

Tampon Tax workshops: project evaluation

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Introduction

Oxford Against Cutting (OAC) is an Oxford-based charity working to end harmful cultural practices suffered by girls and women living in the Thames Valley. These include female genital mutilation (FGM), 'honour'-based abuse (HBA) and early and forced marriage (EFM) and female cosmetic genital surgery. Our mission is to end cultural practices that harm girls and women by providing education, supporting survivors, raising awareness of support services and empowering young people to champion initiatives against harmful practices. People from affected communities and young people are at the forefront of our activities.

In January 2020 OAC was awarded a grant through the Tampon Tax fund, supporting us in delivering a series of workshops with the objective to improve health and well-being.

Our activities

Between 8th January and 14th February 2020 we delivered 14 workshops (calculated in half days) as follows:

- **Langley Hall Primary Academy**, Slough (13th January 2020): Safeguarding on HBA and FGM for a total of 47 staff including staff from Wellingtons Nursery.
- **Meadow Vale Primary School**, Bracknell (20th January 2020): Safeguarding on HBA and FGM for 20 staff, including Head Teacher and Deputy Head Teacher from Wooden Hill Primary School.
- **Cherwell School**, Oxford (22nd January 2020): two days of lessons on FGM for Year 9 students, 10 lessons in total, delivered by four facilitators, reaching 300 students. The facilitator team included Ahd Hassan, Year 13 student at Cherwell School.
- **Jennett's Park Primary School**, Bracknell (24th January 2020): one day of lessons on Culture and FGM for Year 6 students, total 4 lessons, reaching total of 60 students.
- **Botley School**, Oxford (12th February, 2020): one day, including two lessons for Year 6 students on Culture and FGM, 50 students in total, followed by Anti-FGM Safeguarding Training for 25 staff, including two delegates from Matthew Arnold School.
- **St Gregory the Great Catholic School (secondary)**, Oxford (12th February 2020): 1 day of lessons on FGM for Year 8 students – two classes of 35 students each and Year 9 students – four classes of 25 students each, total 170 students.
- **Wycombe High School**, High Wycombe (14th February 2020): one day of lessons on FGM for Year 8 students, total three lessons for 60 per group, reaching total of 180 Year 8 students.

In addition, we delivered a short presentation and supported Cherwell School's Parents Information Evening (8th January 2020), reaching approximately 50 parents/carers. Our work in partnership with Cherwell School highlighted best practice for schools introducing new sensitive subjects. We joined

their Parents Information Evening, ahead of the delivery of the lessons and created a summary of the lesson for parents/carers.

All workshops were delivered with facilitators from affected communities, with the facilitation team consisting of: Lena El-Hindi (Community Outreach Director), Ahd Hassan (Young Champion), Monica Majumdar (Anti-HBA Facilitator), Dot Pritchard (Senior Project Coordinator), Dr Nesreen Yanni (Anti-FGM Facilitator), and Kate Agha (CEO).

This grant enabled us to deliver lessons on FGM to 760 students, talk directly to around 50 parents/carers and deliver specialist safeguarding training to 92 school staff members, who included teachers, and learning support assistants as well as heads/deputy heads and other staff such as finance officers and parent liaison managers. In addition, participants will have in turn helped raise awareness of FGM through informal conversations with their family and friends. We also contributed information about FGM and the content of our lessons in a brochure prepared by Cherwell School circulated to all parents/carers of Year 9 students. In addition, we raised awareness about the issues of FGM and HBA through social

We delivered specialist safeguarding training to 92 school staff members

We delivered lessons on FGM to 760 students and 50+ parents and carers

media on Facebook and Twitter following the delivery of our workshops. The training we delivered at schools was open to neighbouring schools and we reached 10 different schools, providing high quality, sensitive education.

We were able to pilot peer education and work in partnership with Cherwell School to implement best practice methodologies to introduce new sensitive material into the curriculum. In addition, one school made a financial contribution towards their lessons and another made a contribution towards OAC's core funds.



Botley School Team, February 2020



Langley Hall Primary January 2020

Evaluation

So that we could record the impact of the work carried out, a Project Update Sheet was maintained, regularly updated, on: session, date, facilitators, venue, number of delegates, number who joined newsletter list, additional outcomes and evaluation data were collected (post-its, forms etc). We also collected sign-up sheets for newsletter circulation list. This supported our evidence collection as follows:

- Quantitative information on numbers of delegates provided by schools ahead of workshops, plus head count during workshops where possible
- Feedback on reactions to the sessions collected from participants on forms and post-its
- Feedback from schools and provided by teachers/staff in emails

In terms of evaluation forms, we collected 82 forms across three of the sessions (Langley Hall, Meadow Vale and Botley). These have been combined for the purpose of measuring responses to produce a meaningful average. Of those who responded, 100% said that they would recommend the course to others. When asked how they would rate the training, the content and delivery, all three were rated at 8.7+. Confidence in the subject matter increased, as an average, from 5.5 to 8.9 (with all measures being out of 10).

Thank you very much. It was very heavy to hear but very thoughtfully and respectfully presented
Class Teacher, Primary School

Our achievements

Thank you so much for sharing your own personal experiences. Understanding prevalent areas of the work and UK has been very helpful
Class Teacher, Primary School

In line with the Tampon Tax objective, our project helped ensure the health and well-being of women and girls by increasing people's knowledge of FGM and forced marriage and building confidence to support affected families. Our specialist safeguarding training included learning on recognising the warning signs that FGM or forced marriage is planned, so professionals are better

equipped to prevent these occurring. Also, our training included learning for nursery school staff on how to recognise FGM when changing nappies, for example, which will help ensure girls receive medical support following FGM.

The project supported teachers and professionals to respond sensitively and proportionately to safeguarding concerns about FGM and forced marriage, both of which can cause serious health concerns. Furthermore, our lessons supported young people to talk about these practices with friends and family, access help and support peers. We

Very informative. Interesting statistics. Real life stories helped learn more!
Phase Leader, Primary School

were also pleased that six of the staff involved in the workshops/presentations joined our newsletter circulation list, and will continue to follow our work through this engagement.

Case study

We supported Ahd Hassan, our Young Champion from the Sudanese community, to deliver peer education at Cherwell School. Research evidences the value of peer education and Ahd helped inspire her peers to challenge breaches of human rights. In addition, our charity plans to roll out a programme of peer education and this project helped us pilot lessons with a Young Champion with FGM knowledge. Our team supported Ahd with informal training on facilitation techniques before the lessons. Ahd co-facilitated five lessons with Kate Agha, increasing her input/facilitation time as the day progressed. Ahd increased her confidence in delivering lessons and this will help her support new Young Champions in the future.



Ahd said: *“I thoroughly enjoy working alongside OAC as well as educating younger peers at my school on FGM. I believe the lessons have helped start the conversations about FGM and many students were intrigued by this issue and asked questions as they were eager to learn more. I consider it to be important to inform students and raise awareness on such a taboo subject. Through working with OAC and delivering anti-FGM lessons I believe that we are one step closer to tackling and eradicating FGM”.*

Challenges and learning

We had to carefully coordinate teams of facilitators delivering workshops on the same day. For example, we needed 4 facilitators to deliver anti-FGM lessons at Cherwell School, so that 2 lessons could run simultaneously, given the size of the school. This is the largest piece of work we have delivered in one day so far. We managed this by organising a briefing meeting for facilitators a few days before the lessons and a meeting to feedback the day after delivery. The intense day of lessons enabled us to make some minor amendments to our lesson plan and learn new techniques for classroom management. Likewise, we needed to coordinate our teams to deliver our workshops at Botley School and St Gregory the Great who booked sessions on the same day. Our facilitators gained new learning working in different teams, adjusting to different facilitators’ style of delivery and sharing ideas for methods of delivery.



Meadow Vale Primary January 2020

Appendix 1 - evaluation form questions

Would you recommend this course to others? Yes/No

How would you rate this training overall? 1-10 scale

How would you rate the content overall? 1-10 scale

How would you rate the delivery by the facilitators? 1-10 scale

How confident were you in the subject matter before you attended this course? 1-10 scale

How confident are you in the subject matter now you have attended this course? 1-10 scale

What else can we do to best support your learning? (free format text)

Please add any other comments you would like to make (free format text)

Appendix 2 - organizer feedback received

Email received on 25/02/2020

Thank you for your email. The sessions were fantastic, I was planning on contacting you this week. Dot and Nesreen were brilliant and really engaged with the students. I send an evaluation out for students to fill in.

When asked what they enjoyed about the day, some comments include:

- The fgm talk because it taught me a lot about FGM and the dangers of it and how to stop it from happening to anyone that I know.
- FGM. It was a new topic to learn and a necessary for us to learn (especially girls).
- I think that the FGM was the most interesting part because I learnt the most
- FGM because it raised an important issue that many do know or talk about.
- FGM as I've never heard of it before but now I feel confident on what it is now.

Some comments also stated:

- You need to explain what fgm is instead of just saying why it happens and what the consequences are.
- For the FGM session, I feel like it would be good to have a more detailed explanation of what it is (still suitable for our age group)

Many thanks

Elizabeth Morgan | Head of Curie, Head of Year 8 and Teacher of Design & Technology | Wycombe High School | Wycombe High School Academies Trust: a Company Limited by Guarantee | Registered in England Company Number 07597324 | Registered Office: Marlow Road | High Wycombe | Buckinghamshire | HP11 1TB

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Feedback from organizer (Botley School):

Hi Kate

Everyone found the training useful and the teachers thought the children's sessions were great too! I will definitely book you back for next year's Y6.

Thanks so much.

Diane Melvin, SENCo

Botley School

Feedback from organizer (St Gregory the Great):

Thank you so much for your Contribution to the y9 sexual health carousel. It was so good to have your organisation involved in the day. I was very impressed with the session I got to participate in, very professionally and sensitively presented, and it left the students with a positive urge to join the cause in preventing FGM violence without causing shock or ostracising anyone who might be from a community involved in this practice. We are asking feedback from the students for the whole day so hopefully can send you some student feedback.

I didn't get chance to say good bye at the end of the day, I hope your last two sessions went well.

Many thanks

Ruth

Ruth Vilella | School Health Nurse |

Appendix 3 - evaluation feedback

Feedback from Year 6 'FGM and Culture' Lessons and anti-FGM safeguarding training at Botley Primary School

12th February 2020

Post-it feedback from students:

I learned that FGM is very horrible and hurtful and that it should stop!

I learned what FGM means and realised how wrong it is.

I learned that FGM is illegal

Stop FGM! Cultures can be good and bad – FGM is very bad!

I liked learning about different cultures

Feedback from Year 9 Lessons to support learning on FGM at St Gregory The Great Secondary School

12th February 2020

What I learned...

'Today I learned what FGM is and how to support people with it'

'I learned that 200,000,000 people across the world have suffered and it is a cultural practice.'

'I learned that FGM happened to people even without consent'

'Today I have learned some things about FGM and what you could do to help someone who's suffered / suffers from it'.

'FGM is a violation of human rights'

'From this lesson I have learned that if I spot any harm coming from anybody to not turn a blind eye and to report it immediately to someone who can help'

Feedback from Year 8 Lessons to support learning on FGM at Wycombe High School

14th February 2020

'It was really informative and the way the session was done was really interesting'

'I learned more about FGM and the signs that someone may have been through it'

'I have learned how many girls are affected by FGM worldwide and in the UK'

'I thought it was good and I learned a lot. I felt it was emotional but a good think to teach.'

'Girls can be affected as young as infants'

'I enjoyed the use of videos'

'I didn't know what FGM was before so this session has raised awareness in me'

'More about what it actually is – maybe a diagram? (I still don't understand what they actually cut)'

'More videos!'

‘The videos were very true and emotional. I don’t understand what I should do if the person says that they don’t want to tell anyone for the sake of their parents’.



Cherwell School
FGM lesson feedback (year 9) – 10 lessons, approximately 300 students in total

96.6% positive 3.4% negative



116 positive feedback / ‘I have learned’ post-its, including:

- I think that it is good that this class is letting young people know about FGM
- I thought that this session has taught me A LOT about FGM. They were very clear and explained everything very well. Thank you.
- I learned a lot about FGM. I didn’t know what it was before but the lesson has helped me understand.
- It was an interesting class, on a topic that everyone needs to be educated about.
- I think it’s very important to make people aware of FGM and what happens and how it affects the people who have it.
- I thought it was a very good class. I learned a lot about FGM and how to spot the signs in someone.

4 negative feedback post-its:

- They did a good session, but they should have explained the concept at the start
- Good session – very interesting but could explain the process in a little more depth.
- I think that it's helpful to know but at the same time pointless coz it ain't happened to me.
- Even better if: It had been explained at the beginning before the videos.

Appendix 4 - examples of learning materials

Slides for Year 6 FGM and Culture – sample slides

Happy cultures



What can you do?



Artist: year 2 student, Knowles Primary School



Year 8 lesson on “Honour”-based abuse and forced marriage

Supporting children to understand the difference between arranged and forced marriages and how they can support each other if they are being forced into marriage.

What is included?

- Fascinating wedding traditions around the world – a film by BuzzFeed (<https://www.youtube.com/watch?v=kcjv-yXv9Xg>)
- The stories of Aiysha and Hannah
- Consenting to marriage (understanding the difference between arranged and forced marriages)
- Harms and reasons
- The law
- Warning signs
- What to do if you're worried about a friend
- Help and support
- Layla's Forced Marriage Story: Your Tomorrow – a film by Childline (<https://www.youtube.com/watch?v=MY7BhF-f96M>)

Year 9 lesson on Female Genital Mutilation (FGM)

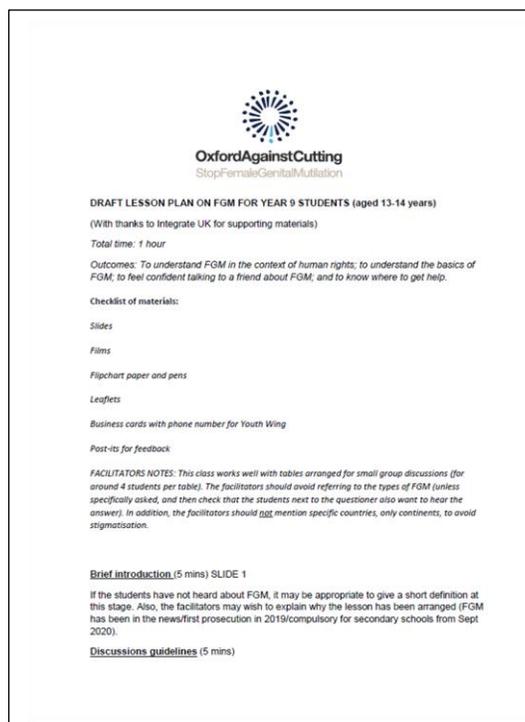
Supporting children to understand what FGM is, to feel confident talking to a friend about FGM and to know where to get help.

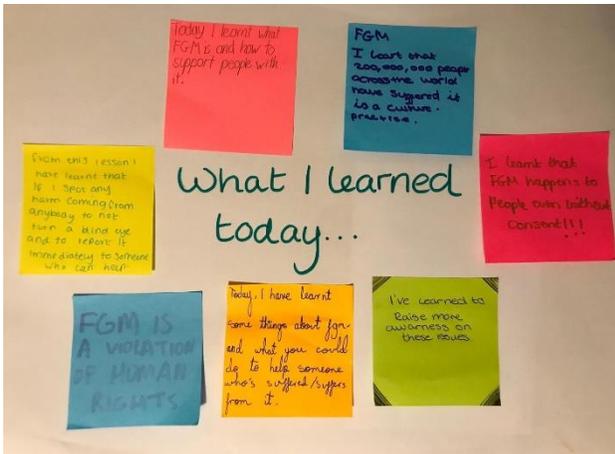
What is included?

- Why it is important to talk about our bodies and what can harm us
- Are You Ready to Know? (<https://www.youtube.com/watch?v=QRBo9zHD5MI>)
- Why human rights are important
- What FGM is (definition, age, statistics)
- *Hannah* – a film by Integrate UK (<https://www.youtube.com/watch?v=95OXTu4gTZE>)
- What you would do if you were worried about a friend
- Harms and reasons
- Help and support
- *For Every Girl* – a film by students from Cherwell School (<https://www.youtube.com/watch?v=pNBeAu97HBQ>)

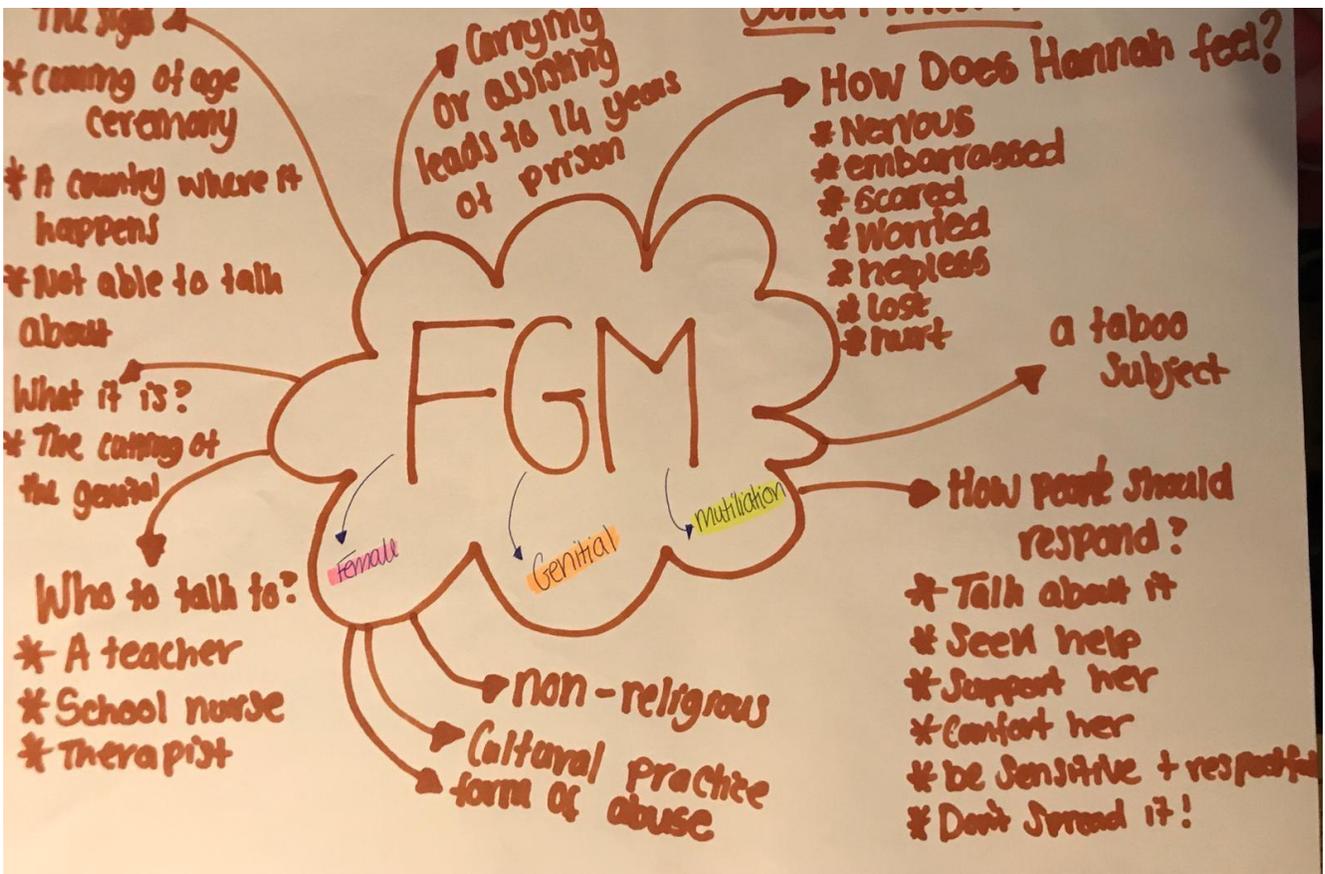
Our lessons are carefully planned using case studies, group discussion, activities and films to engage students in these tricky subjects. All of our material is age appropriate and we do not show any graphic or upsetting imagery. There will be two facilitators on hand during each lesson to answer any difficult questions that may come up and support students. Our facilitators are experts in these subjects and experienced in supporting young people to learn about them and feel confident in accessing support for themselves or a friend.

Sample from Year 9 lesson plan on Female Genital Mutilation (FGM)





FGM Lesson, St Gregory the great February 2020



FGM Lesson, St Gregory the Great February 2020