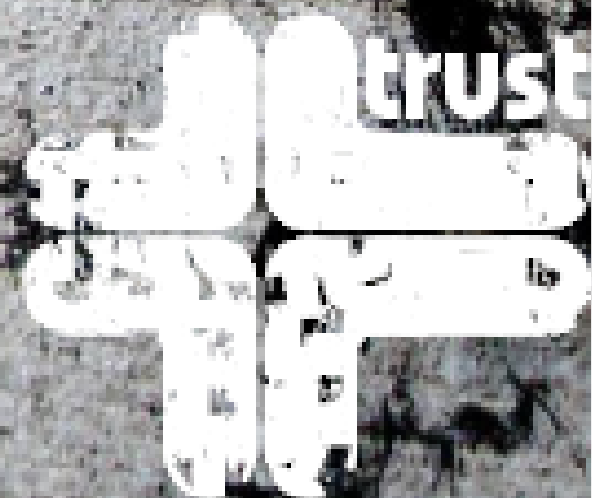




**Changing attitudes in
London schools**






Statistics

Domestic Violence

“According to the Government **16%** of all violent crime is **domestic violence.**” (*Home Office, British Crime Survey 2006-2007*)

“**1 in 4 women** will experience abuse from partners or ex-partners in their lifetime.” (*Home Office, British Crime Survey 2004-2005*)

“**2 women** are **killed** by a partner or ex-partner each week. This is nearly **one half** of all murders of women in the UK.” . (*Home Office, British Crime Survey 2004-2005*)



Statistics

Violence in Young People's Relationships

- Women ages 16 to 24 experience the highest per capita rates of intimate violence-nearly 20 per 1000 women. *(Bureau of Justice, May 2000)*
- Nearly three-quarters of girls and half of boys interviewed reported some form of emotional partner violence. *(NSPCC, September 2009)*





Introduction

The TRUST Education Theatre project aims to encourage young men and women to develop **healthy relationships** based on respect, trust and equality and to be active citizens in creating communities that do not tolerate violence in relationships.

The project targets young people aged 13 to 18. Most are between 14 and 16 years old.



The project – delivery so far

- Tender began the project in 2004 in 5 schools. It now reaches 50 schools per year.
- The project has been delivered to over 120 secondary schools and youth centres across Greater London. The vast majority of these have been schools.
- There have been 3 separate evaluations of the work over the last 6 years, conducted by independent evaluators at the Child And Woman's Abuse Studies Unit at Metropolitan University London and CRG Ltd research company.





3 AIMS

- 1: To **educate** young people about violence and abuse in relationships.
- 2: To **challenge** young people's attitudes that condone and conceal violence in relationships.
- 3: To **enable** young people to feel supported and to use support services if they, or someone they know, is experiencing abuse.



Process – how it all works

- Initial meeting with the key teacher.
- Twilight training session, including:
 - the key teacher
 - any members of staff who are likely to have an involvement in **TRUST** (e.g. head of year, child protection officer, deputy head teacher, learning support staff, and counsellors) take part in a training session.

Sessions

- 10 practical sessions using drama, creative arts and discussion
- 2 workshop leaders

Performance workshop

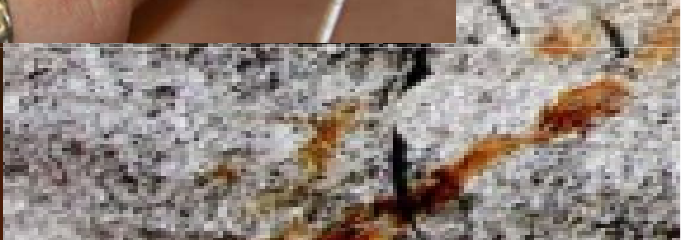
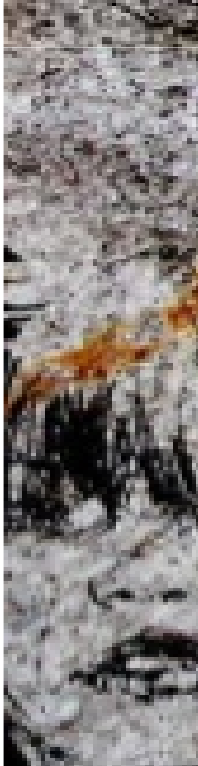
- The students devise an end-of-project performance during the 10 sessions and perform this for an invited audience

Evaluation

- Students complete a pre-project questionnaire.
- Tender's staff lead a post-project discussion session and students complete questionnaires
- As part of the external evaluation, CRG has lead a specialised evaluation session with selected schools, assessing shifts in attitude









Evidence of Need



In 2005-2006, we researched the views of 288 students aged 13-16 using questionnaires and focus groups. The data demonstrates a high prevalence of tolerance towards violence and abuse. These attitudes came from girls as well as boys.



Statistics:

- 29% felt it was okay for a man to hit a woman if she has slept with someone else.
- 80% thought that women and girls sometimes encourage violence by flirting.
- 76% thought that women and girls sometimes encourage violence by nagging and arguing and 77% by girls not treating boys with respect.

Quotes:

“I don’t think a man should ever hit a woman because it’s not right but maybe if a woman cheated on him then maybe, yeah, she’ll deserve it.”

“Sometimes they can provoke the person or give them false hope. Because some girls dress like sluts and they act all flirty so then obviously boys will rape them or whatever.”

“If a woman is unfaithful, but not a proper beating, just a slap.”



Evaluation 2007-09



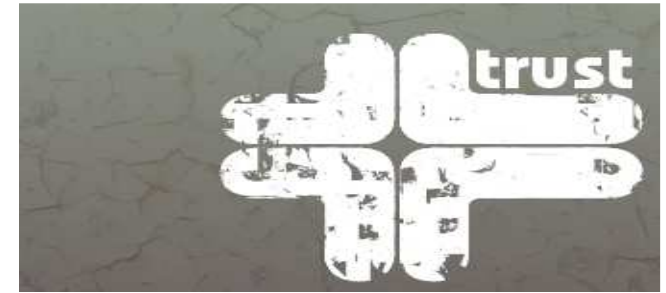
An independent evaluation of the TRUST project was completed by the researchers CRG Ltd. in August 2009. The evaluation took place over 2 years, covering:

- 39 secondary schools
- 539 young people aged 13-16

This is the largest evaluation of its kind in the UK.



Evaluation Results

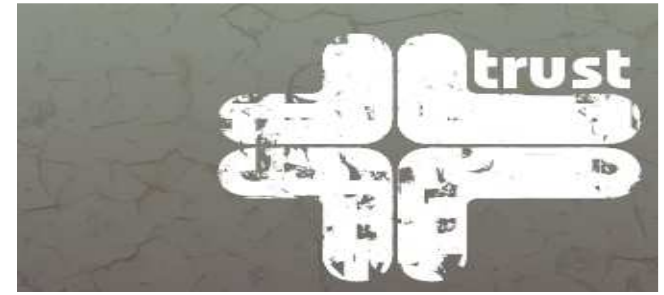


The young people

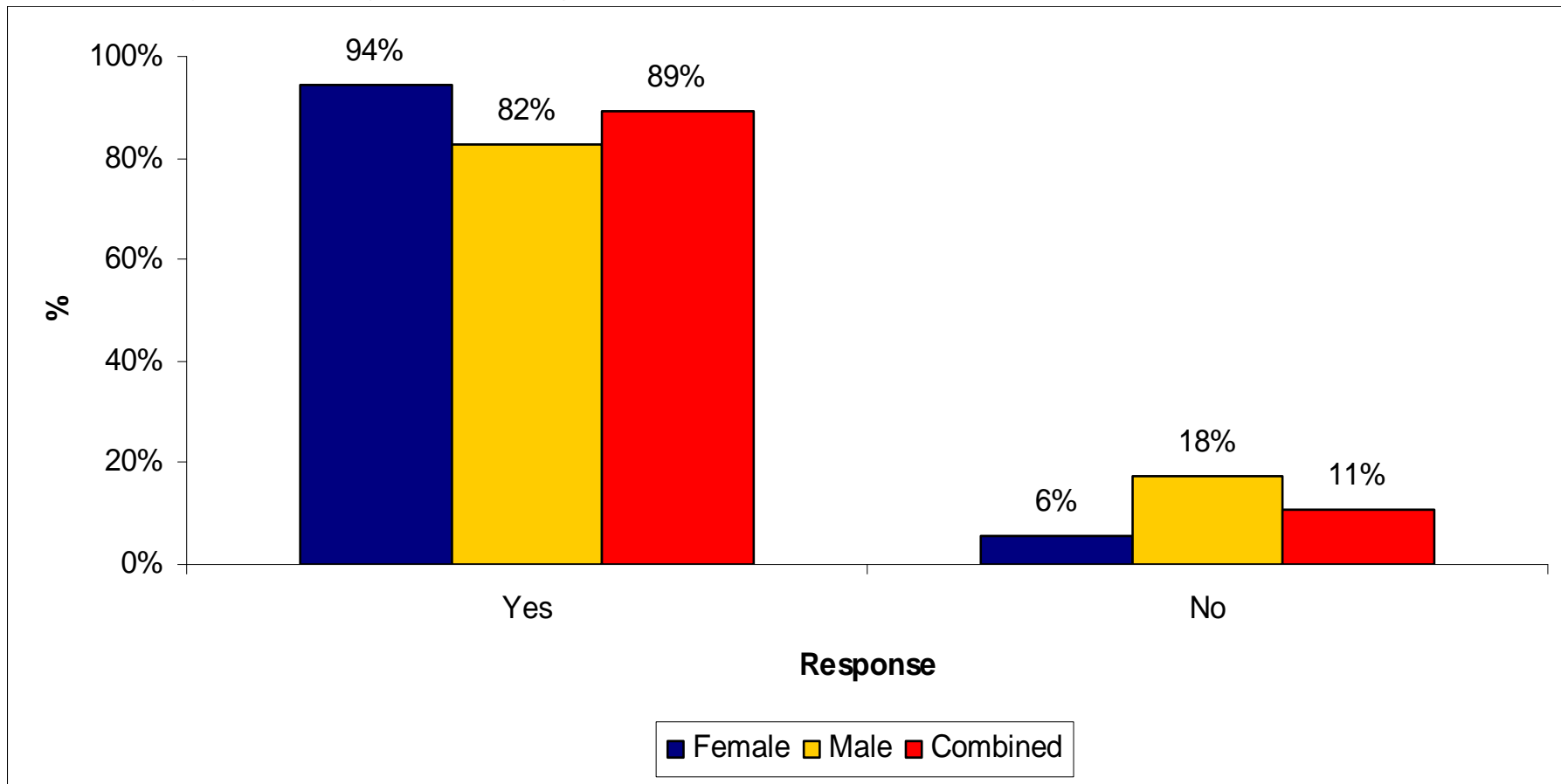
- 45% girls, 55% boys
- London is ethnically diverse and the evaluation reflects this. 33% regarded themselves to be 'White British', with the majority coming from a broad range of ethnic backgrounds.



Evaluation Results

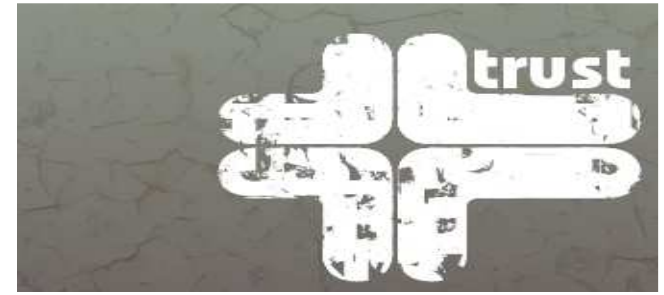


Have you enjoyed taking part in this project?

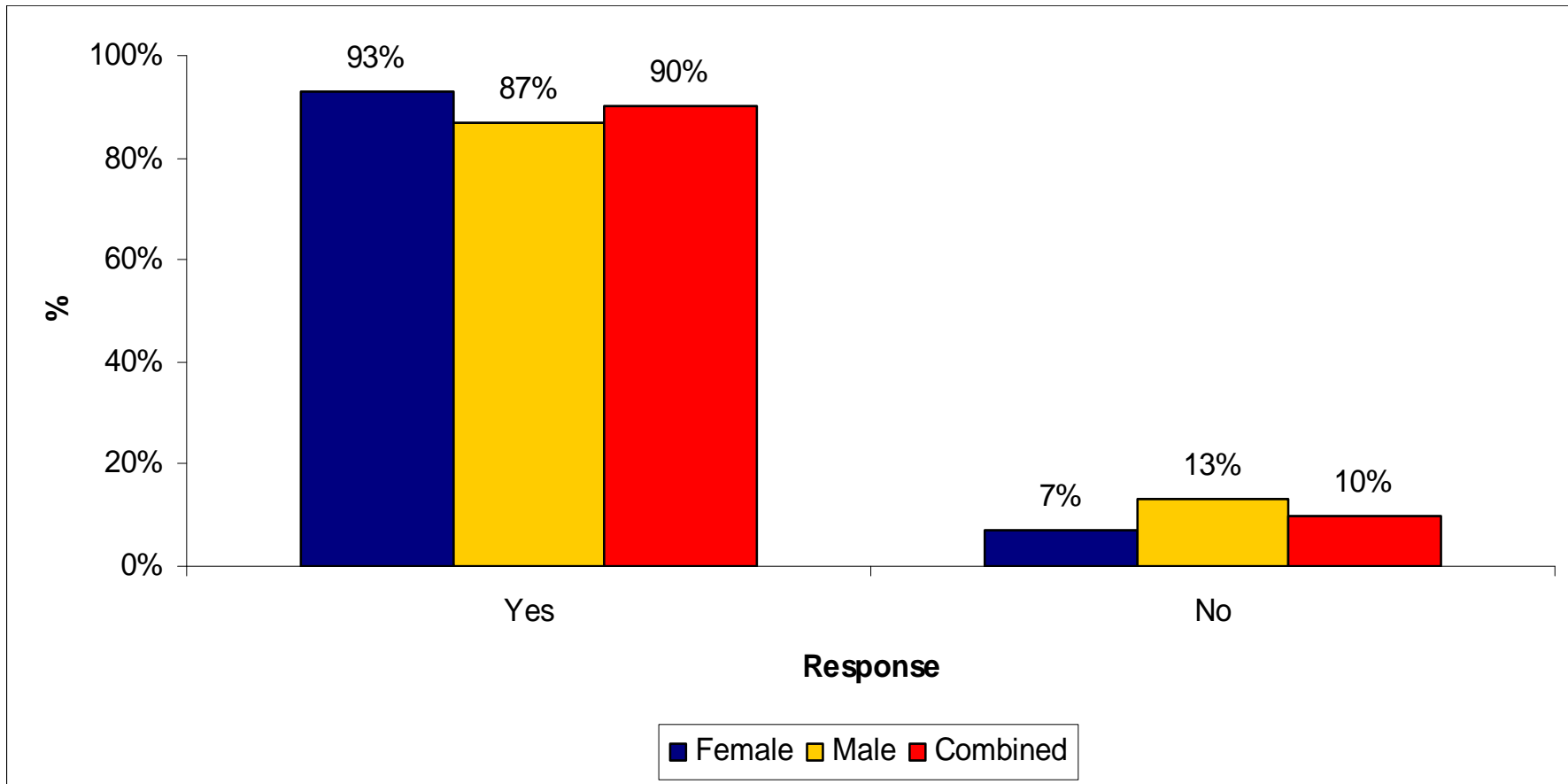




Evaluation Results

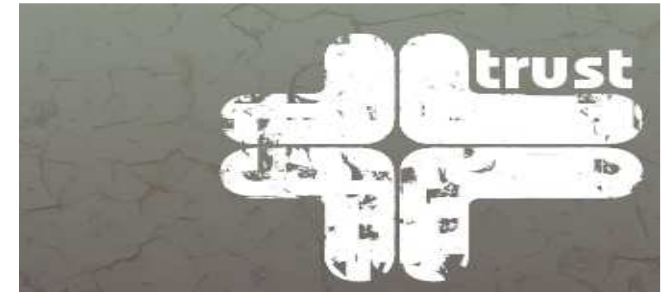


Have you learned anything from this project?





Evaluation Results



Have you learned anything from this project?

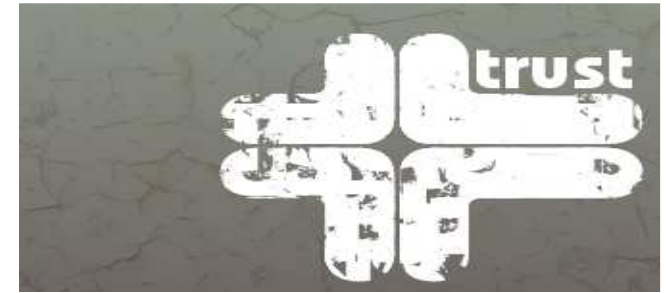
What have you learned?

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

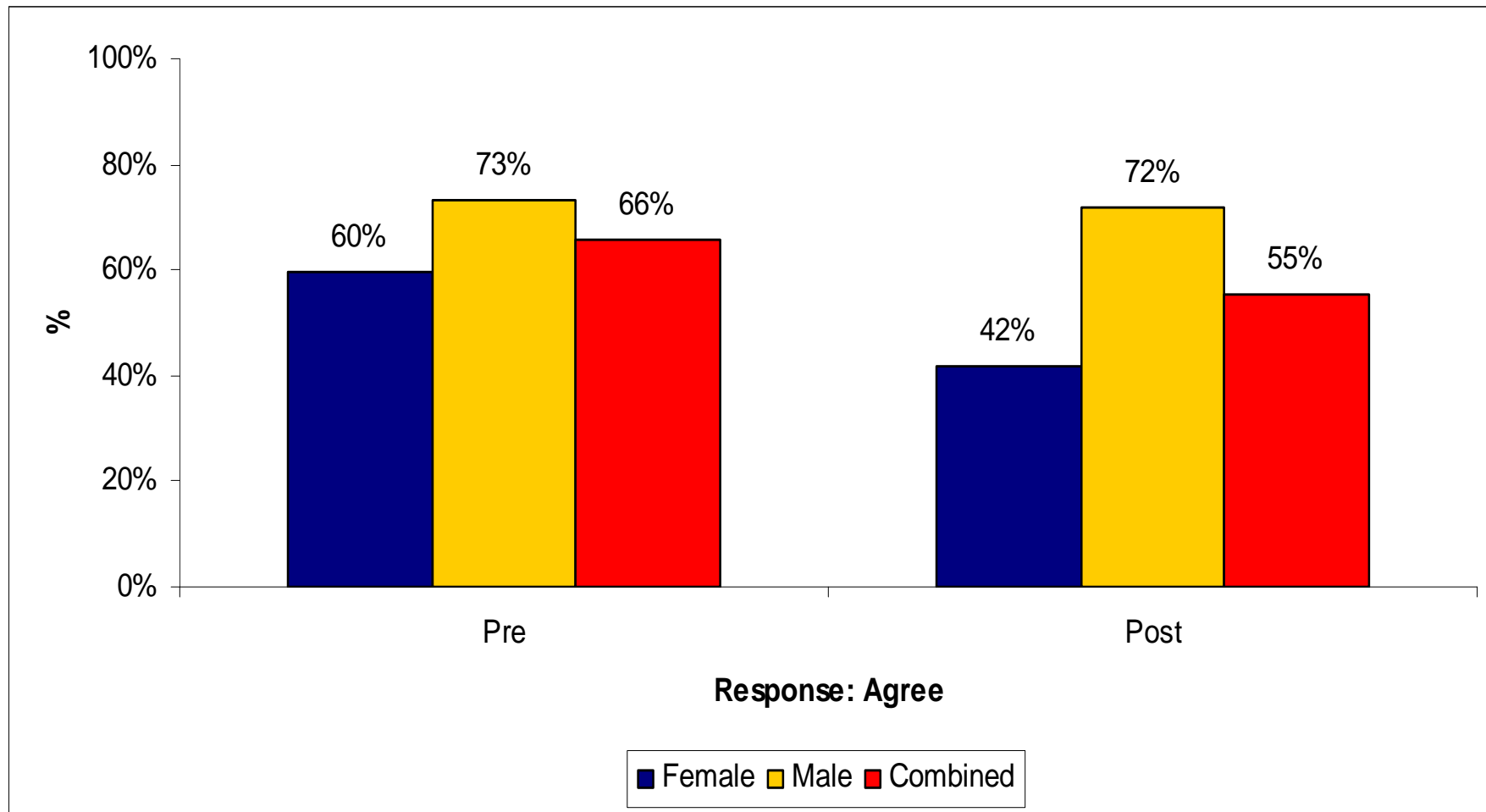
“Yes - it is not always the victims fault. They are made to feel insignificant and small and you may think that the relationship is healthy even though its not” (Female, 13 years).



Evaluation Results

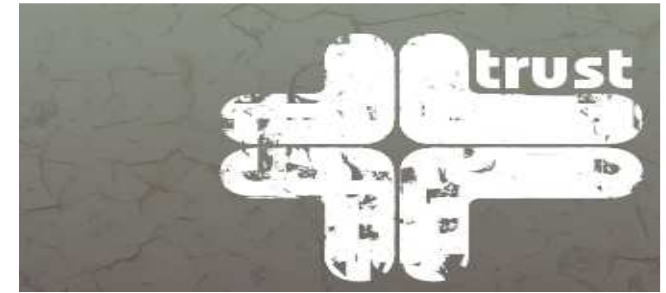


Can the victim ever be to blame for starting the violence in a relationship?





Evaluation Results



Victim blaming.

During focus group sessions, one of the greatest areas of learning is around the pressures on victims to stay in abusive relationships. Many young people say they have an increased understanding for why victims find it difficult to leave abusive relationships.

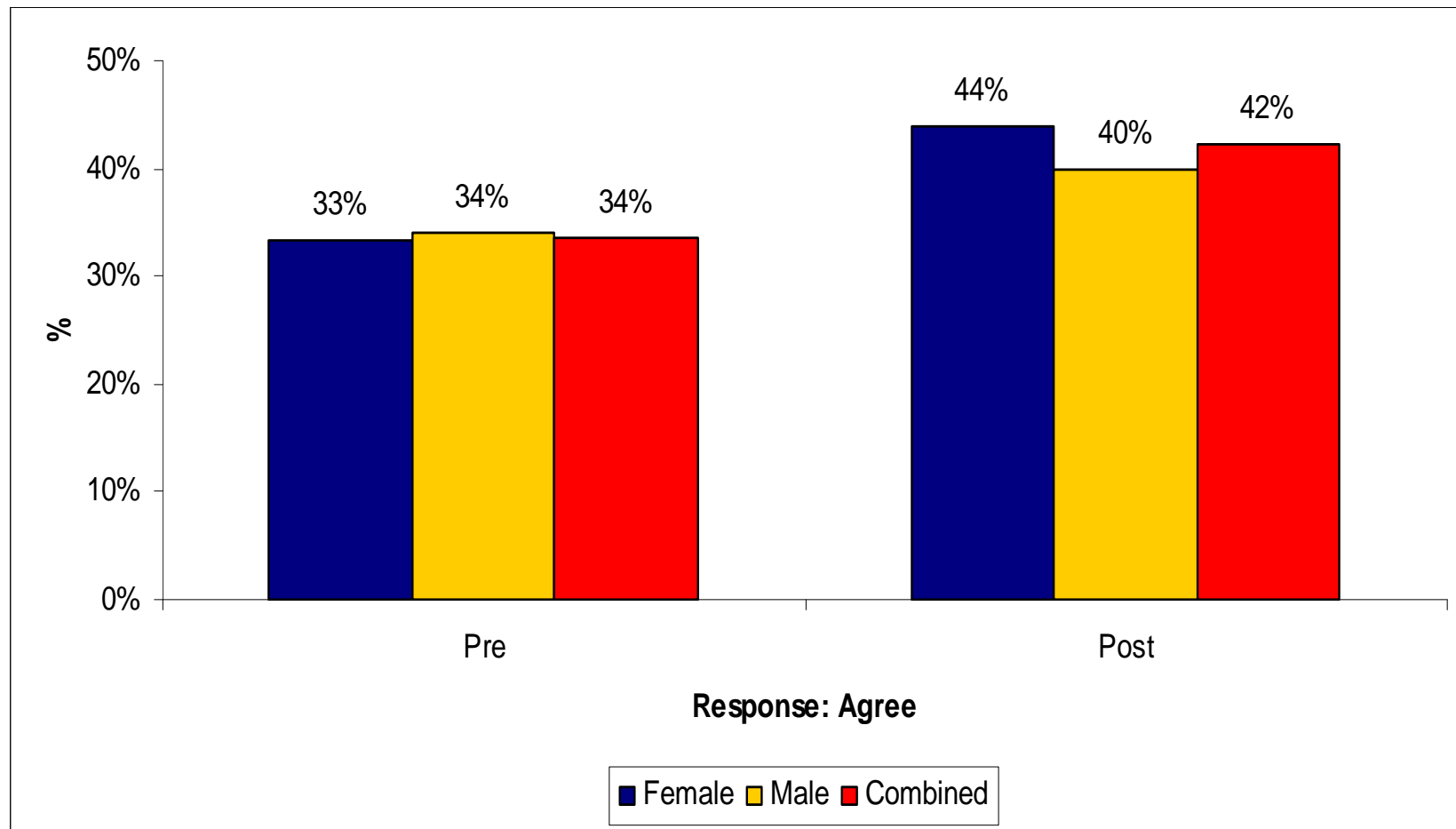
“They find it hard to leave the relationship because of financial problems, losing things, children, they love their partner too much to walk away, and they’re scared” (Female, 13 years, Post-project response).



Evaluation Results

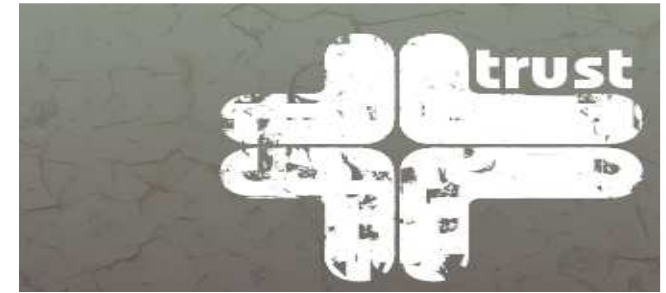


People who abuse their partners can control their violence





Evaluation Results



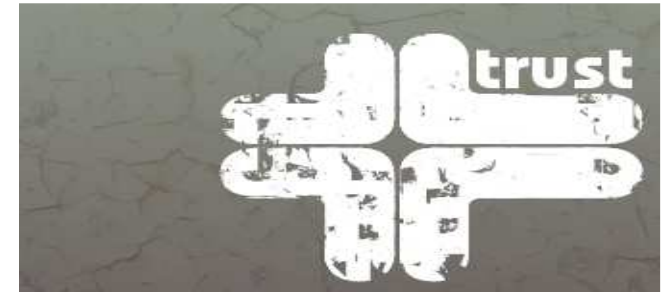
Excusing the use of violence.

Tender uses the Duluth Power And Control model as a basis for our work. This model emphasises the need to shift responsibility for violence away from the victim and onto the perpetrator.

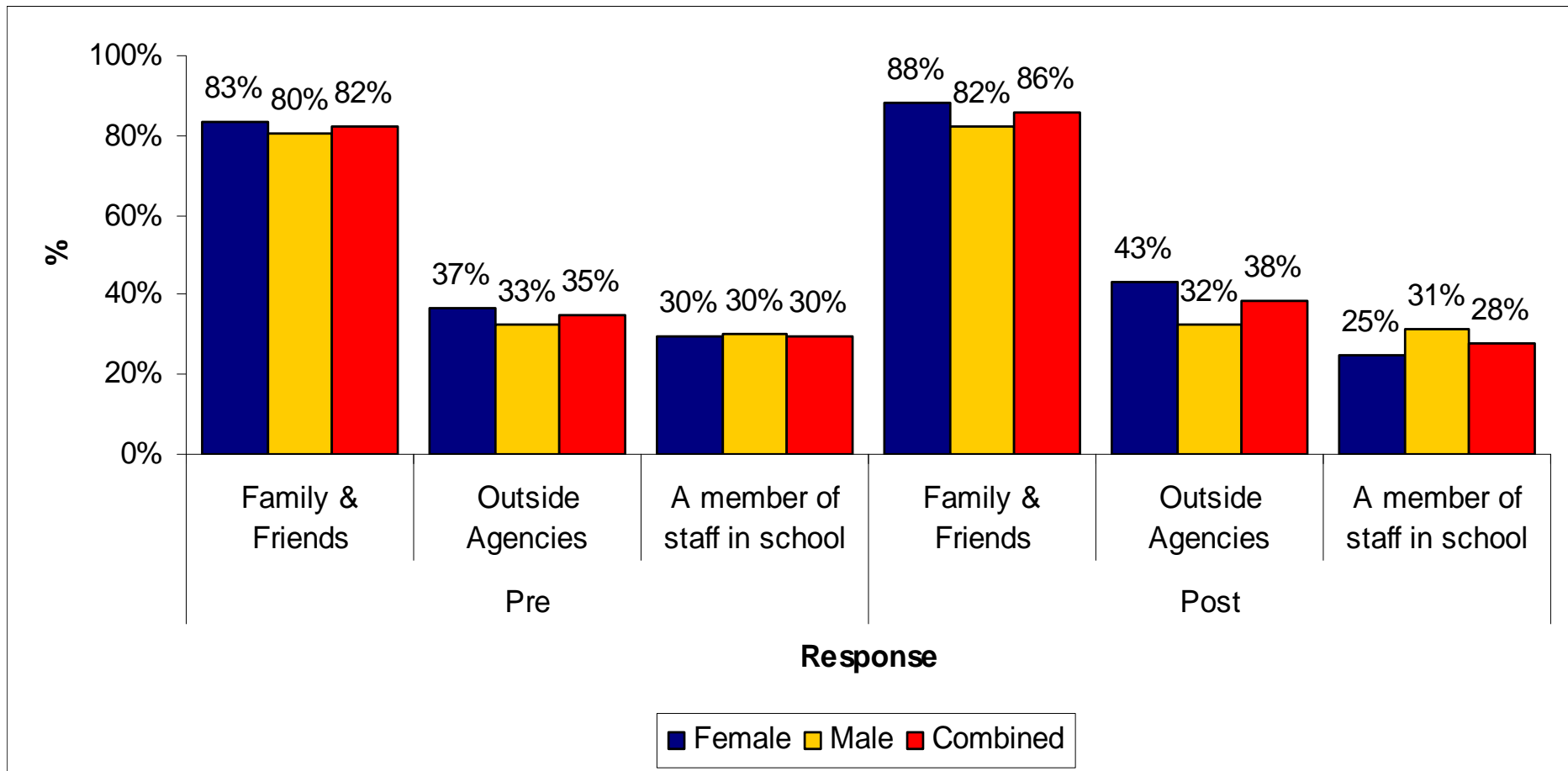
“Most people abuse their partners because they think it feels good to have power over them.” (Female, 15 years, Post-project response)



Evaluation Results

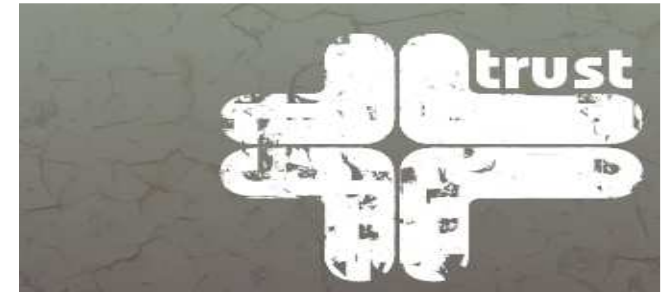


Who would you go to if you or a friend were having problems with an abusive relationship?

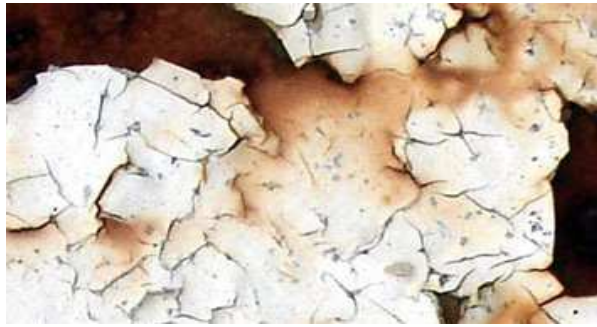




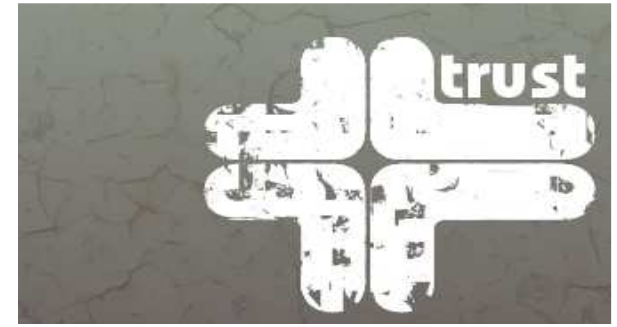
Evaluation Results



“I have learnt about the excuses, and the reasons why people stay. By doing this project I think that if I ever got into a relationship that involved violence that I would now have the confidence to just say no and leave.” (Female, 14)



Evaluation Results



Feedback from Teachers :

91% of teachers noted positive change in their students.

- Increased confidence
- In boys, more reflective about the use of violence
- In girls, more self-assured and, in some cases, have removed themselves from abusive relationships

“I think this is such an important project – particularly for young women in the UK. I felt a huge shift in my pupil’s understanding of the effect/impact/types of domestic abuse. This issue needs to be implicit in the Citizenship/PSHE curriculum in the UK.”



Challenges

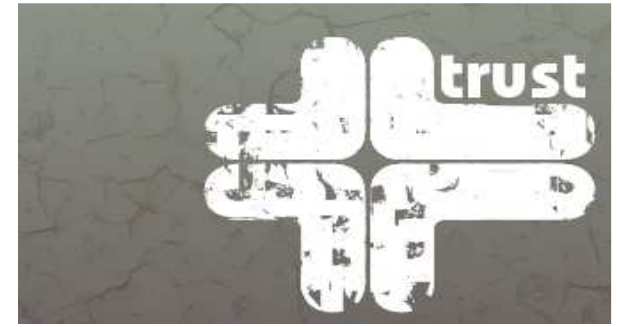
During 6 years of delivery, we've encountered the following key challenges

Teacher training. In England, it can be very difficult to negotiate access to teachers for training. We offer flexible timetabling to ensure we can reach as many teachers as possible.

Engaging young men. Our evaluation shows that we've had a positive impact on the attitudes of young men. Nonetheless, the impact has been greater with young women.



Evaluation Results



Recommendations by CRG Ltd.

- Tender should consider working with accrediting bodies to design and provide accredited training courses based upon the project design and materials.
- Conduct focused follow-up work with male participants to ensure any risks of alienating male participants are minimised, and to better address how to change male attitudes



Contact

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Until the Violence Stops trading as Tender, Reg Charity in England and Wales No. 1100214



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