence that the project is delivering effective training and value for money as well as acting on current Welsh Government Policy initiatives.

8 Recommendations

Quality and delivery

It is clear from evaluation and feedback from the different groups that there is a high valuing of the material and of the quality of delivery by Spectrum staff and that despite being 'stretched' in terms of staff resources, the Spectrum team reach a wide range of schools and other contexts across 16 counties in Wales. The work is innovative and flexible to suit the needs of different contexts. However, the question that emerges is whether the time has come to review the focus and make decisions on a targeted approach rather than trying to cover every possible avenue which may result in some inconsistency and some gaps in provision. For example the team may wish to consider focusing entirely on years 7 and 10 across Wales and aim to increase their inputs to these cohorts so that pupils are taught more than once a year, and in every one of the 22 counties. Inevitably the choices that might need to be made are invidious, but it may be necessary to ask if attempting to work with primary schools, FE colleges, secondary schools, theatre groups, other professionals, teacher groups, 'whole school teams', and into Ireland is feasible within the financial, personnel and geographical constraints. This may simply be too big an ambition in times of 'austerity' and can risk 'watering down' the overall impact. Alternatively, if substantial funding can be secured, decisions can be made to continue with many of these initiatives.

With regard to the evaluation and monitoring of work done by the Spectrum team, the evaluation questionnaire used within the organisation at the end of all delivery sessions would benefit from review and some modification made to increase the 'usefulness' of the data collected.

Value for money

The team needs to clarify the question of 'reach' and determine whether its present policy of covering the whole of Wales and meeting every aspect of the Welsh Assembly Government's agenda in the context of limited funding is sustainable. It is important to avoid diluting the message and losing impact by attempting to do too much. The variety and richness of the work is to be commended but within current budgetary constraints there may be a dialogue to have with funders about what can be delivered for maximum impact.

Meeting the WAG objectives

WAG objectives to expand awareness training in relation to domestic abuse and violence against women to professionals and workers in a wide variety of contexts may be of interest to Hafan because it could be attached to a new funding stream. Hafan may want to take advantage of this and develop training packages based on their current material, for adults who are in contact with women, children and young people. Again, there may be a choice to be made because the current brief has been primarily to work with pupils themselves but the fact that it appears that no substantial alternative funding sources have emerged to 'top-up' the WAG funding for this group may limit the commitment to the school age-group. Further information about how the current year (2013-2014) has gone with regard to funding will inform such decision-making.

Gender

Hafan Cymru's aim in line with the Welsh Government and international agenda aim is to reduce violence against women and children. Hafan and the Spectrum team however realises that it's important that gender issues are handled carefully. Fox, C, L, Hale, R, & Gadd, D, (2013) discuss many of these issues. Boys can feel that the training doesn't address their needs, which could result in disruptive classroom tactics or disengagement, whilst girls could become

reinforced in potential victim status, as well as escaping any responsibility for their own approach to healthy relating. There could also be a failure to give support to boys to look at their own dynamics in coercive relating and to look at the pressures on them to meet local and cultural norms of masculinity. Girls suffer more frequent and more sustained abuse and need education to recognise situations as abusive as well as how to deal with them, avoid them, and recover from them, and to explore the risks of their own retaliatory and self-defensive behaviours.

Cultural issues and contemporary challenges

It's also recommended that the training is clear about the range of problems that are included in the domestic abuse agenda including the risks of prostitution, forced-marriage, female genital mutilation, trafficking and other issues that may affect a proportion of young people in the classroom. The Spectrum team already avoids the 'one-size-fits-all' approach but could enrich their work with a clearer statement about cultural sensitivity as well as raising awareness of key risks. A spate of cases of grooming young women into prostitution by gangs in the UK (eg. Oxford and Rochdale) has highlighted the urgency of alerting young people to such dangers, and discussion of the rising number of forced marriage cases indicates that young people – male and female and some with learning difficulties and disabilities are being forced into marriage 'slavery'.

Follow-up to the training

At present, there is very little connection between the training which is delivered by Hafan personnel and what happens afterwards to the young people who receive it, whether inside or outside the school environment. There is little data about how well equipped schools are to deal with subsequent disclosures, whether through the teachers, in-school or visiting counsellors, or links with social services or police. Since it's important that people recognise attempts at disclosure accurately, there is a case to be made for more training of school-based personnel. This is more urgent now that there are higher expectations on adults to act on disclosure.

School-based youth workers are one group of professionals that could be well placed to bridge this gap, since they tend to be based in school 5 days a week and have unique expertise and experience dedicated to the concerns of young people.

Giving the training more priority

The unanimous message from this study was for more training to be undertaken and for it to be given greater priority within the curriculum. Recommendations in relation to these objectives include:

- Welsh Government mandates for staff development in this area to ensure that time can be allocated from INSET and/or twilight training sessions
- a clearer lead from the Welsh Government regarding the importance of the classroom training within the curriculum so that PES agendas are seen as equally important alongside exam-subjects such as Maths and English – recent opportunities to include domestic abuse awareness as part of the Welsh Baccalaureate are to be commended

- including the outcomes of domestic abuse training within Estyn's reporting processes as called for by Welsh Women's Aid would emphasize the significance of such training to schools
- Promotion of a whole school approach
- A further recommendation could be that more account of parents is taken by Spectrum to create a more positive approach to supporting families who are struggling with issues of coercion and control, and to separate the issues of family life, criminal gang activity, and teenage relationships, which at the moment are somewhat all being put into the same 'pot'.

Caveats: Welsh Government Policy

While it has been identified that the Spectrum project's aims are aligned to Welsh Government Policy, Hafan could have the opportunity to advise and shape the approach rather than being responsive to WG's requirements. Hafan is in a key position to articulate its voice in dialogue with the WG regarding the whole approach - ie. to avoid the use of this training to enforce a surveillance approach to seek and find abusive men and 'rescue' victimised women and children and to avoid reinforcing this model of male-female dynamics. Hafan could differentiate its role from that of the police system, which already puts its case in schools. The way to help children and young people is to equip them with the human relationship skills and knowledge to avoid damage in the relationships they are starting to make. The way to make people good parents is not to frighten them, but to provide something more therapeutic and inclusive.

Future Research

This study while successfully identifying effective delivery and impact of delivery, has a number of limitations. This was a small scale piece of research, with a

limited budget. There were challenges in getting responses to the online questionnaire.

Future research may need to concentrate on qualitative exploration of the sustainability of outcomes among pupils and within schools which would need to involve face-to-face research with young people and teachers. Given the Welsh Government's position on preventing Domestic Abuse and the current research that demonstrates the issues faced by young people in society, further research is needed to fully inform the debates, policies and initiatives.

References

Adelman, C., Jenkins, D., and Kemmis, S. (1980) *Rethinking Case Study: Notes from the Second Cambridge Conference* in Simons, H (Ed.) (1980) *Towards a Science of the Singular*, University of East Anglia, Centre for Applied Research in Education.

Allnock, D. and Miller, P. (2013) *No one noticed, no one heard: a study of disclosures of childhood abuse*. London: NSPCC.
<http://www.nspcc.org.uk/noonenoticed>

Barter, C, McCarry, M, Berridge, D, and Evans, K (2009) *Partner exploitation and violence in teenage intimate relationships* NSPCC October 2009
www.nspcc.org.uk/inform

Cargan, L (2007) *Doing Social Research*, Lanham, Maryland: Rowman & Littlefield Publishers, Inc.

Carroll-Lind (2002). *Creating a buffer against violence?* Paper presented at the Annual Conference of the British Educational Research Conference, 12-14 September 2002. [<http://leeds.ac.uk/educol/documents/00002309.htm>]

Centre for Research on Families and Relationships | Briefing 69 | August 2013
Domestic Abuse and Gender Inequality: An overview of the current debate
www.cfr.ac.uk

Cohen, L, Manion, L & Morrison, K (2011) *Research Methods in Education*, Abingdon: Routledge.

Dillman, D.A. (2000) *Mail and Internet Surveys: The Tailored Design Method*, New York: Wiley.

Dobash, R,P and Dobash, R E (2004) *Women's Violence to Men in Intimate Relationships:working on a puzzle* Br J Criminol (2004) 44 (3): 324-349. doi: 10.1093/bjc/azh026 <http://bjc.oxfordjournals.org/content/44/3/324.abstract>

Fox, C.L., Hale, R. & Gadd, D (2013) *Domestic abuse prevention education: listening to the views of young people*, Sex Education: Sexuality, Society and Learning, DOI: 10.1080/14681811.2013.816949
<http://www.tandfonline.com/loi/csed20>

Erooga, M. and Masson, H. (2006) *Children and young people with sexually harmful or abusive behaviours: underpinning knowledge, principles, approaches and service provision*. In: Erooga, M. and Masson, H. (eds.) *Children and young*

people who sexually abuse others: current developments and practice responses. 2nd ed. London: Routledge.

Finkelhor, D. and Browne, A. (1985) *The traumatic impact of child sexual abuse: a conceptualization*. *American Journal of Orthopsychiatry*, 55(4): 530-541.

Foucault M (1995) *Discipline and Punish* Vintage Books Orwell G (1949) 1984 Penguin Books
Caveats:

Fox, C, L, Hale, R, & Gadd, D, (2013) *Domestic abuse prevention education: listening to the views of young people*, *Sex Education: Sexuality, Society and Learning*, Available at <http://www.tandfonline.com/loi/csed20>

Hester, N and Westmarland M (2005) *Tackling Domestic Violence effective interventions and approaches* Home Office Research 290

Hinds, P. S. (1989). Method Triangulation to Index Change in Clinical Phenomena *Western Journal of Nursing Research*, 11(4), 440-447.

Hussein, A (2009) 'The use of Triangulation in Social Sciences Research: Can Qualitative and Quantitative Methods be Combined?', *Journal of Comparative Social Work*, 1(8). 1-11.

Johnson M.P. (2010) *A Typology of Domestic Violence: Intimate terrorism, violent resistance and situational couple violence* UPNE

King, N & Horrocks, C (2010) *Interviews in Qualitative Research*, London: Sage Publications Ltd.

Kvale, S. (1996) *Interviews: An Introduction to Qualitative Research Interviewing*, Thousand Oaks, CA: Sage Publication Ltd.

NSPCC (2013) Courts unjust to child sexual abuse witnesses. NSPCC press release 7 October 2013. London: NSPCC.

Office for National Statistics (2013) Appendix table A4 In: *Crime in England and Wales 2012/13: findings from the British Crime Survey and police recorded crime*

Office for National Statistics (2013) **Focus on: violent crime and sexual offences, 2011/12 (PDF)**. [Newport]: Office for National Statistics (ONS)

Povey, D., Coleman, K., Kaiza, P. & Roe, S. (2008) *Homicides, Firearm Offences and Intimate Violence 2007/08: (Supplementary Volume 2 to Crime in England and Wales 2007/08)*, Available at: http://scholar.google.co.uk/scholar?q=povey+d+homicides++firearms+and+intimate+violence&hl=en&as_sdt=0&as_vis=1&oi=scholart&sa=X&ei=8D-oUt_JKZKBhAf-4IHgCg&ved=0CC4QgQMwAA (accessed 20/11/13)

Pullman, L and Seto M C (2012) *Assessment and treatment of adolescent sexual offenders: implications of recent research on generalist versus specialist explanations*. *Child Abuse Negl.* 2012 Mar;36(3):203-9.

Radford, L, Corral, S, Bradley, C, Fisher, H, Bassett, C, Howat, N and Collishaw, S (2011) *Child abuse and neglect in the UK today*. London: NSPCC. www.nspcc.org.uk/childstudy

Refuge (2008). *Review of Sex and Relationship Education (SRE)*. London: Refuge. Available at : http://www.refuge.org.uk/cms_content_refuge/attachments/57-0805.

Reynolds, R.A., Woods, R & Baker, J.D. (2007) *Handbook of Electronic Surveys and Measurements*, Hershey, PA: Idea Group Reference.

Ringrose, J. (2012) *A qualitative study of children, young people and 'sexting': a report prepared for the NSPCC*. London: NSPCC.

Smith, E (2006) *Using Secondary Data in Educational and Social Research*, Berkshire, UK: McGrawHill.

Thatcher, C (2012) *You've given us a voice, now listen* Welsh Women's Aid

Vizard, E. et al (2007) *Children and adolescents who present with sexually abusive behaviour: a UK descriptive study* (PDF). *Journal of Forensic Psychiatry and Psychology*, 18(1): 59-73.

Walby, S. (2009) *The cost of domestic violence: update 2009* Lancaster University: UNESCO Chair in Gender Research.

Wales Violence Against Women Action Group (2009). *Violence against women: why an integrated strategy for Wales?* Cardiff: WVAW Available at <http://walesvawgroup.com/report/>

Welsh Assembly Government (2008). *Communities and Culture Committee Report: Domestic Abuse in Wales*. Cardiff: Welsh Assembly Government.

Welsh Women's Aid Monmouthshire Ltd *UK Government to broaden definition of domestic abuse* 19th September 2012 Available at <http://www.waimon.org.uk/what-is-domestic-abuse/> [accessed 08.12.13]

Welsh Government (2012/13) Consultation on legislation to end Violence against women, domestic abuse and sexual violence (Wales). Welsh Government Cardiff, Wales.

Welsh Assembly Government (2005) Tackling Domestic Abuse: The All Wales National Strategy, available at: <http://wales.gov.uk/dsjlg/publications/commmunitysafety/domesticabusestrategy/strategie.pdf?lang=en> (accessed 20/11/13)

Welsh Assembly Government (2010) *The Right to Be Safe*, available at: <http://wales.gov.uk/docs/dsjlg/publications/commsafety/100325besafefinalenv1.pdf> (accessed 21/11/13)

Welsh Government (2011) *Welsh Index of Multiple Deprivation: Summary Report*, Cardiff: Welsh Government.

Welsh Government (2012) *10,000 Safer Lives Project*, available at: <http://wales.gov.uk/docs/dpsp/policy/12062010ksaferlivesrepenv1.pdf> (accessed 21/11/13)

Appendix 1 SIDE A (Evaluations used from July 2013 onwards)

| School: | Age: | Class: | Boy <input type="checkbox"/> Girl <input type="checkbox"/> |
|--|--|---|--|
| <p>Do you know what domestic abuse is? (tick the answer)</p> <p>Yes</p> <p>No</p> <p><u>Question 1</u> on the excel form</p> | <p>What is the main reason why abuse happens in relationships? (tick one answer)</p> <p>Bad Temper</p> <p>Power and Control</p> <p>Drugs + Alcohol</p> <p>People Deserve it</p> <p>Don't know</p> <p><u>Question 2</u> on excel sheet</p> | <p>How do you think abuse in relationships makes people feel? (tick one answer)</p> <p>Sad /Lonely</p> <p>That no one would understand</p> <p>Scared</p> <p>Worthless</p> <p>All of the above</p> <p>None of the above</p> <p><u>Question 3</u> –</p> | |
| <p>Where could someone concerned about abuse go for help?(tick one answer)</p> <p>ChildLine</p> <p>Friend</p> <p>Teacher</p> <p>Police</p> <p>Family</p> <p>Youth Worker</p> <p>School Counsellor</p> <p>Other/ None of the above</p> <p><u>Question 4</u></p> | <p>Why would someone go to the support you have chosen? (tick one answer)</p> <p>Best for Confidentiality</p> <p>They trust them</p> <p>It's free</p> <p>They listen</p> <p>It feels safe</p> <p>They don't know the person</p> <p><u>Question 5</u></p> | <p>What would stop a person getting help? (tick one answer)</p> <p>Fear</p> <p>Confidentiality</p> <p>Gossip</p> <p>Can't trust them</p> <p>Don't know them</p> <p>Their reaction</p> <p>They'll do nothing</p> <p>Nothing</p> <p><u>Question 6</u></p> | |

SIDE B

| | | |
|---|---|---|
| <p>Do you know what domestic abuse is? (tick the answer)</p> <p>Yes</p> <p>No</p> <p><u>Question 7</u></p> | <p>What is the main reason why abuse happens in relationships? (tick one answer)</p> <p>Bad Temper</p> <p>Power and Control</p> <p>Drugs + Alcohol</p> <p>People Deserve it</p> <p>Don't know</p> <p><u>Question 8</u></p> | <p>How do you think abuse in relationships makes people feel? (tick one answer)</p> <p>Sad /Lonely</p> <p>That no one would understand</p> <p>Scared</p> <p>Worthless</p> <p>All of the above</p> <p>None of the above</p> <p><u>Question 9</u></p> |
| <p>Where in your opinion is the best place for someone concerned about abuse to go for help?</p> <p>(tick one answer)</p> <p>ChildLine</p> <p>Friend</p> <p>Teacher</p> <p>Police</p> <p>Family</p> <p>Youth Worker</p> <p>School Counsellor</p> <p>Other/ None of the above</p> <p><u>Question 10</u></p> | <p>Why would the support you have chosen be the best place? (tick one answer)</p> <p>Best for Confidentiality</p> <p>They trust them</p> <p>It's free</p> <p>They listen</p> <p>It feels safe</p> <p>They don't know the person</p> <p>They are experts who know what to do</p> <p><u>Question 11</u></p> | <p>Do you think this session would help someone affected by abuse:</p> <p>feel safer <u>(Qu 12)</u> Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>feel more empowered Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>(confident) <u>(Qu 13)</u></p> <p>What is the most important thing you have learned today? <u>Question 14</u></p> |
| <p>What are the signs of an abusive relationship?</p> <p><u>Question 15</u></p> | <p>How should you feel in a healthy relationship?</p> <p><u>Question 16</u></p> | <p>How do you feel about the session today?</p> <p><u>Question 17</u></p> |



Appendix 2 Interview Schedule School liaison Officers

The University of Wales Trinity Saint David are carrying out an evaluation of Hafan Cymru's Spectrum project. The aim of the evaluation is to assess both the quality of the provision as well as its impact on participant's awareness of domestic abuse.

The evaluation will initially look at two geographical areas within Wales where the project has been run.

The interview will last for 15-30 minutes .

The evaluation team and Hafan Cymru would like to take this opportunity to thank you for taking the time to engage with the study.

CONSENT HAFAN CYMRU EVALUATION: SPECTRUM PROJECT

Iconsent to Participate in the Evaluation of Hafan Cymru's Evaluation of their Spectrum Project with the University of Wales Trinity Saint David :

I also understand that although the data from this study may be published, my identity will be kept confidential.

(Signature) (Date)

| | |
|---------------------|--|
| Name | |
| Organisation | |

Question one (Background : Role in relation to Hafan and Spectrum project):

1. Please could you outline the Spectrum project and the role you play as School liaison officers

Question 2 (Delivery of Project) ;

- 2.1 Could you describe how you engage with schools and organizations to deliver the spectrum project.

(prompts, how to you choose which schools to attention, do you target certain areas, or is based on first come approach)?

- 2.2 How is the spectrum project delivered in a school

(Prompts, who is responsible?

How many sessions are delivered?

What teaching strategies do you use?

Is it delivered flexibly depending on the year group?)

2.4 Are you are aware of other similar programmes that are delivered in schools?

If so, how would you compare these to the Spectrum project

(prompts, e.g are the aims the same? What are the differences in the content and delivery of the programmes)?

Question 3: Impact of Spectrum Project

3.1 What do you believe are the positive outcomes for young people as a result of engaging in the Spectrum project?

(Prompts... do you think it makes a difference to their awareness of domestic abuse and what ways?)

3.2 Can you tell me about any examples of positive outcomes for Young people as a result of engaging in the spectrum project

(prompts) examples of where awareness has been raised or it has made a difference to a child/ young person)?

3.3: are there any wider impacts you can think in relation to the spectrum project

(prompts, e.g. does it help to address issues of positive relationships that may influence other PSE objectives in and beyond school)?

Question 4 (wider reach/ areas for improvement)

4.1 From your perspective do you think the Spectrum project could be improved upon in any way? If so in what ways?

(prompts delivery, impact, reach.....)

4.2 how well do you think the Spectrum project links with current Welsh Government Policy on Domestic Abuse,

4.3 How well do you think the spectrum project addresses issues faced by young people today?

5. Please outline any other comments you would like to make in relation to the spectrum project.

Many thanks for taking the time to be interviewed.



Appendix 3 Interview Schedule School liaison Officers

The University of Wales Trinity Saint David are carrying out an evaluation of Hafan Cymru's Spectrum project. The aim of the evaluation is to assess both the quality of the provision as well as its impact on participant's awareness of domestic abuse.

The evaluation will initially look at two geographical areas within Wales where the project has been run.

The interview will last for 15-30 minutes .

The evaluation team and Hafan Cymru would like to take this opportunity to thank you for taking the time to engage with the study.

CONSENT HAFAN CYMRU EVALUATION: SPECTRUM PROJECT

Iconsent to Participate in the Evaluation of Hafan Cymru's Evaluation of their Spectrum Project with the University of Wales Trinity Saint David :

I also understand that although the data from this study may be published, my identity will be kept confidential.

(Signature) (Date)

| | |
|---------------------|--|
| Name | |
| Organisation | |

Question one (Background : Role in relation to Hafan and Spectrum project):

- 2. Please could you outline the Spectrum project and the role you play as School liaison officers**

Question 2 (Delivery of Project) ;

- 2.1 Could you describe how you engage with schools and organizations to deliver the spectrum project.**

(prompts, how to you choose which schools to attention, do you target certain areas, or is based on first come approach)?

- 2.2 How is the spectrum project delivered in a school**

(Prompts, who is responsible?

How many sessions are delivered?

What teaching strategies do you use?

Is it delivered flexibly depending on the year group?)

2.4 Are you are aware of other similar programmes that are delivered in schools?

If so, how would you compare these to the Spectrum project

(prompts, e.g are the aims the same? What are the differences in the content and delivery of the programmes)?

Question 3: Impact of Spectrum Project

3.1 What do you believe are the positive outcomes for young people as a result of engaging in the Spectrum project?

(Prompts... do you think it makes a different to their awareness of domestic abuse and what ways?)

3.2 Can you tell me about any examples of positive outcomes for Young people as a result of engaging in the spectrum project

(prompts) examples of where awareness has been raised or it has made a difference to a child/ young person)?

3.3: are there any wider impacts you can think in relation to the spectrum project

(prompts, e.g. does it help to address issues of positive relationships that may influence other PSE objectives in and beyond school)?

Question 4 (wider reach/ areas for improvement)

4.1 From your perspective do you think the Spectrum project could be improved upon in any way? If so in what ways?

(prompts delivery, impact, reach.....)

4.2 how well do you think the Spectrum project links with current Welsh Government Policy on Domestic Abuse,

4.3 How well do you think the spectrum project addresses issues faced by young people today?

5. Please outline any other comments you would like to make in relation to the spectrum project.

Many thanks for taking the time to be interviewed.