



## **INTERIM SUMMARY EVALUATION REPORT**



**July 2012**

# Introduction

This is a brief executive evaluation of the Silence the Violence/Face It Programme which was delivered in the following venues:

Venue	Description	Date	Number of attendees at start <sup>1</sup>	Retention Rate	No. Who made significant improvement	No. Who made noticeable improvement
<b>Lammas School, Waltham Forest, London</b>	Mainstream Secondary School. Group made up of pupils facing exclusion (either due to behavioural issues or non-attendance)	<b>20<sup>th</sup> – 24<sup>th</sup> February 2012</b>	<b>9</b>	<b>56%</b>	<b>2</b>	<b>3</b>
<b>NEWHAM COLLEGE – NEWLap, Newham, London</b>	Alternative Educational Provision for pupils who have arrived to the UK late in the school year or those who don't have a place in a mainstream school due to permanent exclusion.	<b>4th, 5th, 10th, 11th &amp; 12th April 2012</b>	<b>10</b>	<b>80%</b>	<b>4</b>	<b>3</b>
<b>EDUCATION LINKS – Queens Rd Community Centre, Newham, London</b>	Alternative Educational Provision for year 9-11 pupils permanently excluded from mainstream school.	<b>18th – 22nd June 2012</b>	<b>11</b>	<b>73%</b>	<b>3</b>	<b>4</b>

As the table above shows, the retention rate is excellent for this type of work. The figures also indicate that there are already signs of improvement for a considerable number of the participants. However these results reflect the immediate impact only. For long term and quantitative measures the attendees would need revisiting in the future.

<sup>1</sup> Counted as attending the first whole day

# Facilitator Feedback Summary

## Lammas School

The Lammas group was made up from 12 attendees aged 13-16 listed, 9 arrived day 1 (7 male/2 female); day 2 we gained 1 male & lost 1 female. Day 3, another new attendee arrived and left. Day 4, another 2 had fights elsewhere in the school, and were excluded. We kept 5 to the end of the programme (4 male/1 female). All but 2 struggled with attention/concentration, and unless an exercise was perceived as 'fun' were highly disruptive. 1 participant (older male, greater readiness to change) lead the group in activities, and was accepted initially, who then was mocked for his level of attention and progress, as he was streets ahead of some of the others. 1 female made significant progress in her ability to persevere and recognise herself both in terms of self-worth and self-awareness. The remaining members of the group (all male) were disruptive and struggled to concentrate. Busy saving face, goading others and 'last-wording' each other continually. Took several attempts before activities (ball games, role play, art expression) were embraced by participants. Interestingly, they would ask to do role-play or art, and then refuse to complete it, or complain at having to do the exercise. Presume sabotage technique or coping strategy for some, which others then followed. A conflict incident resulted in significant progress for 1 participant (and a considerable degree of progress for the other) who was involved in this. Some progress for a further 3 participants, who did have violence in their background and some readiness to confront their issues.

## NEWlap

The NEWlap group was made up of 11 listed to attend, 3 female, 6 male 15/16 year old arrived day 1 – including 1 whom had been advised he was not suitable to attend (language difficulties). 7 concluded the programme, although several were not there every day. 1 missed 2 days of the programme, 4 left for another session for the morning of day 2 (1 of whom didn't return that afternoon). 2 left the programme, and could be potentials for the next programme – dependent on the rationale for leaving and on 121 support sessions to explore their motivation/readiness to change. Female participants fully engaged. Male participants were predominantly disruptive/distracting. 2 of the participants significantly changed the programme dynamic. We may have covered more material and gone deeper with the remaining participants if they had not been in the programme. 1 of these participants is the individual who had been advised not to attend originally, the other was taken out of the room day 2 by male facilitator and given a 2<sup>nd</sup> chance to engage. Consistent denial and distraction techniques from some male participants was a disruptive influence on the group. The break of 4 days between day 2 and day 3 added to the disruption considerably. This alters the level of participation, the energy and group dynamic. A significant part of day 3 is spent attempting to get the group back to the level of depth, disclosure and group bond / dynamic that was reached by the end of day 2.

## Education Links

Education links group was made up of year 9-11 pupils who had all been permanently excluded from any mainstream school provision. Furthermore, 4 of the participants have in fact been excluded from the Local Authority Pupil Referral Unit since they were excluded from their original schools. 15 YP were listed to attend, 6 female, 9 male. Of the 15 possible participants, 11 stayed for day 1, 8 concluded the whole programme. The remaining 8 attended every day except 1 who missed the last day. Depending on their rationale for leaving and on feedback during post-programme 1:1 support sessions (to explore their motivation/readiness to change), those who left the programme could be potential participants for a future programme. Within the group there were several young people who have been diagnosed with disorders such as ADHD and ADD – some took their medication and others did not. There were also several within the group who seemed to display behaviour that may potentially indicate other undiagnosed disorders such as Asperger's Syndrome or OCD. In addition to this, the staff (Khulisa & Education Links) suspected that there may also be some undiagnosed ADHD / ADD within the group. The majority of the young people engaged well in the programme – with some resistance at the earlier stages. The Face It / STV Process was allowed to work on the group and by mid-way through the week, the group engagement was very good overall. The levels of impact that were noted by the staff present varied between participants quite widely (possibly due to the suspected disorders / syndromes). In particular, the programme provided a vehicle for 2 participants to make massive progress and to change their perceptions of themselves & their lives in extremely positive ways (1 male & 1 female); with considerable improvements made for several others too (to varying degrees). For a small minority there were issues around whether or not they were 100% suitable / ready for Silence the Violence, and more work needs completing pre-programme in order to clarify referral criteria. However, even these participants seemed to gain something from the programme & for some it was their first experience of seeing something through to the end!

# Professional Stakeholder Views

## Lammas

*'The Khulisa programme was a resounding success for our group. For a few key pupils, this programme has totally turned them around! – One young man was hardly ever at school before (because he was either excluded or not attending) and since the programme he has not had any behavioural incidents at all, his attendance is now 95% and he has received a Jack Petchey Award for his improvements!'*

*'None of the pupils who attended the programme have been reprimanded for any behavioural issues at all since the course was completed!'*

*'From what I've seen, the biggest learning for our group seems to have been that they are now taking responsibility for their own actions – they realise that it is their choice to behave in certain ways and they understand the impact this will have on their futures. We've seen around a 10% improvement in attendance on average and a vast reduction in behavioural problems from the pupils who participated.'*

*'We look forward to re-booking Khulisa for next term.'*

## NewLAP

*'The programme has had a deep impact on several of the students. It has opened a bit of a Pandora's Box for some students and is just the beginning of a process that the students will need continued support with...'*

*'The project gave new skills to try - in order to focus on the future... Provided knowledge in breaking cycles / patterns of behaviour...'*

*'Participants need to be fully committed and participate to get something out of it. Don't think all the participants fully engaged which disadvantaged the rest of the group.'*

*'We have learnt more about the Khulisa programme and the process now and we will ensure that our next programme is even more successful.'*

## Education Links

*'I was impressed with the Khulisa programme. It allowed the participants to make choices about their own behaviour which promotes them taking responsibility for themselves.'*

*'For the young people who got fully engaged, the programme was a real turning point for them!'*

*'Bring Back Khulisa!! We should be running this every term, with every young person!'*

*'We have noticed some definite and clear improvements in several of the pupils who participated in the Khulisa Programme. One (who was hardly ever at school previously) has not missed a single day of school since the programme. Another (who previously found it impossible to stay in a classroom for a whole lesson) has become far calmer and less ready to rise to others' bait. He can now spend all day in lessons without any arguments or fights!'*

*'I've been with Links for years & you've made the biggest change I have ever seen in a young person!'*

*'I would like to book Khulisa again, so that we can build a long-term partnership. This would allow us to offer the Face It programme to a wider group of young people and also to monitor the longer term effects the programme has on pupils.'*

# Young People Views

On completion of the programme young people were asked to rate the programme there results are shown below and all indicate exceptionally good results suggesting the programme is meeting their needs and the facilitators engaged and delivered for them.

Venue	Overall Programme Score - with 1 being Bad and 5 being Excellent	Overall Rating of Facilitators - with 1 being Bad and 5 being Excellent
Education Links	Refused to complete evaluation forms <sup>2</sup>	Refused to complete evaluation forms
NEWlap	4.3	5
Lamaas	4.4	4.5
Average	4.35	4.75

The following are representative quotes from the young people reflecting their thoughts on the course and their future now.

## Lammas

*'The mask has shown me I have a little bit of life in me (to have hope for) even when I'm angry'*

*'I'm going to get involved more, learnt to be happy, learnt that I should have the patience'*

*'The artwork made us think about the future'*

*'The role-play taught me to how to cope with family issues'*

*'Changed my ways of working with others'*

*'Learnt that we always have emotions going on'*

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<sup>2</sup> The Education Links group had been given the impression by their teachers that the Khulisa Programme did not involve any writing and therefore refused to complete any Daily Evaluation Forms. However, RL will attempt to get the participants to complete a post-course (reflective) Evaluation Sheet when he meets them for their first 1:1 Post-Programme Support Session.

*'I liked doing the activities but it got a bit boring when the others chat shit'*

*'To be able to control my temper more, and to focus on the light and breathing when I feel the heat'  
(all related to anger/violence triggers)*

*'To get involved more'*

*'Set more targets'*

*'Finish something I've started'*

*'To try different experiences'*

*'Control my anger (calm down)'*

*'The group has helped me to know my rights or wrongs in life'*

*'Make sure that I have a job that I love and keeping my dream and going with it. Always finish something that I started.'*

## **Education Links**

*'If I'd done this course when I was little, I would never have got a criminal record'*

*'I liked the course – it was good & Robin & Ali never gave up on us – they kept on getting us to get better involved.'*

*'We did activities that boosted my confidence'*

*'I know what is important to me now – it's my mum – not the streets!'*

*'I know I am in charge of myself now'*

*'I don't know what it was.... Things are just different now. I know what I need to do and I can't expect any one else to do it for me.'*

*'I am going to get closer to my family now and will achieve my goals'*

*'Now that I can block out others, I can focus on what I want to do in my life'*

*'I know that if I want something in my life now it's up to me to do it.'*

## **NEWlap**

*'I liked everything, 'cos every activity was really interesting'*

*'I actually disliked nothing except that the programme came to an end'*

*'I'm grateful for this experience'*

*'We did activities that boosted my confidence'*

*'Awesome experience'*

*'I would like to take courage to make the 1<sup>st</sup> step towards to my goals'*

*'A total different life'*

*'I am planning to get closer to my family and hope to fulfil my dreams'*

*'Focusing more on my goals and dreams'*

*'Try to pass on what I have learnt to others and be the best person I can be at all times'*

*'100% achieve my dreams and be so successful'*

*'To stop my violence I need to stop smoking weed'*

*'If I believe in myself, anything is possible.'*

*'Bloods and crips together would mean peace'*

*'Think before I do something'*

*'Think about the consequences before I do anything'*

*'Don't surround myself with negative energy'*

# Areas to improve

- Control of disruptive students (and staff where necessary!) needs to be an explicit part of the pre-programme set up process to clarify which roll Khulisa team / host agency team have and to define host agency's policies / procedures relating to this. Ideally, this ought to be part of the SLA i.e. a written agreement between Khulisa and host agency.
- Writing / handouts: some participants find the writing element hard – *'I sometimes struggled with the paper work otherwise I think I participated good...'* and some (Education Links) refused to fill in any Daily Evaluation Forms. It might be worth developing alternative methods of evaluating the participants' views that could be built in to the programme as an activity to end each day on. The participants' view on handouts also varied with some requesting more handouts to take home and others refusing to take any home at all. One participant asked for all handouts that were available (and in fact took home all the flip charts too!) - *'...handouts to reflect on when I go home – to prevent me from forgetting anything.'*
- Focus / approach of 'Face It' element versus 'Silence The Violence' needs to be explicit so that all host agencies properly understand the differences between the full on / therapeutic process and the less process led 'Face It' approach. This would suggest that for Face It programmes it may be more appropriate to have facilitators who are more youth work orientated rather than therapeutically focussed.
- Healthy light lunch in the delivery room (for all participants including young people and staff) needs to be agreed more explicitly in the SLA. On all programmes CIC have delivered to date host agencies have agreed to this at pre-planning stage. However, when we begin delivery arrangements have altered and all participants have had to leave the room to eat. Thereby, reducing the opportunity for informal reflection, engagement and bonding outside of the core programme – which greatly helps the process to embed when it does happen.
- Course needs to be 5 consecutive days to have meaningful 'process led' impact.

# Conclusion

The results of this interim report indicate that the Face It programme is having a significant impact on some young people within every group. We believe that if the pre-programme / set-up stage is enhanced to cover the recommendations made above in 'Areas To Improve'; (with written agreements covering the referral criteria, the policies to deal with any disruptions, the nature and setting for the lunch provided etc.), results for those participating will improve even further.

We feel that as part of the set up phase, host agencies should aim to target groups of around 15-17 in order to select a final group of 10 to 12 participants. Khulisa team members should make the final selection of participants after an initial introductory group session and pre-programme 1:1s. This would improve the chances of participants following the preferred participant profile and would further enhance engagement and impact. This would also further improve the retention rate (currently around 70% on average) and the likelihood of significant impact on the participants.

The favourite activity seems to be the mirrors, masks and hats; indicating that perhaps Khulisa ought to design further art based activities to enhance the experience for those participants who find it harder to engage.

Our interim findings indicate that the most common outcome cited by participants was increased confidence. However, the staff from the host agencies indicated that improvements in attitude, participation, engagement, behaviour and attainment are all directly attributable to this increase in self-confidence and the self-awareness that comes from taking responsibility for your own actions.

We look forward to receiving the data extracted from the Pre-Programme and Post-Programme Questionnaires to see how it correlates to our initial findings.

The quote below comes from a member of the group at NewLAP and it sums up the experience thus far:

*'Thank you for everything, I really appreciate all the effort you put in for younger people just for the sake of our future. I'm grateful for the experience and you guys are doing a wonderful job and please keep on going and spread the message! THANK YOU!'*