

Oxfordshire Schools Training Evaluation report

July 2017



Image by Olivia Burt and Mimi Morley Iszatt

*“Great training, very sensitively handled
with good resources.”*

Teacher, Oxford primary school

*“Huge thank you. Clear simple message.
Confident presentation gives me confidence to talk about
FGM too.”*

Teacher, Oxfordshire college

"Safeguarding training for school staff is a top priority for Oxford Against Cutting as children spend significantly more time at school than in other public settings.

Our aim is to support school staff across the county to feel confident supporting girls at risk and survivors of FGM. We would also like to see more schools tackling this subject in the classroom, especially schools with significant numbers of students from FGM-affected communities".

Kate Agha, Executive Director, Oxford Against Cutting

Introduction

Oxford Against Cutting (OAC) is an Oxford-based charity committed to working to help prevent female genital mutilation (FGM) of girls and women living in Oxfordshire.

Between September 2016 and February 2017, OAC provided FGM-awareness training for 152 staff, 90 year-7 students and around 200 year-10 and 11 students representing 22 schools and colleges.

The staff training sessions were led by OAC Executive Director, Kate Agha, supported by either MbaKaddy Touray Jarju (OAC Director) or Lena El-hindi (OAC Capacity Building and Training Specialist). OAC training is co-facilitated by a member of an FGM-affected community and many delegates have commented that this makes our training very powerful, helping them to understand FGM as a reality rather than an academic subject. The sessions for year 7 students were supported by a school health nurse.

The training

OAC training has been delivered to staff at primary, secondary and college levels, as well as secondary school students. The sessions run for 2 hours, though are adjusted for the audience's time constraints where necessary (with the shortest on one occasion being 45 minutes). The longer sessions enabled greater interaction between the facilitators and the delegates. Most sessions were between one hour and 90 minutes long. Topics covered include the definition and types of FGM, countries of prevalence, the legal situation and extensive safeguarding advice - such as the signs that FGM may be planned or has been carried out - and reporting information. The content is adjusted to suit the audience, for example where students are involved, specific countries with high prevalence levels are not named to avoid stigmatisation. Film and, where possible, interactive elements are included to enhance learning.

Oxford Against Cutting recommends training even if there is one girl at risk of FGM in each school (staff also need to be skilled ready to work with new student intakes), given the severity of the harm that would be caused if she were to be cut. In order to maximise resources, we prioritise state schools with the highest numbers of girls from FGM-affected communities. The Public Health Directorate Oxfordshire County Council has provided OAC with data on the number of girls who

speak languages spoken by FGM-affected communities, based on the January 2015 schools census. The data suggests that, in Oxfordshire, 8 secondary schools have between 12 and 74 girls from FGM-affected communities and 35 primary schools have between 11 and 88 girls from FGM-affected communities. In addition, we invited multiple schools to participate in some of the sessions to maximise project funds. For example, two of our training sessions were hosted by an Oxford and a Banbury primary school and this reached staff teams working with 365 girls who speak languages spoken by FGM-affected communities. It was noteworthy that at the time of the training, at least 2 primary schools were working with girls who were being supported by services in relation to concerns about FGM. Other schools requested training by approaching OAC directly.

This evaluation was funded through kind donations from OAC supporters. OAC would like to thank the Thames Valley Police and Crime Commissioner for funds that supported our training sessions for state schools and colleges. The training delivered at independent schools and colleges was funded by the institutions themselves.

The evaluation

The following report provides an evaluation of all the training within the stated period based on feedback from attendees. We hope this will help us understand how useful the training has been to them, as well as give us some thoughts on areas for improvement.

Our approach

We issued all delegates (with the exception of the students¹) with a pre-training questionnaire (online), a post-training questionnaire (paper-based) and a follow-up, online questionnaire approximately three months later. These asked them to report on levels of **confidence** in dealing with FGM related issues, in addition to ascertaining their **understanding** of the background. Some sessions were attended by multiple schools². A small number of the training sessions differed in format, as these were shortened (at the request of the organisers) though contained similar content. Also, one of the schools preferred to carry out their own, internal evaluation, to which we were not party.

The questionnaire questions are available in Appendix 1. A list of the schools and groups we worked with is provided in Appendix 2. All feedback from participants has been anonymised, and forms the 'Results' section below³.

Results

We obtained 92 questionnaires for pre-evaluation⁴, 164 for post-evaluation on the day of training and 21 follow-ups. The female/male percentage split of participant groups respectively was

¹ Feedback for one student group was obtained through graph indicators and "one-word" feedback – see Appendix 4.

² One session was attended by three schools, and two by six schools.

³ Additional feedback was supplied by the Violence Against Women and Girls Coordinator, Oxfordshire County Council. This has been included in its entirety in Appendix 5.

⁴ Two organisations submitted a joint response to the pre-evaluation questionnaire, so the number of individuals having input at this stage is greater than 92, although we do not have an exact number.

83.5/16.5; 80.3/19.7; and 85/10⁵. The majority of all attendees were teachers (including heads of year, assistant and deputy heads), however, there was a wide range of other attendees including school counsellors, school nurses, teaching assistants, family support workers, HR advisers, student performance managers and advisers. A number were also safeguarding leads.

A set of graphs showing the full results is provided in Appendix 3. Key findings from the evaluation feedback are shown below.

Pre-training evaluation

Prior to training, many delegates reported lacking confidence in dealing with FGM. Of greatest concern was recognising the signs that FGM is being planned, with over 60% of delegates feeling 'not at all confident' that they knew what to look for. Identifying that FGM may have happened was also an area of concern with 58% stating that they were not confident about this. Bringing FGM into the classroom was also of major concern, with over 55% 'not at all confident' to do this and only 4.4% overall either 'completely' or 'very' confident in doing this.

The highest levels of confidence were shown for responding to concerns that FGM is being planned or has happened: 62% of delegates reported some level of confidence on this. In addition, 60.5% felt some confidence about referring a case to the relevant agencies.

Few delegates felt they had a good understanding of the issues surrounding FGM. The best understood area was 'who is most at risk?' (with almost 30% reporting 'good' or 'very good' knowledge). The different types of FGM were least understood, with 72% of respondents having 'very limited' or 'quite limited' knowledge.

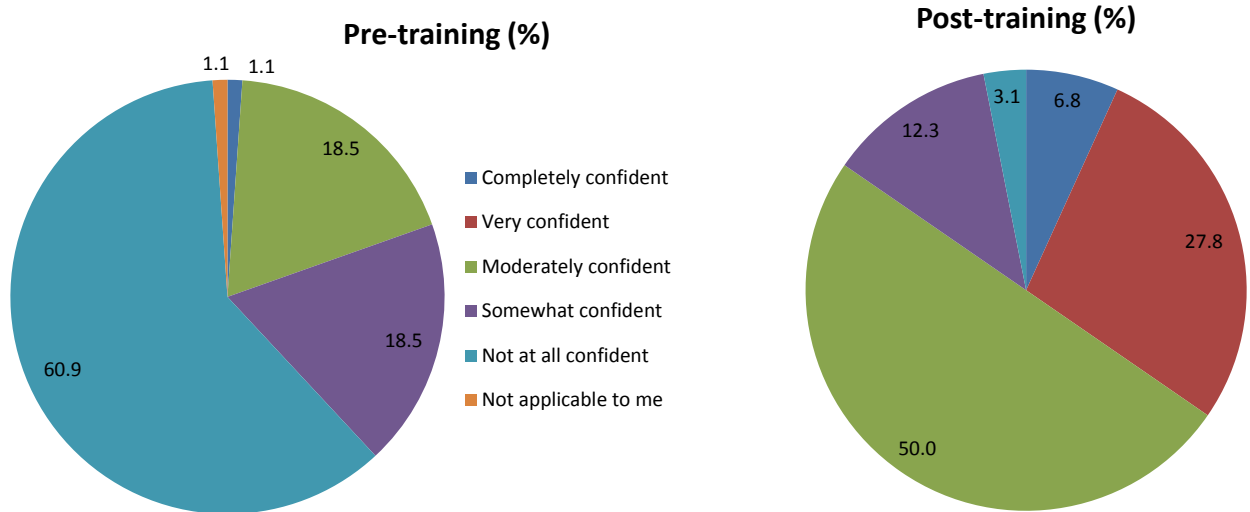
Post-training evaluation

As would be hoped, confidence levels in dealing with all the issues surrounding FGM increased significantly. Of particular note was having confidence in recognising the warning signs that FGM is being planned: following the session 97% of delegates felt confident with over a third identifying that they felt 'completely' or 'very' confident (see figure 1). Almost 98% of delegates felt that they could identify a situation in which FGM may have happened, with over 32% stating that they feel 'very' or 'completely' confident in this. In terms of bringing FGM into the classroom, there was also a significant amount of impact, with over a third of delegates feeling 'moderately' comfortable in doing this and 25% either 'completely' or 'very' confident.

"[The training has] enabled me to feel more confident in my understanding of the various factors and influences involved. FGM is now on my radar for issues that you bear in mind when you have concerns about a student."
Teacher, Oxford secondary school

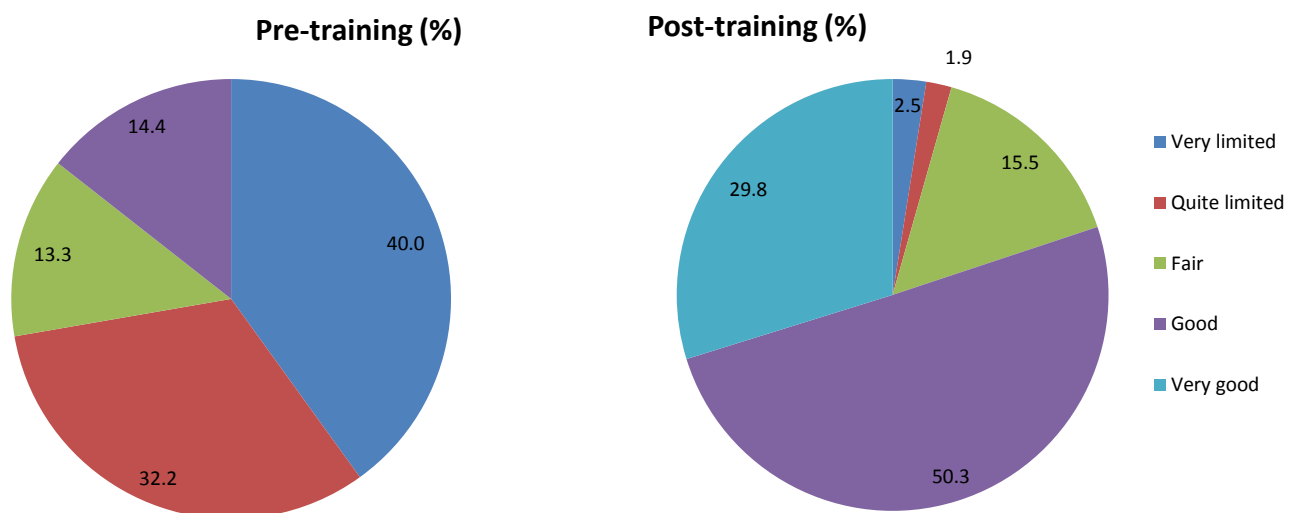
⁵ Some participants preferred not to state their gender.

Figure 1: How would you rate your levels of confidence in dealing with ... recognising warning signs that FGM is being planned?



Levels of understanding of the issues also increased, and in some areas this was quite striking. For example, after training between 78 and 88% of delegates reported 'good' or 'very good' understanding of all areas. In particular, understanding of the types of FGM which was previously the least understood, increased so that over 80% felt their understanding of this is now 'good' or 'very good' (see figure 2, below).

Figure 2: How would you describe your current understanding of ... the different types of FGM?



Delegates were also given the opportunity to comment on the training and a full list of their feedback is provided in Appendix 6. Many comments were appreciative, with several emphasising a need to make the issues around FGM more widely known, perhaps in the wider context of sex education and children learning about their bodies.

Evaluation follow-up

A small number of delegates (21) took the opportunity to complete the follow-up questionnaire. Therefore, the quantitative statistics is not able to tell us a great deal. Those who took part showed very high levels of confidence and understanding of the issues which is likely to indicate that those who took part are more likely to encounter FGM in their day-to-day role. Over 60% of respondents felt 'very confident' or 'completely confident in bringing FGM discussions into the classroom. When asked how they had used the training (if at all) five reported that they had successfully brought awareness to the classroom through tutorials, with one planning to deliver a session in the coming months and some specifically-designing learning materials based on the OAC session. Others reported that they had been more able to look for the signs of FGM and better support their students.

"As a performance manager where I look after over 100 students aged 16-19, it has been beneficial supporting me to raise awareness of FGM within our tutorial sessions. I felt I was able to answer questions confidently about FGM."

Student Performance Manager, Oxfordshire College

Additional feedback

In addition to the quantitative data we collected, there was also additional feedback of a qualitative nature. Firstly, the pre-training evaluation elicited no comment, except some concern from one delegate that there might be graphic content in the training.

The questionnaires included some additional questions to inform thinking on the way we provide training. Interestingly, prior to the training websites were identified as the most popular source of information. However, following the training online videos jumped considerably in popularity and were identified as useful by highest number. This may reflect our use of video as a learning tool in the training.

Final summary and learning points

Overall, feedback on the training OAC provide has been overwhelmingly positive. We were, though keen to learn from feedback, and use it in ways to help the training package evolve, and have detailed some learning points below.

Learning points on future training

We noted that there was some concern that we might use graphic material in the training. OAC has a policy of avoiding graphic material during its presentations, not least to ensure that there is no triggering material for survivors of FGM or gender-based violence. We always inform delegates of this as early as possible to alleviate potential anxiety, and have changed pre-course evaluation material to emphasis this as an additional source of information to delegates.

It was also noteworthy that schools have different ideas about the level of information (about sexual function, for example) they think appropriate for children at different ages. Schools also differ in their views on the amount of information that is sent home to parents/carers ahead of the sessions, with one school sharing the entire lesson plan and links to all the film resources with parents/carers. OAC recommends that parents/carers are always informed about the training ahead of time and schools reassure parents/carers that the subject will be approached in a sensitive way for young people. Of approximately 290 students due to take part in an OAC training session, only one was withdrawn from the class by parents. None of the students needed a break during the sessions, despite being advised that the content may be upsetting and they could take a break if needed.

Anti-FGM training for staff teams is cost-effective and helps ensure that girls from hard-to-reach families can be protected by professionals. For example, as noted earlier⁶, just 2 sessions with delegates from multiple schools helped upskill staff working with nearly 400 girls that may be from communities affected by FGM.

Finally, an aspect of the project that worked well was extending invitations to additional schools when setting up training sessions. This was an effective way of reaching a wider audience.

Other outcomes

Although the low number of responses for the follow-up surveys was disappointing, this was understandable given the busy workloads of those involved. However, the data we obtained from those which were returned was useful for gaining an understanding of how some delegates have used what they had learned, for example running tutorial sessions on FGM, which we felt made this part of the exercise extremely worthwhile. These gave useful examples of the *impact* of our work, and the way in which this can help young people in Oxfordshire for some time after the training is delivered. It was also encouraging for us to know that there is enthusiasm for making issues around FGM more widely known through sex education and children learning more about their bodies.

“Thank you so much Kate, it was a really good training session. I didn’t realise how much I didn’t know about it until last week. I now feel a lot more confident”

Designated Safeguarding Lead, Oxfordshire secondary school

“Oxford against cutting is a great service which has really supported my own development of the topic.”

Quality Lead, Oxfordshire college

⁶ See ‘The training’, p3

Another outcome was that one school was interested in running a coffee morning about FGM but there was hardly any/no take up from parents/carers and the event was subsequently cancelled. From this we learned that mixing information on FGM with other issues is more likely to attract attendees in this type of informal setting.

Finally, we identified a set of additional (some unexpected) outcomes from the training:

- An OAC volunteer attended one of the sessions and benefited from the training.
- The Director of the Oxford Diocesan Schools Trust attended one of the sessions and subsequently invited OAC to a meeting of primary school headteachers. OAC subsequently delivered training to a primary school in Maidenhead as a result which has widened our reach.
- The School Health Nurse at Didcot Girls took a proactive role in the school's anti-FGM work, both co-facilitating the lessons and leading an initiative for year 7 girls to colour in a rose drawing and add messages of solidarity. The roses created an art display that was included at our public events in February 2017, 'Rose Awareness and Are You Ready to Know?'⁷
- All delegates were invited to join our newsletter list and our circulation increased as a result of this project.
- The training work has also enabled us to build relationships with safeguarding leads who have helped display our helpline posters in schools.
- Cheney School has expressed an interest in OAC anti-FGM projects for young people.
- Sixth form girls from the Headington School Amnesty International group attended our awareness-raising session at their school and have subsequently helped set up and run our OAC Youth Wing.
- Other opportunities have arisen for sharing information on FGM. For example, subsequent to staff training, OAC has delivered workshops on FGM for girls in year 10 at Cheney School as part of their 'Make a Change' day.



Image by Ben Robinson

⁷ A picture of the artwork and a list of the messages is available on the OAC website: <https://www.oxfordagainstcutting.org/schools-champions/didcot-school/>

Appendix 1 – evaluation questionnaires

Oxfordshire Schools – training pre-evaluation

The following brief evaluation form has been sent to you as you and your colleagues will soon be taking part in an anti-FGM training session. The questions should take you no more than 5 minutes, and will help ensure that we address your needs when supporting girls who are at risk of, or are survivors of, FGM. We will also collect post-training evaluation.

Any identifiable data collected, eg, the school you work at, is for internal purposes only. The overall data we will use for feedback purposes will be anonymised.

Thank you for completing this evaluation - your input is very important.

Note that no pre-course learning is required.

Kate Clayton-Hathway, Research Director, Oxford Against Cutting

Oxford Against Cutting is a registered charity committed to working to help prevent FGM of women and girls living in Oxfordshire.

1. How would you rate your levels of confidence in dealing with the following?

	Completely confident	Very confident	Moderately confident	Somewhat confident	Not at all confident	Not applicable to me
Recognising warning signs that FGM is being planned?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying signs that FGM may have happened?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responding to concerns that FGM is being planned or has happened?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessing tools for support and guidance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bringing FGM as a topic into the classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referring a case of FGM to the relevant agency?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any comments to add to this?

2. How would you describe your current understanding of the following...

	Very limited	Quite limited	Fair	Good	Very good
How FGM is defined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The different types of FGM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The harm FGM can cause	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why FGM is performed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Who is most at risk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. What type(s) of resources are most useful to you in learning more about FGM? (Please tick all that apply)

- Websites
- Printed leaflets or booklets
- Online videos

Other (please specify)

4. Do you have any further comments or questions?

About you (for internal reporting purposes ONLY)

5. Are you male or female?

- Male
- Female
- Prefer not to say

6. What is your role (tick all that apply)?

- Teacher
- School counsellor
- School nurse
- Safeguarding lead
- Deputy head
- Prefer not to say
- Other (please specify)

7. Please confirm which school you work in:

Oxfordshire Schools – training post-evaluation

Many thanks for taking part in today's anti-FGM training session. We would be really grateful if you could complete the following evaluation. This should take you no more than 5 minutes, and will help ensure that we understand participant's needs for supporting girls who are at risk of, or are survivors of, FGM. We will also collect feedback in 3 months to assess how useful the training has been.

Any identifiable data collected, eg, the school you work at, is for internal purposes only. The overall data we will use for feedback purposes will be anonymised.

Thank you for completing this evaluation - your input is very important.

Kate Clayton-Hathway, Research Director, Oxford Against Cutting

Oxford Against Cutting is a registered charity committed to working to help prevent FGM of women and girls living in Oxfordshire.

1. How would you rate your levels of confidence in dealing with the following?

	Completely confident	Very confident	Moderately confident	Somewhat confident	Not at all confident	Not applicable to me
Recognising warning signs that FGM is being planned?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying signs that FGM may have happened?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responding to concerns that FGM is being planned or has happened?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessing tools for support and guidance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bringing FGM as a topic into the classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referring a case of FGM to the relevant agency?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any comments to add to this?

2. How would you describe your current understanding of the following...

	Very limited	Quite limited	Fair	Good	Very good
How FGM is defined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The different types of FGM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The harm FGM can cause	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why FGM is performed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Who is most at risk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. What type(s) of resources would be most useful for bringing FGM into the classroom? (Please tick all that apply)

-
-
-

4. Do you have any further comments or questions?

About you (for internal reporting purposes ONLY)

5. Are you male or female?

- Male
- Female
- Prefer not to say

6. What is your role (tick all that apply)?

- Teacher
- School counsellor
- School nurse
- Safeguarding lead
- Deputy head
- Prefer not to say
- Other (please specify)

7. Please confirm which school you work in:

Oxfordshire Schools – training follow-up

Since last autumn, you have taken part in our anti-FGM training session, and we are keen to know how useful this has been for you in your day-to-day role.

We would be really grateful if you could complete the following evaluation. This should take less than 5 minutes, and will help ensure that we understand participant's needs for supporting girls who are at risk of, or are survivors of, FGM.

Any identifiable data collected, eg, the organisation you work in, is for internal purposes only. The overall data we will use for feedback purposes will be anonymised.

Thank you for completing this evaluation - your input is very important to our future work.

Kate Clayton-Hathway, Research Director, Oxford Against Cutting

Oxford Against Cutting is a registered charity committed to working to help prevent FGM of women and girls living in Oxfordshire, and our [website](#) contains extensive information and resources. An [FGM-at-a-glance information sheet](#) is also available from Oxfordshire Safeguarding Children Board if you would like some further revision notes.

1. How would you rate your levels of confidence in dealing with the following?

	Completely confident	Very confident	Moderately confident	Somewhat confident	Not at all confident	Not applicable to me
Recognising warning signs that FGM is being planned?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying signs that FGM may have happened?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responding to concerns that FGM is being planned or has happened?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessing tools for support and guidance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bringing FGM as a topic into the classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referring a case of FGM to the relevant agency?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any comments to add to this?

2. How would you describe your current understanding of the following...

	Very limited	Quite limited	Fair	Good	Very good
How FGM is defined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The different types of FGM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The harm FGM can cause	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why FGM is performed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Who is most at risk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Can you give an example of how the anti-FGM training has been useful in your day-to-day role, eg, in better supporting a family or individual?

4. Do you have any further comments or questions?

About you (for internal reporting purposes ONLY)

5. Are you male or female?

Male

Female

Prefer not to say

6. What is your role (tick all that apply)?

Teacher

School counsellor

School nurse

Safeguarding lead

Deputy head

Prefer not to say

Other (please specify)

7. Please confirm which school you work in:

Appendix 2 – list of participating schools and groups

Abingdon and Witney College

Banbury Academy

Bartholomew Secondary School

Bellerbys

Burford School

Cheney School

Chipping Norton School

Dashwood Primary School

Didcot Girls

Gosford Hill School

Grove CE Primary School

Headington Girls School

Hill View Primary School

Larkrise Primary School

Mabel Prichard School

Marlborough School

Orchard Fields Primary School

Queensway Primary School

St Christopher's Church of England Primary School

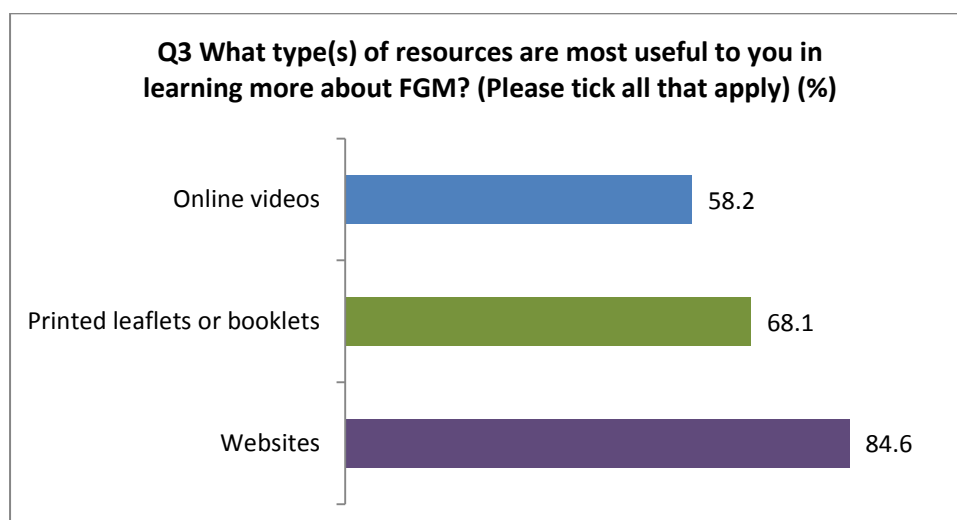
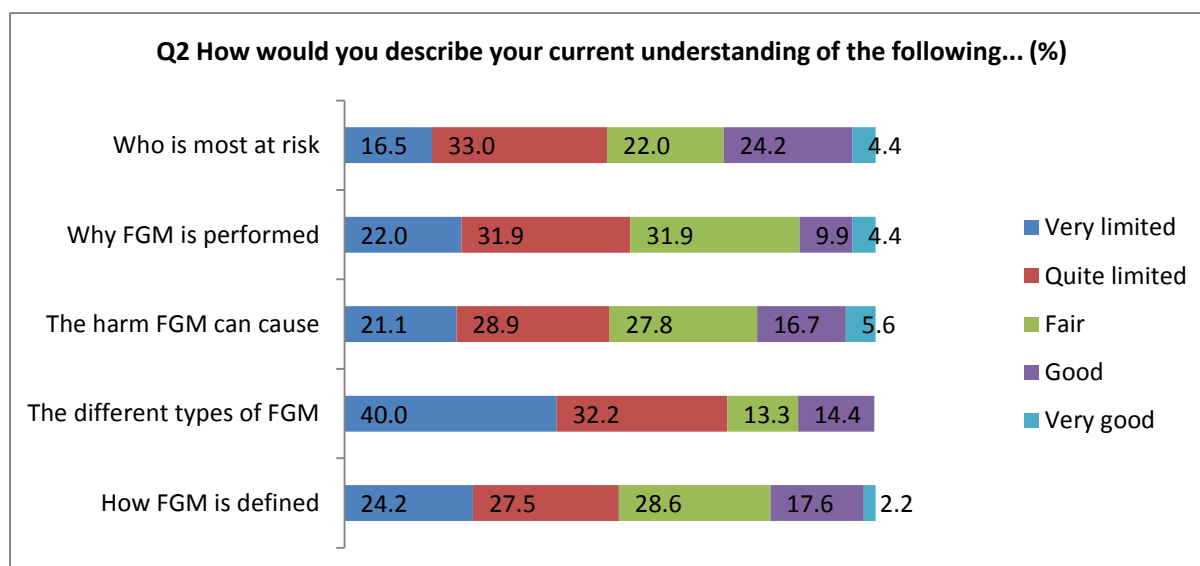
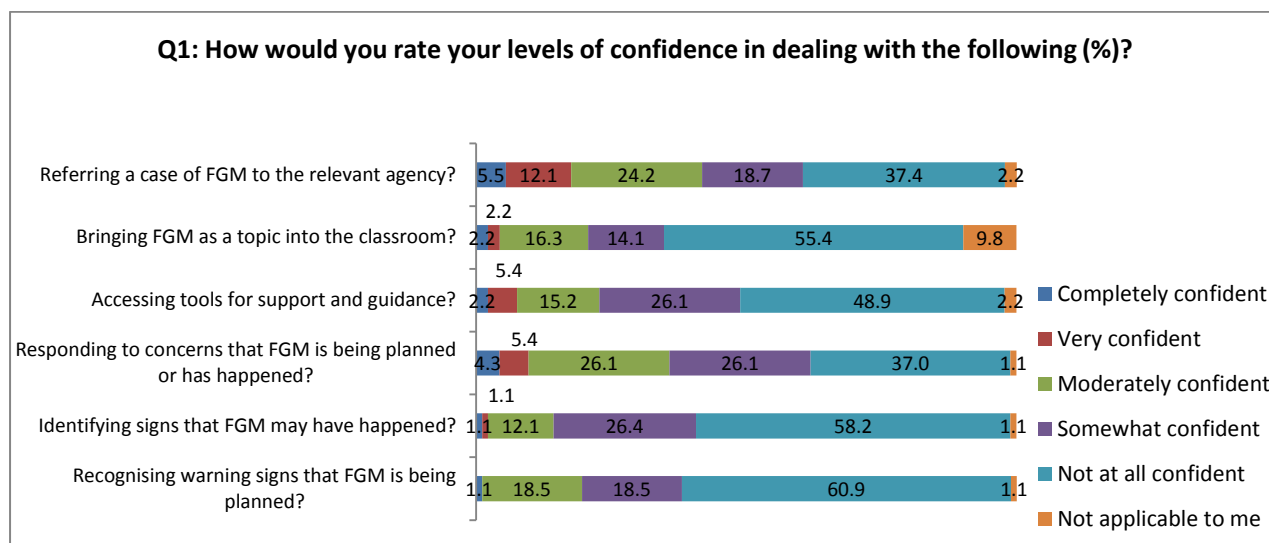
St Leonard's Primary School

St Mary's Primary School

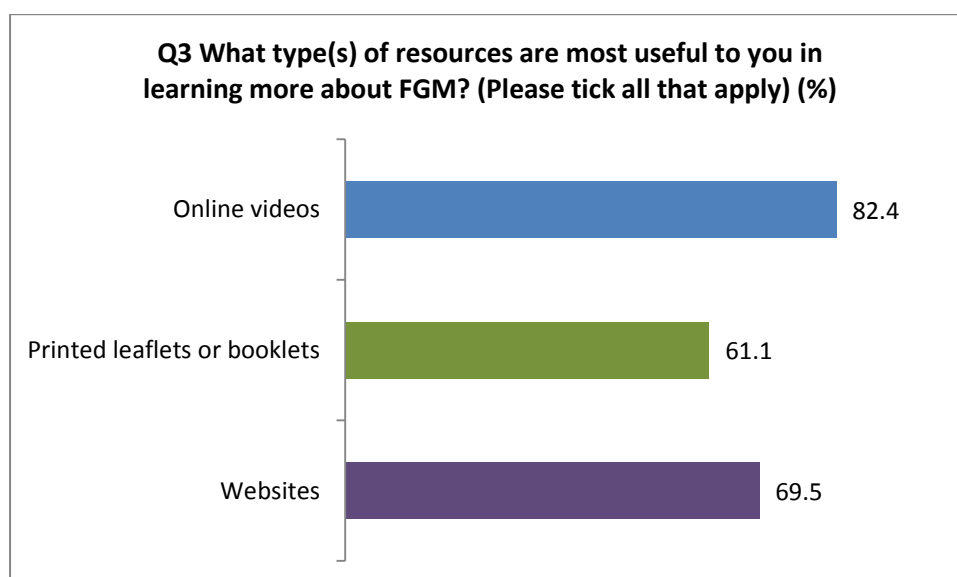
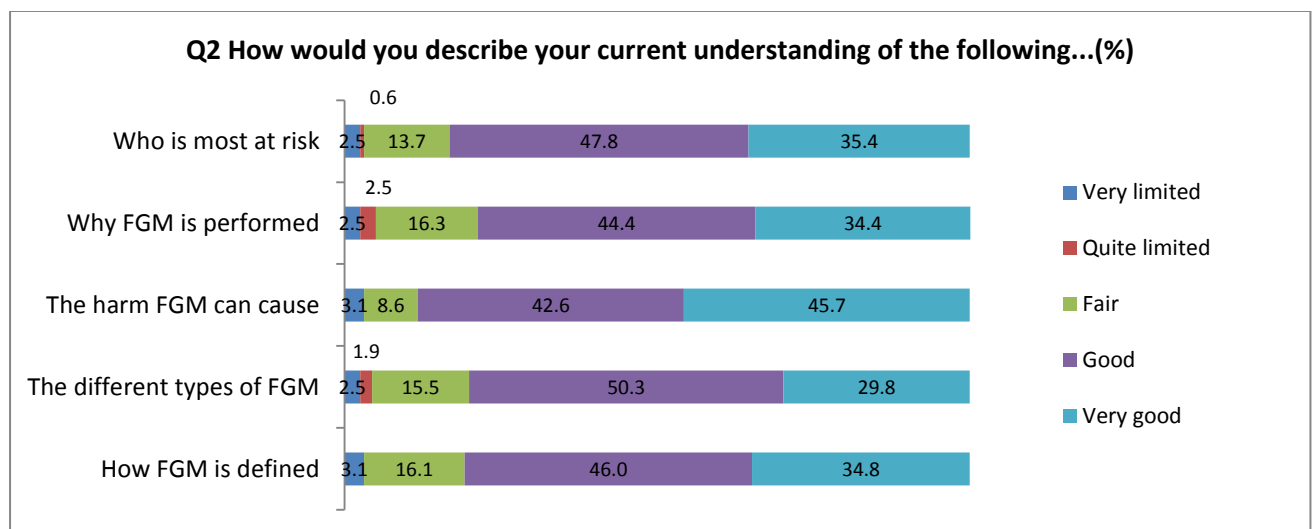
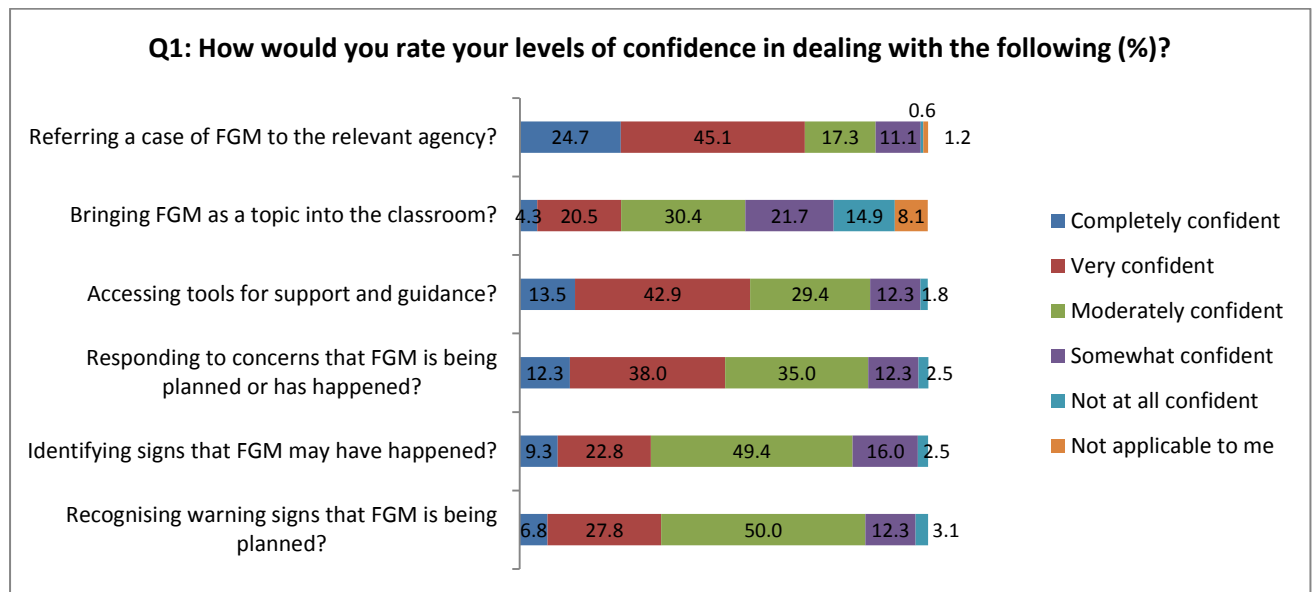
Wood Green School

Appendix 3 – full results

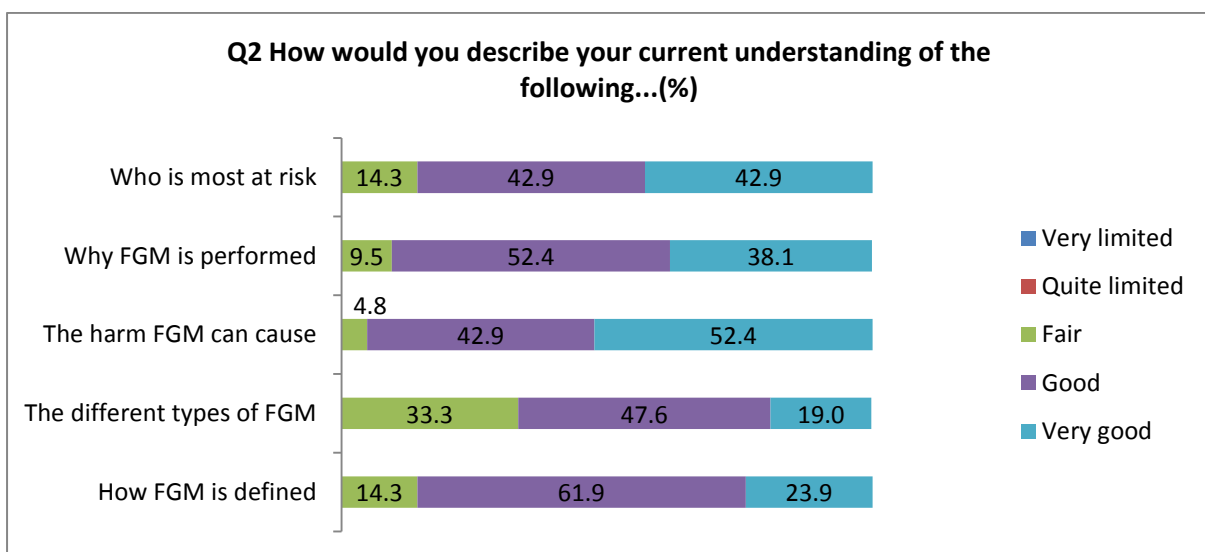
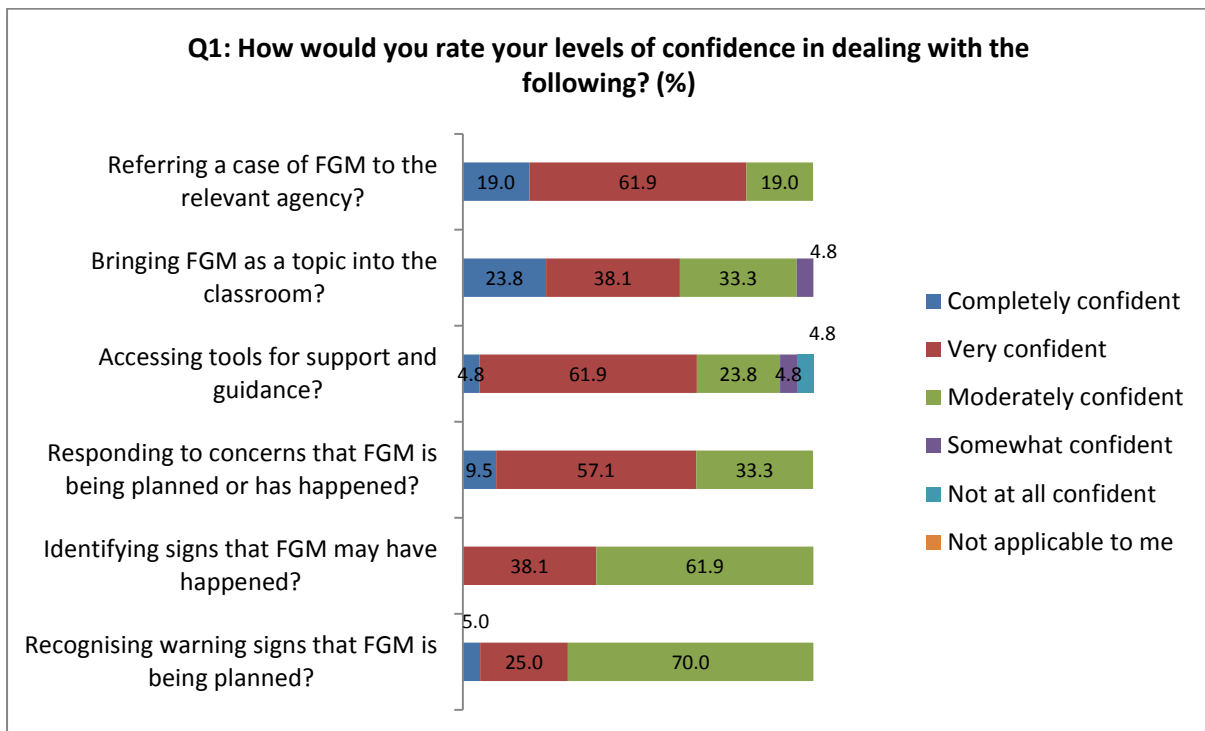
Pre-training evaluation questionnaire (n=92)



Post-training evaluation questionnaire (n=164)



Follow-up evaluation questionnaire (n=21)



Appendix 4 – words of feedback from year-7 students following lesson on FGM, January 2017

Unique	Must help those suffering FGM
Scary x 3	Educational, emotional
Informative x 3	Serious
Interesting x 3	Wow
How it affects girls	I learnt that FGM is a horrible thing
What FGM is x 4	I know more about FGM
Speak up	The lesson was very helpful
Never keep it to yourself	Educational
Speak out	I learnt that it is happening to so many people
To speak up and support people	I learnt what FGM is. I would like to learn which cultures practice FGM. Educational.
Speak up and out and use your head	I learned a lot in this lesson (heart)
Speak out/up	Supportive x 2
Talk to someone	Sensitive
Factual x 7	It was very supportive x 2
Tell someone who you feel confident with	Aware
Speak	Painful
Confusing	It scared me a bit
Helpful x 3	

Appendix 5 – feedback on training session from Abigail Wycherley, Violence Against Women and Girls Coordinator (email dated 30th November 2016)

After observing Oxford Against Cutting's training session at xxx School yesterday I thought I'd do a little write up of my feedback for you both. With the introductory circle the session was immediately established as interactive and responsive to the needs of delegates. An outline of what would be explored in the session was provided, including:

- The who, what, where, when, why, and how of FGM
- Safeguarding
- Mandatory reporting
- How to tackle FGM

This is a considerable amount to tackle in just one hour, and you did it beautifully!

All learning outcomes were met and the significant in-depth knowledge you and Lena brought to the session provided a really rich and comprehensive learning experience. Having a facilitator from an FGM community is such a valuable aspect of the training. Lena brought both professional and personal insight to the practice and shared unique anecdotes with the group to support learning outcomes.

Oxford Against Cutting's approach meant that content and delivery was values based; understanding and non-judgemental but not tolerant of FGM. This consideration and the practical tools presented, including language to use when asking about FGM, provided delegates with the best opportunity to identify and respond to concerns in a meaningful, effective and safe way.

This abundance of expertise meant that, even though some delegates had already undertaken FGM training, your session was interesting and engaging to all. Delegates engaged well and asked relevant questions throughout which were responded to skilfully.

Training was delivered really confidently and capably. Even though time was tight it was managed well. I think there may have been more time spent on a couple of slides early on than intended but you were able to readjust and address everything; to me this little imbalance appeared to be a result of a new co-facilitating pair and will iron itself out after a session or two together. Content was introduced sensitively and this I think helped to create a really comfortable atmosphere. You added context to statistics for impact effectively, using examples to illustrate scale. Delegates were directed to both local and national resources to support them in both responding to concerns and bringing FGM as a topic into the classroom. Opportunity for delegates' evaluation and feedback was scheduled into the session plan and all were provided with a questionnaire to complete, which I understand to be part of a longitudinal three part evaluation process.

The only area for improvement I could spot is slide transition, though this is such a tiny aspect of your training! For ease and fluidity I've found using a [USB presenter](#) is really helpful, though I know this is only a really minor detail and likely not a financial priority.

I've attended a few FGM training sessions, and delivered a couple too, and even I learned some new details! A massive well done to you and your team for providing such fascinating, enjoyable and effective training, even in just an hour lunch break. If you have any questions or wanted feedback on anything in particular that I haven't mentioned here please pop me an email or call.

Best wishes, Abi

Abigail Wycherley
Violence Against Women and Girls Coordinator

Joint Commissioning Team | Social & Community Services | Oxfordshire County Council | 4th Floor | County Hall | New Road | Oxford OX1 1ND | **07584 217334** | abi.wycherley@oxfordshire.gov.uk | www.oxfordshire.gov.uk

Appendix 6 – delegate comments (collated from questionnaire feedback)

Post-training evaluation questionnaire

Need to be vigilant. More openness. More warning to people who are come to countries and expect to be practicing these cuts. Government doing more.

Excellent presentation.

Great training, very sensitively handled with good resources.

Thank you - it has been very informative.

Reality is - people need to know and understand clearly what damage is physically done to understand the bigger picture and to help. Topic is still skirted around.

After presentation, much better informed, overall more confident. Training made me more aware of why this is done so better understanding of what to focus on and how if this arose.

anti-FGM training useful for raising awareness in the classroom

Better general understanding

Better understanding of how to deal with/speak about this

Awareness of signs to look out for

I will speak to class teachers. Show the My Body My Rules film at the beginning rather than the girl ignoring abuse

Has been useful - looking out for signs + how to educate pupils and parents. The training was useful thanks.

Very useful session - need to think how to increase awareness in our college armed with this information.

Thanks for starting to talk! Thanks! You will save a lot of lives!

Very informative session. Thank you for your time, honesty and sharing your experiences with us.

Great presentation. I learned a lot.

Brave women, thank you for sharing your story.

Thank you for coming! Don't stop talking about it!!!

Thank you for your courage!

Very useful session to raise awareness of this sensitive issue. Many thanks.

Thank you so much, you are both very inspirational and I admire your work a great deal.

Thank you for being so informative

A very informative training session raising awareness.

Huge thank you. Clear simple message. Confident presentation gives me confidence to talk about FGM too.

It was very informative.

I thought the training today was very thought provoking. It will allow me to deliver this topic with the sensitivity and importance it deserves.

Thank you. Very useful and informative.

Very good training session

Anti-FGM training has been useful for starting to deliver to students Thank you for the training and the background work you have do to bring this to [our school] (and other schools). You have been very supportive of my many demands for information and training. Presentation was clear, well pitched and you have clear possibility to bring about change. Many thanks.

This training raises awareness of the need for better sex education generally - eg so children (and adults) can better talk about their own bodies

Because of anti-FGM training have much better awareness of who could be at risk in our community. Training was very informative and delivered in an easy to understand way.

Anti-FGM training can help with recognising signs and awareness raised re extent in specific countries

Anti-FGM training has been useful in day-to-day role, as safeguarding lead and also having confidence about this

Thank you really interesting and moving

Follow-up evaluation questionnaire

Enabled me to feel more confident in my understanding of the various factors and influences involved. FGM is now on my radar for issues that you bear in mind when you have concerns about a student.

No, our school has a very tiny minority who are at risk, therefore the circumstances have not arisen

It has opened my eyes to possibilities of issues of child protection which you wouldn't necessarily expect to affect people you work with.

knowing where to go to for further advice and acting on concerns

Teaching a lesson to eight classes about FGM's risk factors, motivations and prevalence.

Not needed yet.

I delivered a series of lessons on FGM recently and it was very successful.

Delivered a Core session on FGM, to make young people aware

[*In my role*] where I look after over 100 students aged 16-19, it has been beneficial supporting me to raise awareness of FGM within our tutorial sessions. I felt I was able to answer questions confidently about FGM.

With this knowledge I have created cross college tutorial sessions to better inform our learners and raise awareness across the board.

In recognising the warning signs

In the first instance having a much clearer understanding of the issue and therefore being mindful of those in the community that might be affected by FGM

I am more aware of the possibility and am watchful

Better knowledge to support students with if necessary

I have not had a case of it to deal with as of yet as my particular student body is lacking in the high risk groups. However I am confident I will be able to spot any examples of it.

We will be delivering a session to our students on this in the coming months

The training was very useful in helping me include a module on FGM in our PSHCE scheme of work

I found the training very informative and have a better understanding of the signs

Including an actual survivor in the training is a masterstroke.

Really helpful and powerful training.

Thank you for your support with this matter and for increasing my awareness.

Oxford against cutting is a great service which has really supported my own development of the topic.