

***'It could be anyone'***  
**Evaluation Report of the London  
Prevention Education Programme  
(Child Sexual Exploitation)  
by Barnardo's**

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## ***Executive summary***

The Prevention Education Programme (PEP) on Child Sexual Exploitation was devised and delivered by Barnardo's practitioners in the London Boroughs of Croydon, Lewisham and Southwark over a two-year period, between 2005 and 2007. The programme was funded by London Councils. The PEP (CSE) has been monitored and evaluated independently of the practitioner delivery by researchers from Barnardo's Policy and Research Unit.

The evaluation was designed to collect qualitative and quantitative information, in order to determine whether the following key outcomes of the programme were achieved:

**Outcome 1:** Raise awareness and understanding of rights, risks and responsibilities which equip young people to stay safe and healthy.

**Outcome 2:** Promote young people's confidence and ability to resist unwanted sexual experiences.

**Outcome 3:** Promote identification of risk by professionals which will assist in diverting potential abuse through sexual exploitation.

**Outcome 4:** Education of professionals who work with young people about how to meet the needs of sexually exploited children.

## **Summary of evaluation**

The research appears to be the first attempt in the UK to evaluate in a structured way a specialist education programme about child sexual exploitation, delivered to children & young people in a range of settings. Alongside this, a research assessment has been made of the training of professionals who are likely to come into contact with young people at risk of sexual exploitation.

The PEP (CSE) delivery to professionals successfully achieved its objectives with regard to Outcomes 3 & 4.

There are reasonable indicators that the PEP (CSE) delivery in schools achieved its objectives with regard to Outcomes 1 & 2, for the majority of participants in the short term. There are some suggestions from the qualitative data that these achievements were sustained by a reasonable number of young people in the longer term.

There are promising indicators from the qualitative data that the PEP (CSE) delivery in PRUs and residential settings achieved its objectives with regard to Outcomes 1 & 2 for participants in the short term and that these appear to have been sustained for some young people over a longer term period. It should however be noted that this finding is based on a limited sample size and more research would be required to test this adequately.

In essence the delivery to professionals was both far easier to implement and evaluate than the programme for children & young people. As a result there is important learning from this evaluation process to be considered by anyone seeking to deliver PEP on child sexual exploitation in the future. To this end, key recommendations are made in this report as a result of this evaluation.

## About this evaluation

The research team designed and implemented bespoke data collection tools in order to monitor the impact and effectiveness of the PEP (CSE) in all the settings it was delivered; to young people in schools, Pupil Referral Units (PRUs), & residential units and as training for professionals. The settings varied greatly with regard to the time afforded for the PEP delivery and this had to be taken into account when developing the methods to be used for the evaluation.

**Professionals:** Pre and post questionnaires were created for the professionals' training, which was delivered over one day. Professionals were allocated enough time at the start and end of the training to administer these. These were used with professionals from Local Safeguarding Children Boards (LSCB) and Residential Social Workers (RSW). Post delivery questionnaires were used with Personal Social Health Education (PSHE) professionals.

**Children and young people:** There were two distinct delivery settings for children and young people involved in the research. In the school settings, the PEP was delivered as a single 'one off' session of 45 minutes. Because of the time restriction, it was therefore impossible to administer pre and post delivery questionnaires in the schools. Instead schools participants completed a single A4 sheet questionnaire a short time after the programme delivery, which included four user-friendly questions about the content and feedback on the session.

For 'hard-to-reach' young people in PRUs and residential units, it was also intended to gather feedback through administering a single post-delivery evaluation form, as with the schools. However this approach was unsuccessful and had to be amended (see details below).

**Focus Groups:** The collection of in depth qualitative data using a focus group discussion method was to be used with a 10 per cent sample of all participants. These were to be conducted at least two month after the delivery of the PEP, in order to assess any longer term impact on participants of the programme content. This was amended to deal with practical problems encountered in organising focus groups in some settings by including the use of individual interviews as well. In order to ensure the inclusion of 'hard-to-reach' young people from PRUs and children's homes the evaluation built in the use of incentives to participate.

As a result of challenges encountered during the evaluation, researchers proposed a number of changes/additions to the process, in an attempt to overcome these. Young people in PRUs and residential settings were consulted using one-to-one interviews as well as in groups. In addition, researchers contacted a sample of staff from these settings after the delivery, to gain their views about the impact of the PEP on the children & young people who participated.

Organising focus groups with professionals also proved difficult to arrange consistently after the delivery of the training. The researchers therefore supplemented the information collected from professionals who completed pre and post test questionnaires, with time delayed individual email and telephone contact instead, as this proved more straightforward to organise.

***Evaluation data collected (February 2006 - July 2007)***

<b>Professionals</b>	<b>Young people in Schools</b>	<b>Young people in PRUs and Residential Units</b>
135 pre- and post training questionnaires were completed by RSW and LSCB professionals	561 post delivery questionnaires were completed by pupils from 5 schools	17 young people from 3 PRUs provided follow-up consultations. One PRU staff member was interviewed
12 PSHE professionals completed additional post-training questionnaires	105 children gave feedback through 6 focus groups and interviews were conducted with 3 teachers.	4 young people from 4 residential units gave one-to-one interviews after programme delivery.
20 professionals were consulted through focus group discussions or by individual follow-up emails/telephone interviews.		Follow-up interviews were completed with 7 residential/PRU staff members and managers.

A breakdown of the evaluation data collected can be found in Appendix A of the report.

***Summary findings from the delivery to professionals***

- The evaluation of the professionals' training programme is robust, with structured pre and post testing of a representative sample of 121 RSW and LSCB professionals, complemented by qualitative follow-up data from 32 participants, including those from PSHE.
- Findings from the professionals quantitative data ( $n = 121$ ) reveal that the majority of participants showed a marked improvement in their knowledge of child sexual

exploitation, particularly in relation to identifying risk indicators and awareness of policies and legislation relating to the issue.

- For those professionals who were unable to answer questions at all about child sexual exploitation pre-training, a majority were able to do so following the delivery.
- Participants from the LSCB tended to have better knowledge and awareness of child sexual exploitation than RSWs from the outset, particularly on policies and legislation.
- Findings from qualitative follow-up consultations with 20 professionals were also positive. The majority commented that the training raised their awareness of child sexual exploitation and they had attempted to use elements of what they had learnt since attending the training sessions.

### ***Summary findings from the delivery to schools***

- Because post-delivery questionnaires only were completed in schools, we do not know the level of knowledge about sexual exploitation of these young people prior to the delivery. These evaluation findings are therefore less robust than those concerning the professionals' training.
- Findings from the schools quantitative data results for Questions 1 & 3 ( $n = 561$ ) demonstrate that knowledge and understanding of the risks associated with sexual exploitation, risky adults and situations was good overall, following the school sessions. The findings indicate that young people were better able to describe the emotional and physical impact of sexual exploitation, rather than the risks associated with it.
- Findings relating to Outcome 2, 'promoting confidence to avoid sexually exploitative situations', were also good overall, although a significant proportion of children ( $n = 287$ ) incorrectly identified some adult behaviours with 'the grooming process'. There are a number of possible reasons for this including; young people associating answers with the earlier stages of the grooming process; misunderstanding the question; not remembering the grooming process at all.
- Findings from the quantitative data reveal variations in the quality of results from each school. Young people in schools where forms were administered immediately after the sessions were far more likely to name all four stages of the grooming process than those who completed the questionnaires at a later stage (average of 89% compared to 30%). This would indicate there are potentially issues about the longer term retention of the knowledge gained by children about sexual exploitation, from the single session PEP delivery.
- The qualitative data gathered through follow-up sessions ( $n = 105$ ) demonstrated that young people in schools were satisfied with the group work and that it did have a longer-term impact on pupils' attitudes, in terms of awareness-raising and promoting their ability to avoid risky situations.

### **Summary findings from the delivery to PRUs and Residential Units**

- Because of the lack of structured ‘pre and post’ testing, combined with the small sample of participants who took part in the qualitative research, evaluation findings from the young people in PRUs and Residential Units are the least robust and should be treated with caution.
- The qualitative data collected through follow-up groups and interviews ( $n = 21$ ) indicates that where young people engaged with the PEP, they found the delivery and content enjoyable and worthwhile.
- In all of the settings visited, young people commented that their awareness of sexual exploitation had been raised by the PEP. Individuals stated that they would not have been aware of risks associated with certain behaviours and situations but for attending the group sessions.
- Participants' knowledge was strongest when describing the impact of sexual exploitation, services available to young people at risk and recognising risky individuals and relationships.
- The majority of participants were less clear about ‘routes into’ exploitation and deliberate targeting and the grooming process. Among the young men involved in the follow-up research, homophobic attitudes and comments were commonplace.
- The qualitative follow-up research found some evidence that the PEP sessions had a longer-term impact on young people's attitudes, in terms of awareness raising and promoting their ability to avoid risky situations.

### **Conclusion**

The evaluation finds that the PEP (CSE) delivered by Barnardo's has largely met its objectives and achieved its original stated outcomes. The content of the programme for both young people & professionals, appears to be appropriate, communicating important issues regarding the potential risks of sexual exploitation in an engaging manner and clearly impacting effectively, in the short term, in the majority of instances. Therefore, the overall conclusion of the evaluation is that the Barnardo's PEP (CSE) programme has been successful in many important respects.

### **Recommendations for future education work**

*Recommendation 1.* The experience from schools suggests that ‘one off’ session delivery may be inherently limited in its longer term impact. Consideration needs to be given on how to extend provision further in these settings in order to help reinforce messages to young people about the risks of sexual exploitation.

*Recommendation 2.* The delivery in residential and PRU settings shows that messages about ‘the grooming process’ may need to be reinforced over several sessions to improve long-term knowledge retention by the majority of young people.

*Recommendation 3.* Evaluation findings about the impact on young people from the residential and PRU settings are limited due to low participant numbers and further research in such settings is required.

*Recommendation 4.* In all the settings for young people, there needs to be consideration of ways to deal with potential homophobia that may be a hindrance to young people developing understanding and adopting key messages about sexual exploitation risks.

*Recommendation 5.* Evaluation of the professionals training revealed that the PEP delivery was strong in its overall impact on participants, but that residential social workers had the poorest knowledge about child sexual exploitation beforehand and may therefore benefit from more targeted and substantial intervention.

*Recommendation 6.* A well resourced evaluation is required with more time for the programme delivery in the schools settings, in order to improve the standard of the evaluation data collected; this would enable structured pre-testing of young people's knowledge of sexual exploitation.

*Recommendation 7.* A well resourced evaluation is required for residential and PRU settings, as extremely close co-ordination is needed between the practitioners and researchers in order to enable young people to use creative methods to feedback about the programme delivery.

*Recommendation 8.* A well resourced evaluation is required to help facilitate the inclusion of professionals and mitigate against the difficulty of bringing diverse individuals together to feedback at a later stage.



***'It could be anyone'***  
**Evaluation report of the London Prevention Education Programme (Child Sexual Exploitation)**

### **Background**

The Prevention Education Programme (PEP) on Child Sexual Exploitation was devised and delivered by Barnardo's practitioners in the London Boroughs of Croydon, Lewisham and Southwark over a two-year period, between 2005 and 2007. The programme was devised as a pilot and funded originally by the Association of London Government, now London Councils. The PEP (CSE) has been monitored and evaluated by independent researchers from Barnardo's Policy and Research Unit, based at Barkingside, Essex <sup>1</sup>.

The research team designed and implemented bespoke data collection tools (detailed below) over 18 months of the pilot, working alongside Barnardo's practitioners delivering the programme. The evaluators were thus able to monitor the impact and effectiveness of the PEP in all the settings it was delivered, through research analysis of the data collected using the bespoke tools <sup>2</sup>. The short title of this report, *'It could be anyone'*, is a quote taken from one young person who participated in the research, in response to the question, *'Who could be sexually harmful to you?'* (see p 28).

### **Introduction**

This report sets out the following:

- Context of the evaluation and data collection methods;
- Analysis of the quantitative and qualitative data gathered;
- Changes made to the evaluation from the original proposal; and
- Findings & recommendations for future work of this kind.

The evaluation intended to monitor the delivery of the PEP through the application of structured questionnaires to all participants in the programme, professionals and young people alike. This data was to be combined with qualitative information gathered from a 10 per-cent sample of all participants through focus group discussions. These groups were to be conducted at a 2-3 month interval after the delivery of the PEP, in order to assess any longer-term impact of the programme.

The original design of the research evaluation included:

- Structured questionnaires to be administered to all participants

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<sup>1</sup> Paula Skidmore worked on secondment to Barnardo's from the Department of Applied Social Sciences, London Metropolitan University. Andrea Marie of Barnardo's Policy and Research also contributed to the evaluation.

<sup>2</sup> Data collected for the research was analysed using SPSS and NVivo computer software.

- Ten focus groups to be conducted with children and young people from schools, residential and pupil referral units
- Four focus groups to be conducted with professionals
- Production of an ethical protocol, all research tools, interim and final report
- To complete a literature review <sup>3</sup>
- Analysis of all research data collected
- Input of the research findings to inform the development of the specialist educational resource.

The evaluation was designed to collect qualitative and quantitative information, in order to determine whether the following key outcomes of the programme were achieved:

**Outcome 1:** Raise awareness and understanding of rights, risks and responsibilities which equip young people to stay safe and healthy.

**Outcome 2:** Promote young people's confidence and ability to resist unwanted sexual experiences.

**Outcome 3:** Promote identification of risk by professionals which will assist in delivering potential abuse through sexual exploitation.

**Outcome 4:** Education of professionals who work with young people about how to meet the needs of sexually exploited children.

### ***Methods and organisation***

Barnardo's researchers worked with practitioners delivering the PEP to design appropriate data collection tools for each of the settings. The settings varied greatly with regard to the time afforded for the PEP delivery and this had to be taken into account when developing the methods to be used. Distinct monitoring tools were therefore developed for professionals, school children and 'hard-to-reach' young people in residential and pupil referral units.

**Professionals:** Pre and post questionnaires were created for the professionals' training, which was delivered over one day. Professionals were allocated enough time at the start and end of the training to administer these. The professional 'pre delivery' questionnaire was a single A4 sheet with four questions to determine the level of participants' knowledge prior to the training. The 'post delivery' questionnaire asked the same four key questions plus seven additional self-evaluation questions about the delivery and was administered immediately after the training. These pre and post questionnaires were used with professionals from Local Safeguarding Children's Boards and Residential Social Workers.

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<sup>3</sup> The literature review was used to inform the development of appropriate evaluation tools and the interpretation of the data; it is not reported fully here. A list of useful resources on CSE is given in Appendix B.

**Children and young people:** There were two distinct delivery settings for children and young people involved in the research. In the school settings, the PEP was delivered as a single 'one off' session of 45 minutes. Because of the time restriction, it was therefore impossible to administer pre and post delivery questionnaires in the schools. Instead schools participants completed a single A4 sheet questionnaire a short time after the programme delivery, which included four user-friendly questions about the content and feedback on the session. For 'hard-to-reach' young people in PRUs and residential units, it was also intended to gather feedback through administering a single post-delivery evaluation form, as with the schools. However this approach was unsuccessful and had to be amended (see details in following section).

**Focus Groups:** The collection of in depth qualitative data using a focus group discussion method was intended to be used with a 10% sample of all participants. These were to be conducted after delivery of the PEP, following at least a two month interval, in order to assess any longer term impact on participants of the content of the programme. Initially, the evaluation aimed to complete 10 focus groups with children & young people and 4 with adult professionals, although this was amended to deal with practical problems encountered in organising focus groups (see below). In order to ensure the inclusion of 'hard-to-reach' young people from PRUs and children's homes the evaluation built in the use of incentives to participate in focus groups<sup>4</sup>. There were practical problems encountered in organising focus groups in all the settings, discussed further below.

### ***Agreed changes to research tools & data collection***

In PRUs and Residential Units, the researchers encountered difficulties in engaging with young people that were similar to those met by practitioners in the delivery of the sessions to these settings. Initial attempts to gather feedback through administering a single post-delivery evaluation form failed in the early stages of delivery, because of inconsistent attendance, cancellations of the sessions and poor form filling.

The arrangement of follow up focus groups in these settings also proved to be problematic. In one setting, researchers attempted to undertake a single focus group five times, which ultimately failed, despite providing invitations to participate well in advance. The main problems associated with running the focus groups were:

- Cancellation of focus group by PRU or Residential unit
- Participants moving on after the delivery
- Young people unwilling or unable to take part in arranged sessions
- Participants deemed ineligible to participate because of inconsistent attendance
- Lack of interest and engagement by staff.

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<sup>4</sup> The use of incentives (cash or vouchers) is a common research technique for engaging hard-to-reach young people.

This experience reflects issues described in other research carried out with vulnerable young people in such settings, and underlines the fact that extra effort is needed to ensure that the voices of so-called 'hard to reach' groups such as looked-after young people and those in PRUs are heard.

As a result of challenges encountered during the evaluation, researchers proposed a number of changes/additions to the evaluation, in an attempt to overcome such difficulties. Young people in PRUs and Residential settings were consulted using one-to-one interviews rather than in groups. In addition, researchers contacted a sample of staff from these settings after the delivery, to gain their views about the impact of the PEP on the children & young people who participated.

Organising the planned focus groups with professionals also proved difficult to arrange consistently after the delivery of the training. The researchers therefore supplemented the information collected from professionals who completed pre and post test questionnaires, with follow up email and telephone contact instead, as this proved far easier to organise. A time delay was still allowed before this method of follow up, to allow for professionals to implement any changes in practice and provide information about how successful this had been.

### ***Evaluation data collected***

The findings from the evaluation conducted February 2006 - July 2007, will be presented in the following sections, covering the distinct data collected:

#### **Section A: Professionals**

- 135 pre and post training questionnaires were completed by Residential Social Workers (RSW) and Local Safeguarding Children's Board (LSCB) professionals.
- 12 Personal, Social and Health Education (PSHE) professionals completed additional post-training questionnaires.
- 20 professionals were consulted through focus group discussions or by individual follow-up emails/telephone interviews.

#### **Section B: Young people in Schools**

- 561 post delivery questionnaires were completed by pupils from 5 schools. A further 105 children gave feedback via 6 focus groups and interviews were conducted with 3 teachers.

#### **Section C: Young people in PRUs and Residential Units**

- 17 young people from 3 Pupil Referral Units provided follow-up consultations. One PRU staff member was interviewed.
- 4 young people from 4 residential units gave one-to-one interviews after programme delivery. Follow-up interviews were completed with 7 residential/PRU staff members and managers.

A full breakdown of the evaluation data collected is supplied in Appendix A. The data analysis was carried out in the context of the 4 evaluation outcomes previously detailed.

Findings for Outcomes 3 and 4 related to professional participants, are examined in the following section. Findings on Outcomes 1 and 2 are discussed in section B and C, which describe work carried out with children and young people.

### **Section A: Findings on the delivery to Professionals**

The analysis focuses on four key questions set out in questionnaires administered immediately before and after the training, as follows:

1. Please list four key indicators for child sexual exploitation.
2. Please write a short definition of sexual exploitation.
3. Please name key policies that can be used to protect sexually exploited children and young people.
4. What do professionals need to do to enable children and young people to exit sexually exploitative situations?

Questions 1 & 2 related to the specified **Outcome 3** of the annual monitoring form: *"Professionals working with children will be better able to identify risk factors and divert them from sexual exploitation."*

Questions 3 & 4 related to the specified **Outcome 4**; *"Professionals working with young people will be better equipped to meet their needs in relation to sexual exploitation."*

The following section details the findings from the 121 professionals who returned pre and post evaluation forms <sup>5</sup>. When relevant the fact that professionals came to the training from different routes is highlighted (LSBC, RSW, PSHE <sup>6</sup>).

#### **Knowledge of sexual exploitation**

Analysis of the professional evaluation forms showed a marked improvement in their knowledge of sexual exploitation, risk indicators and relevant policies and legislation.

In relation to identifying risk indicators for sexual exploitation, 92 participants (76 per cent) were able to give an improved description of 4 key risk indicators. 24 participants (20 per cent) provided the same information. LSCB participants were both more likely to provide a medium to high standard description prior to the training, and to improve their responses immediately following it: 84 per cent of LSCB respondents provided improved descriptions compared to 61 per cent of RSWs.

When asked to provide a definition of sexual exploitation after the training, 80 professionals (66 per cent) provided an improved definition, with 37 (31 per cent) giving the same, adequate definition pre and post training. Once again, a greater proportion of

<sup>5</sup> The total number of professional respondents in the evaluation was 135. However 14 professionals completed post delivery questionnaires only, therefore these were obviously excluded from the comparative analysis of pre delivery answers (135 -14 = 121).

<sup>6</sup> London Safeguarding Children Board; Residential Social Workers; Personal Social & Health Education teachers.

professionals attending the LSCB sessions provided improved definitions than the RSWs (74 per cent and 52 per cent respectively), although pre-training responses for both sets of professionals were of a similar standard for this question.

It was found that, post-training, 82 professionals (68 per cent) were able to provide a more accurate description when policies used to protect sexually exploited young people were examined. 25 participants (29 per cent) accurately identified the same policies pre and post testing. Knowledge of policies and legislation among RSWs was poor compared to LSCB staff prior to the training: 57 per cent provided no, inaccurate or a low standard response compared to 37 per cent of LSCB professionals. Post-training, 71 per cent of LSCB participants provided an improved definition, compared to 61 per cent of RSWs.

A total of 79 professionals (65 per cent) provided an improved description of the kind of professional action needed to protect young people post training. 31 participants (26 per cent) provided the same, adequate answer. Only 2 per cent of RSW professionals were able to provide a high standard response pre-training, compared to over a quarter of LSCB participants (26 per cent). Following the sessions, 74 per cent of LSCB professionals provided improved descriptions compared to half of RSWs.

### **Improvements in awareness of sexual exploitation**

As indicated above, the questionnaire responses demonstrated a significant improvement in professionals' knowledge of sexual exploitation immediately following the training, particularly for Outcome 4 (meeting the needs of at-risk young people):

- Before the training, 18 per cent were unable to name any key policies that can be used to protect sexually exploited young people; post training only three people were unable to provide an answer.
- 23 professionals (19 per cent) were unable to identify what professionals need to do to enable young people exit exploitative situations. Post training, 11 people offered no or inaccurate information to this question.

The improvement is less marked however, when risk indicators and definitions of sexual exploitation provided are examined:

- 7 participants (6 per cent) were unable to provide a definition of sexual exploitation prior to the training. Following the training, four participants gave no answer or gave inaccurate information in response to this question.
- Pre training, 6 professionals (5 per cent) were unable to list of risk indicators for sexual exploitation. Post training, the number was 5.

### Participants self-assessment following training <sup>7</sup>

On the questionnaire were seven additional post-evaluation questions, related to participants' satisfaction with training and a self assessment of knowledge and awareness following the session.

Participants were asked to assess themselves with regard to the extent to which they felt they had gained additional knowledge following the training. Overall, feedback from participants was positive, with no participant indicating that they had not gained additional knowledge post training.

- 38 professionals (28 per cent) stated that they had gained 'a great deal' from the training.
- 53 (39 per cent) felt that that they had gained 'quite a lot' additional knowledge.
- 21 participants (15 per cent) felt that that they had gained additional knowledge 'to some extent'
- 23 (17 per cent) did not answer this question.

All 12 PSHE participants commented that they had greater awareness of sexual exploitation following the training, even those who had described their prior knowledge as good.

*“Am now much better informed about both ‘content’ and how topics can be approached with young people.”*

*“Greater awareness from young people’s view.”*

The PSHE professionals were also asked how confident they would be in delivering prevention work to young people and disseminating training amongst colleagues. Feedback here was also good overall, with the majority of participants commenting that they were confident in this regard.

*“Confident and clear! Thank you”*

*“Fairly confident”*

*“Once the pack arrives – excellent”*

### Satisfaction with training

Participants were also asked what aspect of the training programme they had found the **most useful**. A total of 27 out of 135 professionals (20 per cent) commented that the session had been most helpful in terms of raising their awareness of sexual exploitation, particularly with regard to the different forms exploitation can take and being able to recognise risk indicators in young people.

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<sup>7</sup> As 14 additional participants completed and returned post evaluation forms only, the analysis in this section is based on returns from the total 135 participants. In addition, 12 different qualitative questionnaires were completed by professionals who attended the PSHE training and these findings are therefore detailed separately from the LSCB/RSW responses.

*“Highlighted my awareness, reminded me that there is no such thing as a child consenting to prostitution.”*

*“Learning about the broad range of ways that adults can sexually exploit young people.”*

*“Opened up new ways of thinking and gained more knowledge.”*

*“Understanding the definitions of sexual exploitation and obtaining an insight into the needs of young people in difficult situations.”*

Gaining knowledge regarding policies and legislation and how to use this information was cited by 14 per cent of professionals, who were mainly from the RSW groups. This underlines earlier findings that LSCB participants were better informed about these issues from the outset. The RSW group were also more likely to find the training most helpful in their practice and day-to-day work with young people.

*“Highlight how to work in relation to exploitation – to be more aware of legislation.”*

*“Learning how I can protect the young people I can work with.”*

*“Knowing what to do when a young person is at risk and how to assess that risk.”*

The ‘grooming process’ was mentioned by 11 per cent of participants as being the most useful part of the training.

*“Grooming process makes me think about how I can look at this further in my clinic i.e. sexual history taking.”*

*“The grooming process: I have a much better understanding of this and will be able to identify it happening easier now.”*

PSHE participants gave varied responses to this question:

*“Sharing of ideas, considering thoughts of young people.”*

*“Practical nature of sessions, related well to classroom situations.”*

*“Resources, being in the ‘role’ of young people and time to reflect.”*

Participants were also asked to comment on what the **least useful** aspect of the training was. A significant proportion of participants (79 out of 135; 48 per cent) did not answer this question. Almost a fifth of participants (24 people; 18 per cent) answered this question by stating that everything was useful or that there wasn’t anything they didn’t find useful. This was also the case for the majority of the PSHE professionals.

*“All has been very relevant – refreshed.”*

*“Nothing, all relevant.”*

Those who did answer this question provided varied answers:

*“I had seen some of the resources (video, grooming process) before.”*

*“Ventilation could be better.”*

*“Discussing politics we have no control over.”*

*“The discussion occasionally wandered off the subject.”*

*“Later start than advertised” (PSHE)*



The post evaluation sheet included a question on what participants **would like to hear more about**. The most commonly mentioned (by 25 participants) was the need for more information on policies, legislation and research on sexual exploitation:

*“Details regarding legislation, how it has been used to effect in other areas.”*

*“The law and social services policies and explanation as to their decisions in some of their difficult incidents.”*

19 participants commented that they would like to learn more about practical ways of identifying and supporting at-risk young people in day-to-day work, and working better with other agencies:

*“How to intervene with people at risk or are already sexually exploited.”*

*“Methods for working and engaging with sexually exploited young people.”*

Other areas of further interest included learning more about Barnardo’s services and other local provision for young people, and trafficking.

*“I would like to have heard more about what other services are available in the borough for young men who are being sexually exploited.”*

In addition, participants were asked to indicate **how they might use their acquired knowledge in practice**. 39 participants (29 per cent) commented that they would use their knowledge in direct work with vulnerable young people, in identifying and dealing with sexual exploitation, developing relationships with young people and in their approaches to referrals and signposting. Just over a quarter (35 participants), said that the training would lead to a better awareness and understanding of sexual exploitation in their work. 12 professionals commented that they planned to share their learning with their colleagues.

*“Be more confident in broaching the subject and then being able to deal with it.”*

*“I will be more committed to sharing information and referring children who come to me.”*

*“Keeping in mind that sexual exploitation is an option that I need to consider when I work with some of the young people who are part of my service.”*

*“Directly with caseloads, assessment and intervention. Sharing knowledge with other professionals. Thanks - what a great programme!”*

Finally, the 12 PSHE participants were asked to comment on the **effectiveness of the prevention work materials** used during their training<sup>8</sup>. The feedback here was overwhelmingly positive, with one participant adding that preventative work needs to be delivered as part of a wider programme of awareness raising. Professionals felt that the resources were user-friendly and only 4 out of the 12 suggested amendments could be made to suit young people better.

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<sup>8</sup> Towards the end of the delivery to professionals, Barnardo’s practitioners were able to test some of the materials developed for the PEP pack over the duration of the pilot.

*“Would have some effect, but there needs to be a wider community awareness and responsibility in prevention i.e. massive advertising campaign.”*

*“Very clear, excellent resource.”*

*“Very, very effective, can be used in schools or agencies where there are young people.”*

Suggestions as to how the materials could be improved included:

*“Possibly using video, interactive white board would be good.”*

*“Some resources need to be altered to work with ‘low ability’, especially as LAC tend to be both poor readers and vulnerable. Interactive white board resources could be developed.”*

### **Follow-up evaluation with professionals**

In addition to obtaining immediate post-training feedback from participants, Barnardo’s researchers also undertook independent follow-up consultations with 20 professionals, including a group in a care home, who had indicated that they would be willing to be contacted at a later point regarding the implementation of their learning from the PEP.

Feedback was positive, with all but 1 of the 20 respondents commenting that they had applied their learning from the training to some extent. This was usually mentioned with regard to how the training had improved their awareness of risk indicators and sexual exploitation as an issue overall:

*“I’ve started to look at things differently, reporting things that I’ve noticed that I wouldn’t have noticed before. Looking out for signs, [being] more careful.”*

Individuals mentioned specific ways they had been able to apply the training to their work, such as the development of a self-harm auditing group, drafting a letter quoting the Abduction Acts 1984 and 1989, as well as in one-to-one work with children and young people, for example:

*“I had a female client...I had concerns about her being involved in sexually exploitative activities. She never confirmed the concerns but agreed to be given information about Barnardo’s programme for girls who are sexually exploited.”*

A number of procedural changes had happened in the care home as a result of the training, which included recording and reporting suspicions and carrying out routine questioning of people visiting the home. The follow-up evaluation also highlighted that many professionals wish to continue their learning with additional training on issues relevant to sexual exploitation provided by Barnardo’s practitioners.

### **Section B: Findings on the delivery to young people in schools**

The questionnaire for young people in schools was administered post delivery. It posed 3 user-friendly questions related to Outcomes 1 and 2 detailed above.

<p><b>Outcome 1:</b>  <i>“Raise awareness and understanding of the risks, rights and responsibilities which will equip young people to stay safe and healthy.”</i></p>	<p><b>Outcome 2:</b>  <i>“Promote young people’s confidence and ability to resist unwanted sexual experiences”</i></p>
<p><b>Question 1:</b> Can you name the four stages of grooming?</p> <p><b>Question 3:</b> What can happen to young people who are sexually exploited?</p>	<p><b>Question 2:</b> Which of these behaviours can some adults use to get children into sexual exploitation (<i>please circle</i>): Giving gifts and rewards; spending time together; treating them with respect; isolation from friends and family; keeping secrets; giving them drugs; not hurting them; becoming a confidant; establishing a sexual relationship; physical violence; trickery and manipulation; punishing them.</p>

### Findings on Outcomes 1 and 2

Unlike the professionals’ training, it is not possible to compare before and after knowledge of the young people in schools, as participants completed post-session questionnaires only<sup>9</sup>. However, it is possible to examine young people’s awareness and understanding of issues relating to sexual exploitation immediately following the sessions.

**Outcome 1:** The majority of participants (63 per cent) were able to correctly identify the four stages of grooming, although results varied greatly according to school. In three of the schools, an overall average of 89 per cent of pupils correctly identified all four stages, but the average was lowered by results from the remaining two schools. Major variations in awareness and understanding were evident with regard to Question 1, which was linked to risk. As Table 1 (below) demonstrates, responses were polarised between those who were able to answer the question and those who were unable or provided inaccurate information.

**Table 1: Young people’s ability to name the four stages of grooming**

School	% Named				
	None	One	Two	Three	Four
Croydon 1	26	6	6	10	39
Croydon 2	4	1	1	3	91
Lewisham 1	7	0	1	1	92
Southwark 1	48	5	11	14	22
Southwark 2	2	5	5	2	85
<b>All schools</b>	<b>20</b>	<b>3</b>	<b>5</b>	<b>7</b>	<b>63</b>

<sup>9</sup> This was because the delivery in schools were single sessions & time restricted (45 minutes) and therefore did not afford the opportunity for children to complete a pre-delivery questionnaire.

The reason for this becomes evident when practical issues are examined in detail - there is a clear link between the administration of the post evaluation forms and the quality of young people's responses. Where forms were administered immediately after the session, as was the case in the second year of the programme delivery, young people's ability to name all four stages was high – 92% in one instance (see *Croydon 2, Lewisham 1 and Southwark 2*, Table 1 above). The responses from schools where the delivery was in the first year of the PEP, (*Croydon 1 and Southwark 1*) were poor compared to the rest of the sample; this is more than likely because pupils completed the forms some time after the delivery – three weeks in the case of *Croydon 1* school. That this had an effect is confirmed by comments made by the teacher who coordinated this delivery, who otherwise provided very positive feedback on the programme:

*"I feel that you would have got a better response if you built in three minutes at the end of your session for the children to feedback there and then - some of them found this [questionnaire] hard as the session was several weeks later."*

[Teacher, *Croydon 1*]

In *Southwark 1*, pupils' behaviour and issues around the teacher's control of the class affected both the delivery of the groups and the follow-up and is likely to have impacted on the quality of the responses. However, it is important to note here that results from the post-session evaluation forms did not always correspond with findings from the follow-up focus groups, as the following section will illustrate.

Even in the two schools where many young people were unable to name any stage of the grooming process, participants provided detailed and accurate answers to Question 3. This was also linked to **Outcome 1** of the programme, and was more qualitative - participants were asked to describe the impact of sexual exploitation on young people's bodies, emotional wellbeing, relationships and safety. The standard of the qualitative answers was high overall, which suggests that this question allowed the young people to personally articulate their understanding of sexual exploitation and the risks attached in a way that the closed questions could not<sup>10</sup>. Due to the nature of the data, key responses used are given here by illustrative quotations from young people, from across the whole sample of schools.

### **Their bodies are...**

*"Bruised and messed up"*    *"Damaged and unprotected"*    *"Feel like they belong to someone else"*

*"Infected with STI"*    *"Can get skinny (after taking drugs)"*    *"Can change and hurt"*

Answers to this question were generally accurate and insightful, focusing on outward physical signs of abuse and exploitation – young people's bodies being 'bruised', 'injured', 'scarred', 'changed' or 'damaged' as a result of their experiences. Young people

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<sup>10</sup> It should be noted that a significant proportion of schools participants did not answer all of the questions, although it is not clear if this is because they did not know the answer or simply didn't bother to respond.

sometimes specifically mentioned sexually transmitted diseases and drug use, while bodies being 'used' or 'exploited' was also commonly mentioned. This question was not answered by 182 participants (32 per cent).

### **They feel...**

*"Bad, worthless, common, cheap" "Confused and upset" "Manipulated" "They feel used inside"*

*"They feel alone and scared" "Scared to say something, can't tell anyone" "Depressed, isolated"*

Young people's answers to this question were overwhelmingly negative, and focused on feelings of shame, worthlessness, fear, sadness and being manipulated. Answers were accurate on the whole, and reflected a good understanding of the programme, with only four providing inaccurate or joke answers (e.g. 'great'; 'not hurting them, treating them with respect'). Many participants made comments referring to self disgust and feeling 'dirty', while feeling betrayed and used was also commonly mentioned. 155 participants (28 per cent) did not answer this question.

### **Their relationships...**

*"Change from love to hate" "Broken, untrustworthy" "Isolated from family and friends"*

*"They may not be able to trust anyone in the future" "Could turn to physical violence"*

Participants' comments on the impact of sexual exploitation on young people's relationships reflected learning from the sessions. Again, the overwhelming majority of answers were accurate: only 12 young people either made comments about positive relationships ('good' or 'strong') or derogatory comments about young people experiencing sexual exploitation ('sket', 'slag', 'bitch'). Answers focused on four areas - isolation from family and friends, the 'bad' aspects of their relationships in terms of abuse and violence, how the relationships change over time and the impact exploitation could have on future relationships, demonstrating a good understanding what of sexually exploitative relationships can involve. 192 young people (34 per cent) did not answer this question.

### **Their safety...**

*"Is jeopardised" "They are vulnerable" "They could get sexually transmitted diseases"*

*"Scared and can't trust anyone" "They can get beat up" "They don't feel safe with anyone"*

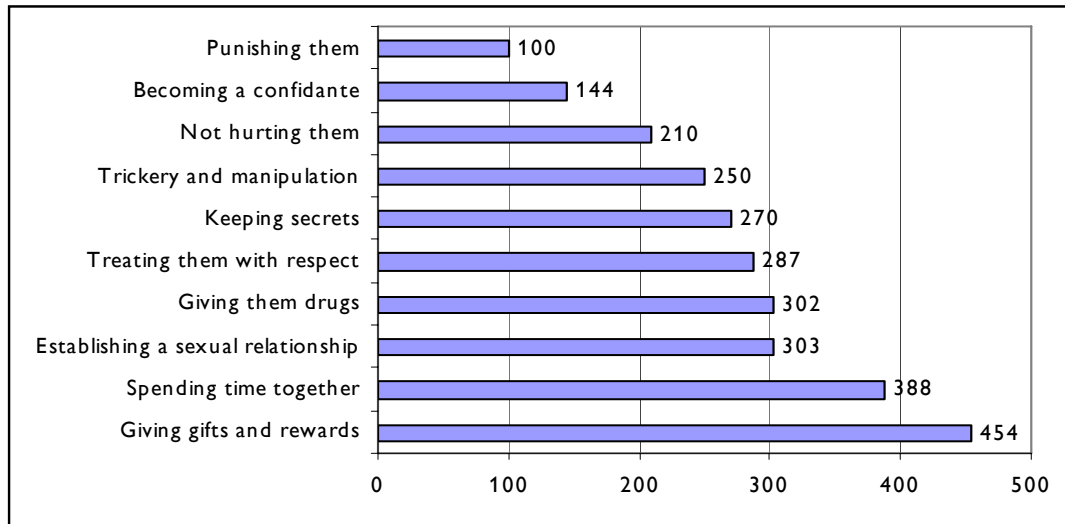
Accurate answers were also provided when participants were asked to describe the impact of sexual exploitation on young people's safety. Their comments focused on the emotional impact (feeling afraid or worried about their safety), the physical impact (in terms of violence, abuse, sexually transmitted diseases, becoming pregnant or addicted to substances) and being 'at risk' in general. Only 5 participants provided inaccurate or unclear answers but a significant proportion also did not answer this question (205 participants or 37 per cent).

## Outcome 2

Question 2 is linked to Outcome 2, which aimed to promote young people's confidence and ability to avoid sexually exploitative experiences. The question presented participants with a choice of 12 adult behaviours to circle – 9 were associated with the grooming process, 3 were not. Answers are set out in Table 1 below.

The majority correctly identified abuser's behaviour associated with the grooming process. Most participants (454 or 81 per cent) correctly associated 'giving gifts and rewards' as behaviours associated with the grooming process. A total of 388 (69 per cent) chose 'spending time together', an ambiguous term, but one which had been illustrated in the case studies of sexual exploitation used in the group sessions, linked to exploitative behaviour associated with the grooming process. 303 young people (54 per cent) correctly chose 'establishing a sexual relationship'; while 302 (54 per cent) associated giving young people drugs as a behaviour adults can use as part of the grooming process.

**Table 1: Adult behaviour associated with the grooming process (no. participants)**



It is interesting to note that participants were least likely to chose 'punishing them' as a behaviour associated with the grooming process (18 per cent), even though many go on to describe the punishing effect of sexual exploitation when describing the impact of their experiences on their bodies, emotions, relationships and safety. This suggests that young people were better able to describe the impact of sexual exploitation, rather than the risks associated with it. There were no major variations evident in the choices made by pupils for Question 2 about the grooming process across the different schools.

It is also important to highlight the significant number of young people who chose terms generally not associated with the grooming process: almost half the sample (287 young people or 51 per cent) associated 'treating them with respect' with behaviour used by predatory adults, while 210 young people (37 per cent) chose 'not hurting them'. The most likely explanation for this is that the young people who chose these terms associated them with the earlier stages of the grooming process - the targeting and

friendship stages - before the adult's behaviour becomes exploitative. However, it is also possible that those who chose such terms did not understand or accurately recall the grooming process, or did not fully understand the question.

### **Findings from follow-up focus groups in schools**

Follow-up focus groups were carried out in 6 schools with a total of 108 children, at least 6 weeks after the PEP was completed. The aim of the follow up focus group was to identify levels of satisfaction with the programme, the extent to which the young people had retained their knowledge and awareness of sexual exploitation and to gauge how useful the content had been over a longer time period. This was done through asking questions and providing creative exercises to complete about the delivery and content of the PEP.

With the exception of *Southwark 1*, pupils immediately recollected the PEP sessions when a Barnardo's researcher introduced the reason for their visit. The case studies of young people experiencing sexual exploitation and 'the grooming process' were almost immediately mentioned by young people in all of the school groups. When asked what they remembered from the sessions, it was common for participants to start recounting in detail the stories of a young people ('Sophie' and 'Roland') who were sexually exploited.

Four of the schools provided 'good' feedback in relation to **Outcomes 1 & 2** (*Croydon 1*, *Lewisham 1 & 2* and *Southwark 2*), that is to say that the majority of pupils were able to identify risk indicators for sexual exploitation, the difference between safe and unsafe relationships, services available for young people in need and the physical and emotional impact of sexual information. Two factors greatly influenced the quality of feedback gathered and young people's levels of engagement in the group - the attitude of the teacher coordinating the delivery, and whether the PEP was being delivered in schools where Personal, Social or Citizenship Education is valued. One or both factors were in evidence in schools which provided good feedback. With regard to the grooming process, participants usually began by talking about the stages of a exploitative relationship (e.g. 'targeting, the grooming idea' - *Croydon 1*) and in all of the settings, facilitators had to probe in more detail before this was identified as a process from targeting to exploitation.

In the settings where less quality feedback was received (*Croydon 2* and *Southwark 1*), there were problems around pupils' behaviour and level of understanding of English, lack of teacher involvement and interest (i.e. forgetting about researchers' arrangements to visit, not sitting in on the class). A minority of pupils, typically boys, made homophobic remarks and jeered whenever Roland's story was discussed, referring to him as 'gay' in a derogatory way.

### **Awareness of risks and ability to resist unwanted relationships:**

Across the focus group sample, young people had a good awareness of what constitutes a safe or unsafe relationship. When asked what 'Love is? Love isn't?', young people commented that a loving and safe relationship involved trust, friendship, understanding

protection, romance and passion. An unhappy and unsafe relationship was variously described as being physically abusive and emotionally manipulative with lack of communication, honesty and trust, something that they would be keen to avoid. Pupils clearly drew upon their learning from the case studies when discussing unsafe relationships.

Discussions about risky adults were initially difficult, as young people focused on describing 'paedophiles'. For example, in *Lewisham 2*, when first asked who might be sexually harmful to young people the pupils mentioned 'older people', 'paedophiles' and 'loners'. Following a brief discussion on the experiences of Sophie and Roland in the case studies, a group of pupils then commented '*any people who target vulnerable young people*'.

Using a "feelings buddy", where participants are invited to draw their answers on a blank gingerbread man, pupils in two schools (*Lewisham 2*, *Southwark 2*) described the emotional and physical impact of sexual exploitation on a young person. Their drawings were usually accompanied by explanations why the young person would feel this way and showed a great degree of insight and understanding. Sample answers included:

- Drawing of a sad face with tears and a broken heart. [They would feel] *Dirty, depressed, hard to trust anyone, empty, wasted, guilty, hate themselves, tricked, unloved, worthless (Southwark 2)*.
- Drawing of a girl with long hair, crying, over a full heart is written: *the fake love and smile*, over a broken heart: *alone, worried, guilty trapped*. Two lines were drawn over her stomach: *she might have been impregnated so she's trapped, depressed (Lewisham 2)*.

**Satisfaction with sessions:** Overall, feedback from young people in the groups was positive: they commented that they had enjoyed the sessions and liked the trainers. Young people in all of the schools particularly enjoyed the case studies, which were effective in helping pupils understand how young people can become involved in sexual exploitation, the role of risky adults and its impact on the young person's well-being: "*I couldn't believe things like that really happened*" (*Croydon 1*).

One group commented that it was interesting to learn that boys, as well as girls, could become victims of exploitation (*Croydon 2*).

**Usefulness:** Given that young people in schools generally only had 45 minute sessions on the PEP, it was not expected that major changes in attitudes and behaviours would emerge in the evaluation. There was a lot of evidence to suggest, however, that young people found the programme useful, in terms of demonstrating the consequences of actions, like drug-taking and placing themselves in risky situations: "*It made me think about the people I hang around with*" (*Lewisham 1*).

Participants in all of the groups stated that they were more aware of risky relationships and adults as a result of attending the sessions - in a number of groups participants commented that it had been important to learn that '*anyone can be a victim*' (*Croydon 2*, *Lewisham 2*).



Overall, the pupils had a good awareness of services available to at-risk young people. Services identified included Childline, the Police, social services and Frank. The information card provided by Barnardo's at the end of the sessions was also mentioned in this context. In all of the schools, participants highlighted the important role that parents and teachers can play in helping young people stay safe, through providing advice, support and to be 'there' for them if they get into trouble.

**Changes to the PEP:** In all of the groups, young people made suggestions as to how the PEP could be improved when delivering to schools in the future. The majority of the recommendations from across the sample focused on making the sessions more interactive (i.e. through role play) and showing DVDs. One group (Croydon 2) commented that it would be best if the PEP could be delivered over a day, rather than just one session.

### **Section C: Findings from young people in Pupil Referral Units (PRUs) and Residential Units**

As with the follow-up school groups discussed above, the evaluation in residential units and PRUs focused on examining progress with regard to **Outcomes 1 & 2**, concerning 'raising awareness of risks and promoting confidence and ability to resist unwanted sexual experiences'. Also in common with the school groups, evaluation methods were adapted to suit the nature of the setting and the young people taking part. The one-to-ones took the form of informal interviews, while the group work sessions involved more interactive and creative methodologies such as discussion activities and the use of 'feelings buddies'.

Feedback from young people was very positive overall, suggesting that where the PEP was consistently attended, it was enjoyable and relevant for participants. An interesting aspect of the group sessions was that regardless of age, the young people enjoyed the PEP activities and engaged with the trainers.

*"Sessions were brilliant. It was fun."* (Lewisham PRU);

*"They listened to me. Once they said something, they gave me the opportunity to speak...there is no wrong answer. It was good for people to decide together"* (Croydon residential).

As in the schools, the case studies were the most memorable aspect of the sessions and were generally the most enjoyable and useful overall. The grooming process was also frequently mentioned by young people in the residential units and PRUs. For instance, when first asked about the sessions, a 14 year old boy from a residential unit in Croydon immediately mentioned "*the stages of targeting, friendship, becoming over-friendly, abuse*".

**Awareness of risks and ability to resist unwanted relationships:** In all of the settings visited young people commented that their knowledge and awareness of sexual exploitation had been raised. Participants' knowledge was strongest when describing the

impact of sexual exploitation, services available to young people at risk and recognising risky individuals and relationships. While not the case with all the young people consulted, the majority of those who participated in the evaluation were less clear about routes into exploitation and deliberate targeting and grooming. The sessions were successful in raising awareness overall, and the point was made by a number of young people that they would not be aware of the risks associated with certain behaviours but for the PEP:

*"It's the knowledge, learning what to do - be more proactive, not to trust people, let parents know where you are and who you're with. Have a mobile with you."* (Croydon residential).

In both types of settings, young people described in detail what they would consider a healthy or unhealthy relationship. Descriptions of healthy relationships typically involved the 'buzz' of falling in love, trusting and caring for someone else, although the importance of partners having respectful and consensual relationships were not mentioned. Characteristics of unhealthy relationships typically included dishonestly, selfishness, infidelity and violence, with one (male) partner dominating the other:

*"When you get hurt, that's not love";*  
*"Being dominated"* (Southwark PRU).

**In the discussions about** who could be sexually harmful to young people the young people in PRUs initially tended to talk about 'paedophiles' and 'grown men'. When the issue was probed in more detail, this stereotype of the 'dangerous stranger' was gradually broken down: *"you can't judge people by how they look"* (Southwark PRU). Those participating in the one-to-one interviews tended to provide more insightful answers from the outset rather than just saying 'paedophiles'. This is possibly because they had a better chance to reflect and discuss their opinions and were less distracted, and possibly intimidated, by the group dynamic. For example:

*"It could be anyone...you could be friends with someone like that"* (Lewisham residential).

In the PRU groups, which were dominated by young men, homophobic attitudes were evident when Roland's case study and abusers and coercers were discussed.

As previously mentioned, the case studies were always mentioned by participants during the feedback sessions, and appeared to be an effective way of helping young people of all ages to understand the risks and impact of sexual exploitation. A 16 year-old girl in a residential unit highlighted the importance of ensuring sessions are age-appropriate and rated the DVDs highly because they were particularly effective in showing the risks associated with drinking and drug taking and hanging out with 'dodgy' friends:

*"It's shocking but it lets you know you have to be careful. It's one of those videos you want to watch."*

**Changes to the PEP:** As in the schools, young people in the PRUs and residential units highlighted the need for the delivery to be more interactive - role plays were

mentioned, games and exercises, such as making posters.

### **Staff feedback from PRU/Residential settings**

Interviews with staff provided some useful information regarding the delivery of the PEP in different settings and how this impacted on the young people. Staff were enthusiastic about the programme overall but highlighted problems regarding attendance and young people's engagement with the delivery. All of the staff interviewed commented that the young people involved were difficult to engage: there was a sense of inevitability that they would not attend the sessions and any attendance at all was regarded as an achievement. Despite these problems, staff regarded the PEP as a very worthwhile programme and something very relevant to their client group. All of those interviewed thought that the group work had made the young people in their setting more aware of risks, but could not say whether this had been translated into attitudinal or behavioural changes.

## **Summary of key evaluation findings**

### ***Summary findings from the delivery to professionals***

- Findings from the quantitative data reveal that the majority of professional participants showed a marked improvement in their knowledge of sexual exploitation, particularly in relation to identifying risk indicators and awareness of policies and legislation relating to the issue.
- For those professionals who were unable to answer questions at all pre-training, a majority were able to do so following the delivery.
- Participants from the LSCB tended to have better knowledge and awareness of sexual exploitation than RSWs from the outset, particularly on policies and legislation.
- Findings from qualitative follow-up consultations were also positive. The majority of professionals commented that the training raised their awareness of sexual exploitation and they had attempted to use elements of what they had learnt since attending the training sessions.
- The evaluation of the professionals' training programme is robust, with structured pre and post testing of a representative sample of 121 RSW and LSCB professionals, complemented by qualitative follow-up data.
- The PEP delivery to professionals therefore successfully achieved its objectives with regard to Outcomes 3 & 4.

### ***Summary findings from the delivery to schools***

- Findings from the quantitative data results for Questions 1 & 3 demonstrate that knowledge and understanding of the risks associated with sexual exploitation, risky adults and situations was good overall, following the school sessions. The findings indicate that young people were better able to describe the emotional and physical impact of sexual exploitation, rather than the risks associated with it.

- Findings relating to Outcome 2, 'promoting confidence to avoid sexually exploitative situations', were also good overall, although a significant proportion of children incorrectly identified some adult behaviours with 'the grooming process'. There are a number of possible reasons for this including; young people associating answers with the earlier stages of the grooming process; misunderstanding the question; not remembering the grooming process at all.
- Findings from the quantitative data reveal variations in the quality of results from each school. Young people in schools where forms were administered immediately after the sessions were far more likely to name all four stages of the grooming process than those who completed the questionnaires at a later stage. This would indicate there are potentially issues about the longer term retention of the knowledge gained by children about sexual exploitation, from the single session PEP delivery.
- The qualitative data gathered through follow-up sessions demonstrated that young people in schools were satisfied with the group work and that it did have a longer term impact on pupils' attitudes, in terms of awareness-raising and promoting their ability to avoid risky situations.
- As young people in schools only completed post-delivery questionnaires, we do not know their level of knowledge about sexual exploitation prior to the delivery. These evaluation findings are therefore less robust than those concerning the professionals' training.
- The PEP delivery in schools therefore achieved its objectives with regard to Outcomes 1 & 2 for the majority of participants in the short term. There are promising indicators from the qualitative data that these achievements were sustained by a reasonable number of the young people in the longer term.

### ***Summary findings from the delivery to PRUs / Residential Units***

- The qualitative data collected through follow-up groups and interviews indicates that where young people engaged with the PEP, they found the delivery and content enjoyable and worthwhile.
- In all of the settings visited, young people commented that their awareness of sexual exploitation had been raised by the PEP. Individuals stated that they would not have been aware of risks associated with certain behaviours and situations but for attending the group sessions.
- Participants' knowledge was strongest when describing the impact of sexual exploitation, services available to young people at risk and recognising risky individuals and relationships.
- The majority of participants were less clear about 'routes into' exploitation, deliberate targeting and the grooming process. Among the young men involved in the follow-up research, homophobic attitudes and comments were commonplace.
- The qualitative follow-up research found some evidence that the PEP sessions had a longer term impact on young people's attitudes, in terms of awareness raising and promoting their ability to avoid risky situations.

- Because of the lack of structured ‘pre and post’ testing, combined with the small sample of participants who took part in the qualitative research, evaluation findings from the young people in PRUs and Residential Units are the least robust.
- There are promising indicators from the qualitative data that the PEP delivery in PRUs and Residential settings partly achieved its objectives (Outcomes 1 & 2) for participants in the short term and that these appear to have been sustained for some in the longer term. It should be noted that this finding is based on a very limited research sample.

## Conclusion

Unlike most evaluations of Sexual and Relationships Education (SRE), the research reported here was examining the specific issue of sexual exploitation. In that sense the education programme was focused on delivery about potential sexual malpractice rather than a change in behaviour related to consensual sexual practice e.g. safe sex advice to avoid STI's, HIV or unwanted pregnancy which is the usual fare of most SRE delivery and evaluations. When reviewing the literature on successful evaluations of SRE, the research evaluation identified no examples of research explicitly related to the issue of sexual exploitation to use as context for this work <sup>11</sup>.

The most directly relevant material located was the recent guidance from the Sex Education Forum, which understandably concentrates on the content of programmes about sexual exploitation, with limited discussion about effective evaluation of the delivery <sup>12</sup>. Evaluation material that appeared to have a stronger connection to the type of delivery in this research was that which addressed violence prevention, especially when it did so from a gendered perspective. The *Womankind* report on ‘Preventing violence against women and girls’ (Ellis, J. 2004 <sup>13</sup>) and the evaluation of the *Zero Tolerance* programmes delivered in Scotland (Burton, S. and Kitzinger, J. 1998 <sup>14</sup>; Henderson, S. 2002 <sup>15</sup>) were the notable UK examples located. Although these were quite different in content and scope, a common finding was that there was a need for more effective preventative work to be done with young people about consensual and respectful sexual relationships <sup>16</sup>.

<sup>11</sup> A full literature review is not reported here. See - Oakley, A. Fullerton, D. Holland, J. Arnold, S. France-Dawson, M. Kelley, P. and McGrellis, S. (1995) ‘Sexual health education interventions for young people; a methodological review’ *British Medical Journal* Volume 310, pp158-162 – for an introduction to issues in the evaluation of mainstream SRE.

<sup>12</sup> Lewis, E. & Martinez, A. (2006) *Addressing healthy relationships and sexual exploitation within PSHE in schools*, Sex Education Forum, Factsheet 37, London NCB.

<sup>13</sup> Ellis, J. (2004) *Preventing violence against women and girls; A study of educational programmes for children & young people* University of Warwick; Centre for the Study of Safety & Well-being/Womankind.

<sup>14</sup> Burton, S. and Kitzinger, J. (1998) *Young people’s attitudes towards violence, sex and relationships: A survey and focus group study*. Edinburgh; Zero Tolerance Charitable Trust.

<sup>15</sup> Henderson, S. (2002) ‘Evaluation of the Zero Tolerance ‘Respect’ Pilot Project’. *Crime & Criminal Justice Research Findings No 59*. Edinburgh; Scottish Executive Central Research Unit.

<sup>16</sup> In addition to the literature review, the researchers contacted specialist sexual exploitation services to identify examples of education provision by them and any related ‘grey reports’. This was done through the Barnardo’s UK network of service provision (16 services) and also via the *National Working Group for Sexually Exploited Children & Young People* (NWG) that represents over 30 UK organisations.

The same material discussed the importance of such delivery to be embedded within mainstream SRE work in schools and other settings and not tokenistic or time limited. This message is reinforced by the guidance from the Sex Education Forum which states;

*“It is widely recognized that the PSHE curriculum in schools should promote healthy sexual attitudes and enable children & young people to recognise the dangers of abusive and controlling relationships”*

(Lewis & Martinez , 2006 p2).

The Sex Education Forum identify in detail the potential links with PSHE & Citizenship curriculum guidelines for delivery on sexual exploitation. In addition, under ‘Every Child Matters’, Ofsted <sup>17</sup> require statutory education provision to address sexual exploitation through –

- Supporting young people to adopt safe practices
- Enabling young people to learn about sexual health
- Helping young people to develop stable, positive relationships
- Teaching young people about key risks and how to deal with them

(cited in Lewis & Martinez , 2006 p3).

In other words, it is agreed that sexual exploitation issues need to be part of the core curriculum in schools, and where children are seen to be at particular risk (excluded from schools or looked after) there is a recognition that they are vulnerable and therefore more in depth education and support should be provided for them.

This report has outlined what appears to be the first attempt in the UK to evaluate in a structured way such a programme of delivery to children & young people in a range of settings. Alongside this, a research assessment has been made of the training of professionals who are most likely to come into contact with young people at risk of sexual exploitation. As detailed above, the evaluation finds that the PEP (CSE) delivered by Barnardo’s has largely met its objectives and achieved its original stated outcomes. The content of the programme for both young people & professionals, appears to be appropriate, communicating important issues regarding the potential risks of sexual exploitation in an engaging manner and clearly impacting effectively, in the short term, in the majority of instances. Therefore, the overall conclusion of the evaluation is that the Barnardo’s PEP (CSE) programme has been successful in many important respects.

However, given the lack of published material specifically on the evaluation of anti-sexual exploitation education programmes, it is important to show how the findings indicate there are some areas for improvement, primarily in relation to the delivery to young people. These are summarised as follows:

1. There was evidence of a ‘knowledge drift’ over time in the delivery to young people in schools. Due to resource constraints, the evaluation was not sophisticated enough to determine exactly why this was. One explanation could

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<sup>17</sup> Ofsted (2005) *Every Child Matters – framework for the inspection of schools in England*. London; Ofsted.

- be that the restricted delivery of one session to schools participants is inadequate for the retention of information over a longer time period. This would indicate that if messages about sexual exploitation risks are not reinforced, then there is the danger of young people not recalling them when they need to act to protect themselves. Consideration should therefore be given about how material on sexual exploitation could be more thoroughly embedded in the wider PSHE curriculum, to mitigate against this effect.
2. Related to this, although the majority did, some young people in schools clearly did not remember the key messages of the delivery in the short term. This might be for the same reason as above, or simply because, as other SRE evaluations reveal, for a variety of reasons, some children do not learn effectively in a schools setting, particularly when it is a mixed sex one. The general limitations of schools based SRE delivery therefore need to be considered.
  3. Some young people from PRUs and residential units could not recall as well as others details of the delivery about 'the grooming process'. This would indicate the need to consider further adaptation of the delivery to the 'hard-to-reach' young people, in ways that would reinforce the same messages over several sessions. This would also help to overcome the tendency experienced in this programme for these young people not to participate in the whole six week delivery, either through choice or due to practical constraints.
  4. The frequency of the expression of homophobic attitudes in group discussions, particularly by young men, would indicate the need to actively consider this dynamic when planning delivery of the sexual exploitation programme. This would be essential in ensuring that young men who may have experienced sexual exploitation are not further marginalised as a result of participating in the programme and in contrast, enabled to receive the support they need. Delivery to single sex groups may be one way to help overcome this.
  5. The time afforded to individual sessions in schools needs to be extended in order to fully incorporate all evaluation measures, such as the need to include a 'pre testing' of young people's knowledge prior to the delivery.
  6. Evaluation of the delivery to 'hard-to-reach' young people needs close co-ordination between the researchers and practitioners in order to mitigate against the inherent difficulties of doing follow-up sessions at a later stage. Creative methods of evaluation need to be afforded through a fully resourced evaluation for these specific delivery settings, in order to engage the maximum number of respondents as possible.
  7. Professional participants from residential settings tended to have less knowledge about the risks of sexual exploitation for young people, prior to the delivery. This would indicate both the need to target these professionals for training more strongly and also to consider adaptation of the programme delivery to accommodate their lack of knowledge.

The evaluation research found that PEP delivery to professionals successfully achieved its objectives with regard to Outcomes 3 & 4.

The PEP delivery in schools achieved its objectives with regard to Outcomes 1 & 2 for the majority of participants in the short term. There are indicators from the qualitative schools data that these achievements were sustained by a reasonable number of the young people in the longer term. There are promising indicators from the qualitative data that the PEP delivery in PRUs and Residential settings partly achieved its objectives with regard to Outcomes 1 & 2 for participants in the short term and that these appear to have been sustained for some in the longer term but these findings are based on a very limited research sample.

In essence, the delivery to professionals was both far easier to implement and evaluate than the programme for children & young people. As a result there is important learning from this evaluation process to be considered by anyone seeking to deliver PEP on child sexual exploitation in the future. To this end, the following key recommendations can be made as a result of the evaluation.

### **Recommendations for future work**

*Recommendation 1.* The experience from schools suggests that ‘one off’ session delivery may be inherently limited in its longer term impact. Consideration needs to be given on how to extend provision further in these settings in order to help reinforce messages to young people about the risks of sexual exploitation.

*Recommendation 2.* The delivery in residential and PRU settings shows that messages about ‘the grooming process’ may need to be reinforced over several sessions to improve long-term knowledge retention by the majority of young people.

*Recommendation 3.* Evaluation findings about the impact on young people from the residential and PRU settings are limited due to low participant numbers and further research in such settings is required.

*Recommendation 4.* In all the settings for young people, there needs to be consideration of ways to deal with potential homophobia that may be a hindrance to young people developing understanding and adopting key messages about sexual exploitation risks.

*Recommendation 5.* Evaluation of the professionals training revealed that the PEP delivery was strong in its overall impact on participants, but that residential social workers had the poorest knowledge about child sexual exploitation beforehand and may therefore benefit from more targeted and substantial intervention.

*Recommendation 6.* A well resourced evaluation is required with more time for the programme delivery in the schools settings, in order to improve the standard of the evaluation data collected; this would enable structured pre-testing of young people’s knowledge of sexual exploitation.



*Recommendation 7.* A well resourced evaluation is required for residential and PRU settings, as extremely close co-ordination is needed between the practitioners and researchers in order to enable young people to use creative methods to feedback about the programme delivery.

*Recommendation 8.* A well resourced evaluation is required to help facilitate the inclusion of professionals and mitigate against the difficulty of bringing diverse individuals together to feedback at a later stage.

## Appendix A - Summary of Data collected for the evaluation

### 1. Professionals data (Training delivery)

**TOTAL = 147 professionals responded using structured (quantitative) questionnaires**

**TOTAL = 20 professionals participated in qualitative feedback**

Feedback from professionals was gathered via pre- and post-training questionnaires circulated to LSCB professionals and RSWs from Croydon, Lewisham and Southwark. The training groups analysed took place between May 2005 and April 2007. A different set of post-training only evaluation forms were administered to 12 PSHE professionals, due to the different nature of the training delivered to that group.

The researchers received a total of 121 sets of pre- and post-training questionnaires, in addition to 14 post-training questionnaires and 12 qualitative questionnaires administered in the session with PSHE professionals. Of the 121 participants, 77 had attended sessions for LSCB professionals, and 44 had attended those for RSWs.

The Borough breakdown of the 121 completed sets was as follows -

**Croydon:** 44 returned pre/post training sets

**Lewisham:** 35 returned pre/post training sets

**Southwark:** 42 returned pre/post sets training

Of the 14 additional post-delivery only forms, 10 were returned from Southwark and 4 from Croydon. The 12 distinct post-delivery PSHE forms, were by professionals from Croydon.

#### **Follow-up evaluation with professionals (qualitative data)**

It was originally planned to conduct only focus groups with a sample of professionals. However, it was found that the most effective means of obtaining feedback was through individual telephone interviews and follow-up emails, due to the difficulty of bringing together all the same staff who had received the training in one place at a later date. One focus group was conducted in a residential unit in Southwark with five staff, while 15 other professionals (10 from Croydon, 4 from Lewisham and 1 from Southwark) provided individual feedback via telephone or email. The consultations were undertaken 2 – 6 months after the delivery of the training.

### 2. Young people's data (Schools)

**TOTAL = 561 school children (62% male; 35% female) responded using structured (quantitative) questionnaires**

**TOTAL = 108 school children (56% male; 44% female) participated in 6 focus groups (qualitative).**

Feedback from young people in schools was gathered via questionnaires administered after every group work session from October 2005 to May 2007. A total of 561 forms were returned to Barnardo's researchers from 5 schools (2 in Croydon and Southwark and 1 in Lewisham). The majority of completed forms were returned by boys (62 per cent compared to 35 per cent returned by girls) in all of the schools visited. The highest proportion of forms completed by boys were returned by Southwark 1 school, with Croydon 1 the most evenly split in terms of gender (see Table 2).

<b>School</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
	<b>Male</b>	<b>Female</b>	<b>Not answered</b>	<b>TOTAL</b>
<i>Croydon 1</i>	63	34	3	22
<i>Croydon 2</i>	56	41	3	24
<i>Lewisham 1</i>	56	38	6	23
<i>Southwark 1</i>	72	27	1	24
<i>Southwark 2</i>	61	37	3	7
<b>All schools</b>	<b>62</b>	<b>35</b>	<b>3</b>	<b>100</b>

The young people who completed the forms ranged in age from 13 – 16 years, with the majority aged either 13 years old (44 per cent) or 14 years old (38 per cent). 24 participants (4 per cent) did not provide their age on the form.

#### **Follow-up evaluation with schools (qualitative data)**

Follow-up focus groups were carried out in 6 schools (including the 5 schools who returned evaluation forms) at least 6 weeks after the PEP was completed. Two schools were visited in each borough and creative techniques used to consult the young people varied from school to school, depending on the size and atmosphere in the group. A representative sample of young people (61 male; 47 female) from schools in each borough were consulted through the focus groups.

### **3. Young people's data (PRU/Residential)**

**TOTAL = 21 young people in PRU/Residential Units (13 male; 8 female) participated in groups/interviews.**

For 'hard-to-reach' young people in PRUs and residential units, initial attempts to gather feedback were made through administering a single post-delivery evaluation form (as was the case with the schools). However, in the early stages of delivery, it became evident that there were problems with this approach because of inconsistent attendance, cancellations of the sessions and inconsistent form filling. Following this, it was agreed not to attempt to use evaluation forms in PRU's and Residential Units, and instead to obtain verbal feedback using a Dictaphone for young people to record their answers to structured questions at the end of the final PEP session. Unfortunately, this approach also failed to succeed, for the same reasons as the written feedback. The

attempt to gain structured feedback from the PRU/Residential participants was therefore abandoned.

**Follow-up focus groups:** Similar to problems encountered by practitioners in delivering the PEP to PRU's and Residential units, the researchers also had difficulty engaging with young people in these settings, despite repeated attempts to do so. For example, a focus group was successfully arranged in a residential unit but when the researchers attended on the day, only one of the young people wished to take part. The group was rearranged, but this time on attending, all the young people were unwilling to participate.

Although attempts to secure follow-up group sessions were successful in a number of settings as a result of these challenges they had to be supplemented with individual interviews. Young people who gave follow-up evaluation interviews or participated in focus groups had attended at least three sessions of the six-week programme, delivered in each setting.

Four individual interviews were conducted in four Residential units (a total of 4 young people). Two focus groups and one individual interview were undertaken in three PRU's (a total of seventeen young people).

<b>Borough</b>	<b>RESIDENTIAL</b>	<b>PRU</b>	<b>TOTAL YP</b>
Croydon	1-2-1 (1 male)	1-2-1 (1 female)	<b>2</b> (1 male, 1 female)
Lewisham	2 x 1-2-1 (2 female)	1 Group - 8 yp (6 male, 2 female)	<b>10</b> (6 male, 4 female)
Southwark	1-2-1 (1 female)	1 Group - 8 yp (6 male, 2 female)	<b>9</b> (6 male, 3 female)

#### **4. Professionals data (young people's delivery)**

**TOTAL = 11 interviews with staff about the delivery of the programme to young people.**

Because of the difficulties described above, eight additional interviews were conducted with managers and staff from PRU/Residential settings to explore their perspectives on the effectiveness of the PEP for the young people involved, as well as to gain insight into why young people from these settings proved so hard to engage. A further three interviews with teachers were conducted to get their perspective on the delivery to young people in schools.

1 PRU staff	Face-to-face interview
6 residential staff/managers	Telephone interview
3 school teachers	(2 Face-to-face, 1 Telephone interview)

## Appendix B – Useful resources/ further information about child sexual exploitation

Barnardo's SECOS/Foley, M. (2006) *Protecting Self & Keeping Safe– Loving and abusive relationships* Barkingside; Barnardo's. [A practical education pack]

Available from - [www.barnardos.org.uk/resources](http://www.barnardos.org.uk/resources)

Barnardo's FACE (2005) *Nae Danger*. Barkingside; Barnardo's. [practical activities to use with young people] Available from - [www.barnardos.org.uk/resources](http://www.barnardos.org.uk/resources)

See also the FACE educational website – [www.faceup2it.org](http://www.faceup2it.org)

*Coalition for the Removal of Pimping (CROP)* [voluntary campaigning organization with information materials] See – [www.crop1.org.uk](http://www.crop1.org.uk)

Dillane, J. Hill, M. & Munro, C. (2005) *A Study of Sexual Exploitation of Looked After and Accommodated Young people*. Glasgow Centre for the Child & Society/Barnardo's Street Team. Available as a PDF from -

[www.strath.ac.uk/gssw/centres/glasgowcentreforthechildandsociety/publications/](http://www.strath.ac.uk/gssw/centres/glasgowcentreforthechildandsociety/publications/)

Lewis, E. & Martinez, A. (2006) *Addressing healthy relationships and sexual exploitation within PSHE in schools*, Sex Education Forum, Factsheet 37, London NCB. Available at -

[www.ncb.org.uk/sef](http://www.ncb.org.uk/sef)

Melrose, M. with Barrett, D. (eds) (2004) *Anchors in Floating Lives; Interventions with young people sexually abused through prostitution*. Lyme Regis; Russell House Publishing.

*National Working Group for Sexually Exploited Children and Young People (NWG)* [support network for voluntary and statutory services working against sexual exploitation] For membership see - [www.beds.ac.uk/research/iasr/nwg](http://www.beds.ac.uk/research/iasr/nwg)

Pearce, J. with Williams, M. and Galvin, C. (2002) *It's someone taking a part of you; A study of young women and sexual exploitation*. London; NCB. Summary available from -

[www.jrf.org.uk/knowledge/findings/socialpolicy/513.asp](http://www.jrf.org.uk/knowledge/findings/socialpolicy/513.asp).

Pilkington, J. and Lothian, F. (2006) *Friend or Foe? Who can you trust? A sexual exploitation and relationships education programme*. Sheffield; Taking Stock. [for use with young people] Contact – [Fiona.lothian@sheffieldfutures.org.uk](mailto:Fiona.lothian@sheffieldfutures.org.uk)

Scott, S. & Skidmore, P. (2006) *Reducing the Risk; Barnardo's support for sexually exploited young people; A two year evaluation*. Barkingside; Barnardo's. Available as a PDF from -

[www.barnardos.org.uk/reducingtherisk](http://www.barnardos.org.uk/reducingtherisk)