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During workshops on healthy relationships with a boys' group, we have been surprised to learn that many young people do not understand the difference between arranged and forced marriages. This project has enabled us to reach schools, social workers and young people to support learning on 'honour'-based abuse and we are grateful to the National Lottery for their support, thank you. With lessons on forced marriage becoming mandatory in secondary schools from September 2020, we hope to continue to support all communities to tackle abuses such as forced marriage.

Kate Agha, CEO, Oxford Against Cutting

1 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.

Between September 2019 and January 2020, OAC provided two workshops and six sets of lessons on HBA and EFM. These involved:

- Newly-qualified Social Workers, Oxford (45 attendees);
- Cherwell School, Oxford, Y8 students (300 across ten lessons);
- Knowles Primary School, Milton Keynes, Y6 students (90 across three lessons);
- In the Pink¹, a young women's a capella group from Oxford Brookes University and the University of Oxford (11 attendees).

This report covers the evaluation of these eight sessions. This work was supported by funding from The National Lottery Community Fund, and we are very grateful to them for their ongoing support.

2 Background

'Honour'-based abuse is that which is motivated by strong beliefs around shame or dishonour within a community. It is mainly perpetrated against girls and women, though boys and men can also be at risk. HBA can be a collection of practices, typically aimed at 'correcting' behaviour or maintaining/restoring a family's reputation. Such abuse may be

¹ <https://www.inthepinkoxford.co.uk/>

verbal, physical, sexual or financial, and can include forced marriage and FGM. It is usually differentiated from other forms of domestic or gendered violence because it occurs within a framework of family and collective structures. Some types of HBA constitute a criminal offence, including forced marriage, coercive control and murder.

When looking at prevalence across the UK, domestic abuse charity Reducing the Risk point to 17,000 reported incidents of HBA or forced marriage in the UK each year.² CPS data for 2018-19 indicated 80 HBA pre-charge decisions following referrals from the police of HBA-related offences, with 49 suspects charged. Seventy-two prosecutions were completed during that period. Of the figures that are available, it is identified that there are 12-15 reported 'honour' killings each year in the UK.³ In 2019, the Forced Marriage Unit (FMU) gave advice or support related to a possible forced marriage in 1,355 cases via its public helpline and emails,⁴ and nationally during 2018-19 there were four offences of forced married charged, (of which three were convicted), and eight prosecutions for breach of a Forced Marriage Protection Order (resulting in three convictions).⁵

In terms of local prevalence for Oxfordshire and the Thames Valley, available figures from Reducing the Risk cite approximately 60 reported incidents concerning HBA or forced marriage annually in Oxford. Data from charity Karma Nirvana⁶ show that they received 302 calls from Oxford on HBA between 2014 and 2018, compared to 128 recorded by the police.⁷ This may indicate a preference to contact specialist services rather than law enforcement. Police statistics show an increase in the number of victims of HBA in Oxfordshire from 18 in 2014 to 69 in 2017. During this period, Thames Valley Police also recorded a total of 5 victims of FGM.⁸ Since 2011, three Domestic Homicide Reviews in the Thames Valley have indicated an element of HBA.⁹ Of the forced marriage cases dealt with by the FMU, 114 (8%) were in the South East.¹⁰

Whilst these figures are available to us, it is difficult to understand the national or regional picture of HBA in terms of its prevalence. One factor contributing to this is the differences between the definition applied when recording statistics 'on the ground', for example, between the national definition and that which is used locally to provide a fuller explanation for police or other agencies. All evidence collated by government, statutory and non-governmental organisations suggests that HBA is significantly under-reported, and those which *are* reported do not often lead to conviction. It is hard to identify any crime which relates to HBA, for a number of reasons, primarily, as HBA is not a separate criminal offence

² Reducing the Risk of Domestic Abuse (2020), <https://www.reducingtherisk.org.uk/cms/content/so-called-honour-based-abuse>.

³ Halo Project, <https://www.haloproject.org.uk/honour-based-violence-W21page-3>

⁴ Forced Marriage Unit (2020).

⁵ Crown Prosecution Service (2019).

⁶ <https://karmanirvana.org.uk/>

⁷ Cited in Oxford City Council (2020). Thames Valley BAMER Project Report –forthcoming.

⁸ Safer Oxfordshire Partnership (2018).

⁹ Cited in Oxford City Council, *ibid*.

¹⁰ Forced Marriage Unit, *ibid*.

it may be flagged under different types of legislation, such as assault or harassment. There is also evidence that the majority of victims do not report their experiences as a crime, not helped by the fact that in some cultures or groups this type of violence is regarded as “*more or less acceptable and to be expected*”.¹¹ It is likely that the actual figures are much higher than those available. In support of this, the FMU reiterates that forced marriage is generally a ‘hidden’ crime, and that their available statistics do not reflect the full extent of this abuse.

There is, though, continuing growth of awareness about the importance of understanding where ‘honour’-based abuse has occurred. Professionals cite a wide range of benefits in doing this, which include developing better understanding of the issues involved; being able to provide appropriate responses and pathways; facilitating useful partnerships between agencies; informing training and supporting safeguarding work. A lack of data to fully record and understand incidents of HBA, it is argued, means that the full extent of risk cannot be known or measured, client’s needs cannot be fully understood and their voices are not being used to inform services.¹² Our previous work, particularly with young people, has shown that there is much to be done in terms of education and awareness-raising, for example, in respect of making clear the difference between arranged and forced marriages. We have also worked closely with schools who are identifying indicators, such as children’s absences, and in need of training.

3 Workshops and lessons: facilitation team

The sessions for this project were run by two to four members of a team which varied according to group size, location and expertise required. OAC training is always co-facilitated by a member of an HBA-affected community. Many delegates have commented that this makes our training very powerful, helping them to understand FGM and HBA as a reality



rather than simply as an academic subject. The OAC facilitation team for this project overall consisted of: Sobia Afridi (Facilitator), Kate Agha (CEO), Dot Pritchard (Senior Project Coordinator), and Monica Majumdar (Facilitator). Lena El-Hindi (Community Outreach Director) supported a parents evening at Cherwell School to explain lesson content.

4 Workshops and lessons: content

¹¹ Begikhani et al, 2015, p1.

¹² These insights were collected during an HBA Data Masters Workshop, January 2020, attended by representatives of agencies and VAWG service providers from across the Thames Valley as part of the Thames Valley BAMER Project, 2018-2020.

The workshops and lessons run for this project were individually tailored to each audience and used a variety of media. Training materials and lesson content were developed by the facilitation team, some of whom can draw on lived experience of the issues. The team collaborate and de-brief after sessions to ensure material is current and evolving in reaction to any feedback from participants.

Sessions run for non-teaching staff included a section explaining what ‘honour’-based abuse is, what the law says, prevalence, what forced marriage is, the harm these can cause, why they can occur, the warning signs and tools/signposting for education and support. We also include films to help provide some further narrative and deepen understanding.¹³ Lessons for students aim to help young people understand the harms, reasons and law around forced marriage as well as how they can support someone / be supported if they are being forced into marriage. We include case studies to work through with age-appropriate scenarios which promote discussion, eg about the difference between forced and arranged marriage, and video to support learning through additional visual aids.¹⁴ We also try to make the learning fun, by including, for example, activities like the ‘true and false’ game, where the children move to the right or left side of the room if they think a statement is right or wrong (eg, ‘Forcing someone into marriage can be harmful – true or false?’). Some sample slides and illustrations from worksheets are shown in this report.

Honour-Based Abuse Training



Artists: Olivia Burt and Mimi Morley Iszatt



OAC is conscious of the care needed when dealing with sensitive cultural issues, and in this respect attended an evening for parents of Cherwell School to explain the content of the lessons. Plans were also subjected to OAC’s standard risk assessment procedure, which was circulated to all those involved in the facilitation and planning.

5 The evaluation

¹³ For example, ‘Honor’, a film produced by youth-led charity Integrate UK - <https://integrateuk.org/> and the ‘Right to Choose’ campaign material from the UK Force Marriage Unit <https://www.gov.uk/guidance/forced-marriage>

¹⁴ Examples include Childline resource ‘Layla’s Forced Marriage Story: Your Tomorrow by Childline <https://www.childline.org.uk/info-advice/bullying-abuse-safety/crime-law/forced-marriage/>

The following report provides an evaluation of the workshops and lessons based on feedback from attendees. We hope this will help us understand how useful these sessions were, as well as providing us with some thoughts on areas for further work on 'honour'-based abuse. Feedback was collected in a number of ways. In the case of the primary school teachers, we were able to use an existing network to issue a pre-training questionnaire (n = 18) via SurveyMonkey and obtain written follow-up through a hard-copy form on the day (n = 33). The newly-qualified social workers and the 'In the Pink' group completed a hard copy evaluation form immediately after their session (n = 40 and 11 respectively).¹⁵ Feedback on lessons was collected from the students on Post-it notes to gain their immediate reactions.

"I liked the sensitive workshop convenors"

"I like the openness of the conversation"

Young women participants in HBA workshop

Where a statistical analysis was possible, this is provided in the 'Results' section below. Some of the results from different sessions have been merged, to account for the fact that the groups were small and we wish to avoid any of the feedback being attributable. Delegates' free-text comments (other than students' Post-it comments) have been provided in Appendix II. Finally, some comments that reflect how the training was received are highlighted throughout this report (*in italics*).¹⁶

6 Results

Overall, the training proved to be extremely successful. Analysis of the feedback showed the following. Of those who completed the scored, one-off evaluation form:

- 100% of those asked said that they would recommend the course to others;
- In terms of the training, the content and the facilitators all scored an average of 9 out of 10
- When asked about their confidence levels on the subject of HBA, the average score was 5/10 before the training, which increased to 8/10 after the training had taken place.



Over 97% of feedback from Cherwell School students

"I like the videos as it made it more personal ... and the opportunity for discussion"

"I liked how interactive the session was."

Young women participants in HBA workshop

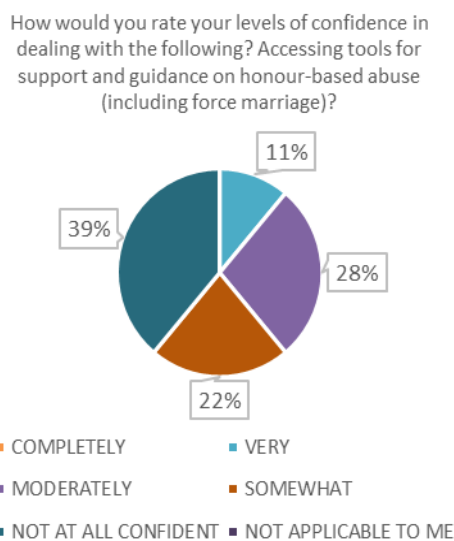
¹⁵ All questionnaires are shown in Appendix I.

¹⁶ See also Appendix III for additional feedback received via email.

was positive (see summary in Appendix IV). One-word feedback on Post-its from Knowles Primary students was highly positive (see summary in Appendix V)¹⁷, with many of the students commenting on how interesting they had found the topic.

Knowles Primary teaching staff provided with pre- and post- session questionnaires were asked about their levels of confidence and knowledge in dealing with HBA. The majority of teaching staff were teachers or teaching assistants, with representation from individuals with safeguarding responsibility. Prior the training, the delegates felt most confident on average about responding to concerns that HBA was being planned or had happened, though only 22% felt ‘completely’ or ‘very’ confident with this. When asked the question on how confident they were about referring a case of HBA to the relevant agency, a relatively high proportion of participants (27%) were very or completely confident. This was offset, though, by a very high number (67%) who felt only somewhat confident or not at all. The highest increase in confidence the training achieved was in their ability to access tools for support and guidance, which went from 11% who felt ‘completely’ or ‘very’ confident to 81%, an increase of 70 percentage points (see table 1, below).

Pre-evaluation questionnaires (n = 18)



Post-evaluation questionnaires (n = 33)

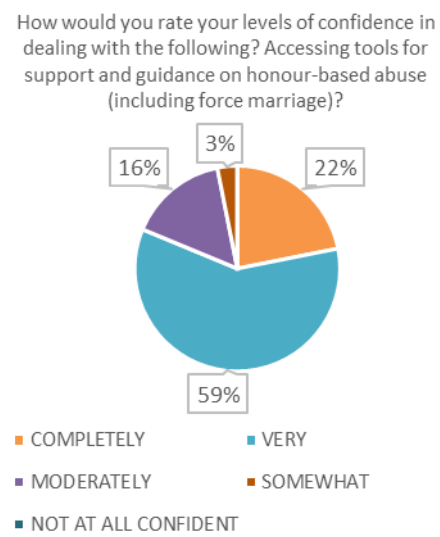


Table 1: Knowles Primary teaching staff responses (confidence levels)

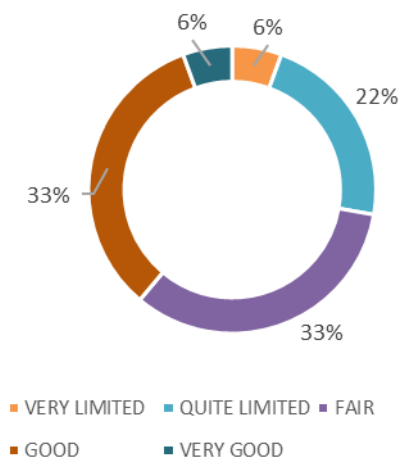
A full set of graphs showing the pre- and post- training scores is shown in Appendix VI.

In terms of understanding the issues surrounding HBA, close to 40% of delegates felt knowledgeable about what ‘honour’-based abuse is, why it happens and who is most at risk. The increase in the numbers who had a good or very good understanding was significant in all areas, but particularly in understanding what HBA is which increased to 94% (see table 2 below):

¹⁷ This feedback is also incorporated into the word cloud on the title page.

Pre-evaluation results (n = 18)

How would you describe your current understanding of the following...What honour-based abuse is?



Post-evaluation results (n = 33)

How would you describe your current understanding of the following...What honour-based abuse is?

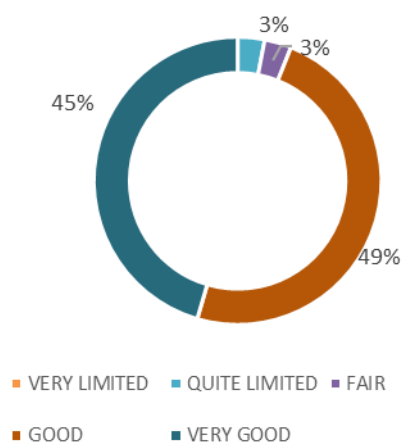


Table 2: Knowles Primary teaching staff responses (levels of understanding)

7 Final summary and learning points

The feedback from our evaluations showed that these sessions both increased the knowledge of frontline staff and also their confidence in dealing with HBA should they see the warning signs. Following the training, they also felt empowered by their understanding of where to access support, and the relevant agencies to engage with. The young people we engaged with were really positive about their learning, and the importance of understanding the potential harms of HBA, along with strategies to help them such as knowing where to go for help.

“Real life stories make it more applicable, thank you for sharing!”

“Good mix of video, facts, question and answer.”

Workshop participant’s questionnaire comments

We are always keen to learn from feedback, and use it in ways to help the training package evolve. The feedback was overwhelmingly positive, with a couple of points raised, for example, with one attendee saying that they would like more discussion of how to change views on a societal/government level, and different cultural perspectives. Some others said they would have liked more ideas on strategies to speak with families and more extensive detail on ‘honour’-based abuse, for example, where this overlaps with religion. It was also thought that more group work and time for discussion would help to embed the ideas. This point included having a little more discussion around video presentations to ensure these were fully understood (though these were still felt to be effective). A couple also expressed

an interest in hearing about OAC's long-term plans for work in this area. Time constraints sometimes mean there are limitations on what we cover in our sessions, but we always take comments on board as we develop and refine our learning materials.

Furthermore, we identified a set of additional actions and outcomes that resulted from the training. Primarily, this work enabled us in spreading our 'reach' and message, for example:


- In the Pink did a concert for OAC on 11 March 2020 and raised £120 for our charity and have raised awareness for us through their social media.
- The organisers of the Newly Qualified Social Workers training booked further sessions on both FGM and HBA on 23 September 2020 which will be self-funded.
- Cherwell School is preparing a brochure on the Forced Marriage lessons provided by OAC to form part of a well-being 'carousel' learning record for Y8 students.
- Thirty-five workshop attendees signed up to receive our email newsletter, increasing the reach of our work and core messages.

On a final note, we would like to thank everyone who took part in our sessions, and who took the time to complete the evaluation forms or give us other types of feedback. We are delighted that Oxford Against Cutting has been able to do this important work with both frontline staff and young people, helping them to understand and deal effectively with 'honour'-based abuse. As an organisation, we strongly believe that increasing understanding of HBA will help to give a voice to those who experience it which, in turn will inform the ways they can be supported. We look forward to doing further work in this area, and give our thanks to The National Lottery Community Fund for this opportunity.



Appendix I – Forms used for evaluation

Cherwell School Staff



OxfordAgainstCutting
StopFemaleGenitalMutilation

Honour-based abuse (HBA): training pre-evaluation (primary, secondary, etc)

The following brief evaluation form has been sent to you as you and your colleagues will soon be taking part in training on honour-based abuse (including forced marriage). The questions should take you no more than 5 minutes, and will help ensure that we address your needs when supporting children who are at risk of honour-based abuse. 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.

Dr Kate Clayton-Hathway, Research Director, Oxford Against Cutting

Oxford Against Cutting is a registered charity number 1161597 committed to working to help prevent honour-based abuse of women and children living in Oxfordshire.



OxfordAgainstCutting
StopFemaleGenitalMutilation

Honour-based abuse (HBA): training pre-evaluation (primary, secondary, etc)

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 honour-based abuse (including force marriage) is being planned?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responding to concerns that honour-based abuse (including force marriage) 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 on honour-based abuse (including force marriage)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking about honour-based abuse (including force marriage) in the classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referring a case of honour-based abuse (including force marriage) 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
What honour-based abuse is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why honour-based abuse happens	<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 honour-based abuse? (Please tick all that apply)

Websites

Printed leaflets or booklets

Online videos

Other (please specify)

4. Are you confident to cover staying safe from sexual harm (such as the NSPCC PANTS campaign, primary schools)/forced marriage and FGM (secondary schools) in the classroom?

Yes

No

5. Would you prefer an external facilitator to deliver lessons on staying safe from sexual harm (such as the NSPCC PANTS campaign, primary schools)/forced marriage and FGM (secondary schools)?

Yes

No


Please explain your reasons:

6. Do you think any child at your school has been a victim of honour-based abuse?

Yes

No

If so, please confirm what behaviour was considered to have shamed the family and what type of abuse the child suffered. Please reply anonymously.



OxfordAgainstCutting
StopFemaleGenitalMutilation

Honour-based abuse (HBA): training pre-evaluation (primary, secondary, etc)

About you (for internal reporting purposes ONLY)

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

Teacher

Teaching assistant

School counsellor

School nurse


Safeguarding lead

Deputy head

Prefer not to say

Other (please specify)

9. Please confirm which school you work in:


OxfordAgainstCutting
 Stop Female Genital Mutilation

Honour-based abuse (HBA): training post-evaluation (primary, secondary, etc)

Many thanks for taking part in our training on honour-based abuse (including forced marriage). It would be really helpful if you could complete the following survey to feed back on your learning.

The questions should take you no more than 5 minutes, and will help ensure that we address your needs when supporting children who are at risk of honour-based abuse. We will also contact you in due course to see what impact the training has had on your work.


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.

Dr Kate Clayton-Hathway, Research Director, Oxford Against Cutting

Oxford Against Cutting is a registered charity number 1161597 committed to working to help prevent honour-based abuse of women and children living in Oxfordshire.

1


OxfordAgainstCutting
 Stop Female Genital Mutilation

Honour-based abuse (HBA): training post-evaluation (primary, secondary, etc)

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 honour-based abuse (including force marriage) is being planned?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responding to concerns that honour-based abuse (including force marriage) 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 on honour-based abuse (including force marriage) ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking about honour-based abuse (including force marriage) in the classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referring a case of honour-based abuse (including force marriage) 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

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

	Very limited	Quite limited	Fair	Good	Very good
What honour-based abuse is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why honour-based abuse happens	<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 honour-based abuse? (Please tick all that apply)

Websites
 Printed leaflets or booklets
 Online videos

Other (please specify)

4. Are you confident to cover staying safe from sexual harm (such as the NSPCC PANTS campaign, primary schools/forced marriage and FGM (secondary schools) in the classroom?

Yes
 No


5. Following the training, do you think any child at your school has been a victim of honour-based abuse?

Yes
 No

If so, please confirm what behaviour was considered to have shamed the family and what type of abuse the child suffered. Please reply anonymously.

6. Do you have any further comments or questions?

3


OxfordAgainstCutting
 Stop Female Genital Mutilation

Honour-based abuse (HBA): training post-evaluation (primary, secondary, etc)

About you (for internal reporting purposes ONLY)


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

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

8. Please confirm which school you work in:



4

Newly-qualified social workers



OxfordAgainstCutting
Stop Female Genital Mutilation

Like what we do?
Like us on Facebook:
@OxfordAgainstCutting
Follow us on Twitter:
@OAgainstCutting

Feedback on HBA Training:

Please complete both sides of this form

- How would you rate this training course overall?
(1 being very poor, 10 being excellent)

Overall 1 2 3 4 5 6 7 8 9 10

- How would you rate the content overall?

Content 1 2 3 4 5 6 7 8 9 10

- How would you rate the delivery by the facilitators?

Delivery 1 2 3 4 5 6 7 8 9 10

- Please comment on your experience of this course and why you have awarded the above ratings accordingly.

- Course outcomes
 - How confident were you in the subject matter before you attended this course?

1 2 3 4 5 6 7 8 9 10

- How confident were you in the subject matter now you have attended this course?

1 2 3 4 5 6 7 8 9 10


- What was the key learning point for you which you can take into your job?

- Would you change anything about this course?

- Please add any other comments you would like to make:



Thank you for your feedback!

'In the Pink'




OxfordAgainstCutting
Stop Female Genital Mutilation

Like what we do?
Like us on Facebook:
@OxfordAgainstCutting
Follow us on Twitter:
@OAgainstCutting

Feedback on Training:

- What did you learn?
- What did you like?
- What should we change?
- Please add any other comments you would like to make:



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Appendix II – Questionnaire feedback (free format sections/additional comments)

I have learnt how to approach the FGM sensitively.
Well facilitated, I've learnt a lot about FGM in a short amount of time.
The personal experience was a beneficial element.
It was more educative to hear it from an FGM survivor. It was very touchy.
Enjoyed/found helpful the personal stories for it to really hit home. Open discussions interesting.
Thank you for being so honest and sharing your personal stories.
Delivered in a sensitive way, with incredible honesty.
Really informative, such a brave, inspiring story from Kaddy that is very powerful.
The information was presented very clearly. I feel I have gained a good insight into the reasons for FGM.
I did not have much of a knowledge around FGM so found the content informative and highlighted signs to look out for.
Really useful, powerful training
Very informative and helpful
Much more knowledge about FGM and effects
Powerful and memorable
Very detailed
The use of real personal experience and examples
It was good, just hard to hear everything. Louder speaking would be great.
Very brave to be sharing their personal stories with us - very powerful - thank you
Well presented, well knowledgeable
Real life stories make it more applicable, thank you for sharing!
I thought that the information was very informative.
It's been informative and I can apply the knowledge in my work.
Found it very effective to be trained from a survivor and someone from an effected community.
Course was very informative and an eye opener.
Very inspiring/informative
Thank you for sharing your own story!
Kaddy was amazing. It really helped to understand her culture and perspective.
Inspirational, would highly recommend
Very informative for my role.
I would like to thank Kaddy for sharing her experience! So brave and courageous.
The speaker sharing her experiences really helped me to understand the issue, thanks very much!
More discussion of how to change views on a societal/government level/
Kaddy is amazing! Keep fighting.
Good mix of video, facts, question and answer.
Very interesting and powerful
Really useful, engaging training
Very helpful and useful in my current role.
Mat need to cover more about details between 1-3 types and that isn't limited to social class or economic background.
It was very good, thank you
Very enjoyable and informative - thank you
Incredibly strong training, thank you!
A greater awareness in the communities. Having spoken to a few people who have been affected by FGM. Little is known about FGM in some communities. Information should be

translated in other dialects for people whose first language is not English.

Amazing women, thank you!

Thank you!

The section on men was very interesting as I hadn't considered it before

Thanks for coming in to talk to us and making us aware of this widespread issue

Really educational

Thank you for educating us!

Could still give general info about FGM in parallel to the other info0

Appendix III – Additional feedback - emails

----- Forwarded message -----

From: Douglas, Ange - CEF <Ange.Douglas@oxfordshire.gov.uk>
Date: Tue, Sep 10, 2019 at 3:56 PM
Subject: RE: 09/09/19
To: Kate Agha <kate.gha@oxfordagainstcutting.org>

Hi Kate

I wanted to email you today to thank you so very much for yesterday. The feedback has been so positive and that attendees found the training useful and interesting. I feel so lucky that you were able to support us given the current financial climate. We have a team meeting Thursday and will be begging some funding so we can ask you back 😊

Please pass my thanks to all your team !!

Kind Regards
Ange

Ange Douglas (SW100978)
EPD Best Practice Educator
Early Professional Development Team
Abbey House | Abbey Close | Abingdon | Oxfordshire | OX14 3JD
07919308749
ange.douglas@oxfordshire.gov.uk

Appendix IV - Cherwell School lesson feedback (Year 8)

207 positive feedback / 'I have learned' Post-its, including:

'It was a very good lesson, well explained and it was very fun.'

'The best lesson ever because I had fun.'

'Fun, interactive and spreads a good message.'

'I thought it was very informative, interactive and fun.'

'It was very informative and interesting.'

'I know what I have to do if this ever happens.'

'I learned how to protect someone who is/might be forced into marriage.'

'I learned how harmful forced marriages are, and how the person forced feels.'

'I learned that there is always help and you always have a choice.'

'I learned that forced marriage happens in the UK even though it is illegal.'

'I learned that you don't always have to go along with everything your parents say – if you think it's wrong you can always find a way out.'

'I learned the difference between a forced and an arranged marriage.'

'Good workshop, there were quite a few activities to do which was fun. It was good to learn about this for the future, in case I become friends with someone who goes into a forced marriage. I will know what to do if this happens.'

5 negative feedback Post-its:

'Confusing and serious'

'Scared'

'I'm dumb'

'It was good but at the start you guys said cutting which felt misleading'¹⁸

'I didn't like moving'.

¹⁸ The facilitators received this feedback verbally from a student after lesson one, so we explained that we would not be discussing "cutting" (despite our charity name) to future classes.

Appendix V - Knowles Primary School (Year 6): One word Post-it feedback

Session A)

- Helpful
- It was... Awesome! 😊
- Bring confidence back 😊
- I is help and teachers you
- Better than fantastic – thank you Kate, Dot and Monica
- Helpful
- Awareness
- Amazing
- Good, thank U
- Good
- Interesting
- Amazing and Interesting
- Great
- I thought... helpful
- Helpful! 😊
- Helpful
- Completely awesome!
- Good
- Interesting
- Extraordinary
- Interesting
- I liked it
- Helpful and fantastic
- Fun

Session B)

- Good
- A really good idea to do this! I think amazing
- Helpful
- Nice, strange, confusing!
- Fun!
- Meh
- This lesson taught me a lot
- The video was helpful because it tells who to call if you're stuck in a situation like that.
- This lesson has taught me a lot! 😊
- This lesson was interesting and helpful!
- I really liked the lesson I would love to have you guys back
- Super good 😊

- Interesting and mandatory (information)
- Brilliant
- Very good
- Helpful
- It was fun

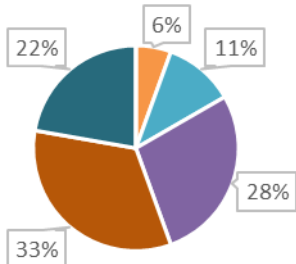
Session C)

- Interesting
- Interesting
- Excellent
- Boring
- I hated it. It was very weird.
- This lesson was very helpful. It was interesting.
- Forced and interesting.
- Interesting
- Interesting
- I think Aiysha should never be forced to get married it is her own choice.
- Interesting and made my understanding better.
- I think this lesson was really fun and I enjoy it 😊
- Amazing!
- Informing and helping. Also fun 😊
- Interesting
- Forced
- Interesting
- Interesting
- I really enjoy all three of you for teaching me about the importance of forced marriage. Thanks 😊 It was fun to learn.
- Education
- Interesting
- Interesting
- Fun and educational
- It was fun to learn 😊
- Interesting
- Interesting
- My body

Appendix VI – Knowles Primary School staff – evaluation questionnaire responses

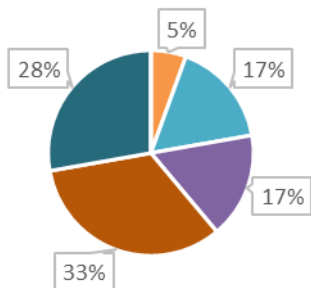
Pre-evaluation questionnaires (n = 18)

How would you rate your levels of confidence in dealing with the following? Recognising warning signs that honour-based abuse (including force marriage) is being planned?



- COMPLETELY
- VERY
- MODERATELY
- SOMEWHAT
- NOT AT ALL CONFIDENT
- NOT APPLICABLE TO ME

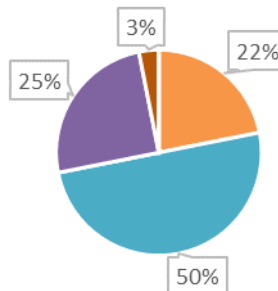
How would you rate your levels of confidence in dealing with the following? Responding to concerns that honour-based abuse (including force marriage) is being planned or has happened?



- COMPLETELY
- VERY
- MODERATELY
- SOMEWHAT
- NOT AT ALL CONFIDENT
- NOT APPLICABLE TO ME

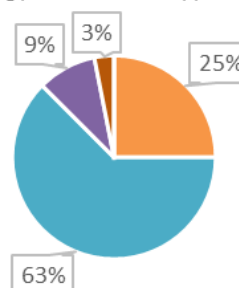
Post-evaluation questionnaires (n = 33)

How would you rate your levels of confidence in dealing with the following? Recognising warning signs that honour-based abuse (including force marriage) is being planned?



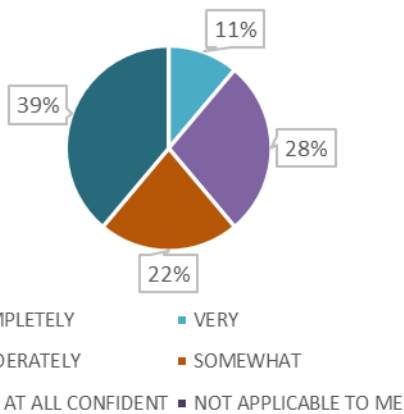
- COMPLETELY
- VERY
- MODERATELY
- SOMEWHAT
- NOT AT ALL CONFIDENT

How would you rate your levels of confidence in dealing with the following? Responding to concerns that honour-based abuse (including force marriage) is being planned or has happened?

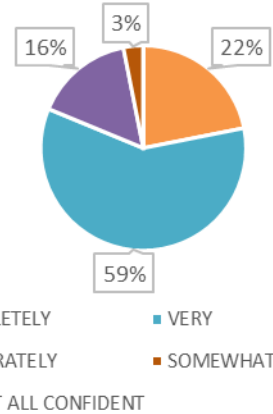


- COMPLETELY
- VERY
- MODERATELY
- SOMEWHAT
- NOT AT ALL CONFIDENT

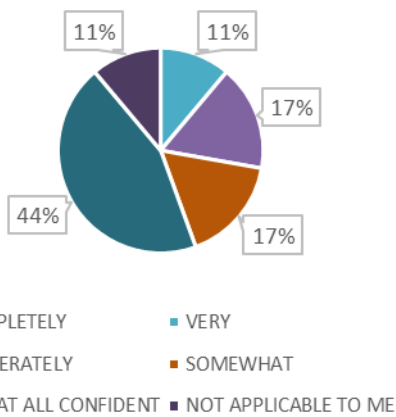
How would you rate your levels of confidence in dealing with the following? Accessing tools for support and guidance on honour-based abuse (including force marriage)?



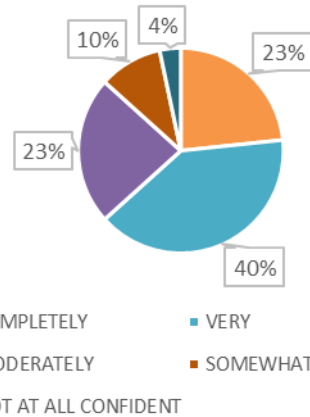
How would you rate your levels of confidence in dealing with the following? Accessing tools for support and guidance on honour-based abuse (including force marriage)?



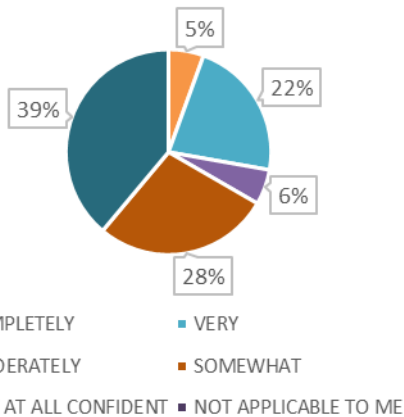
How would you rate your levels of confidence in dealing with the following? Talking about honour-based abuse (including force marriage) in the classroom?



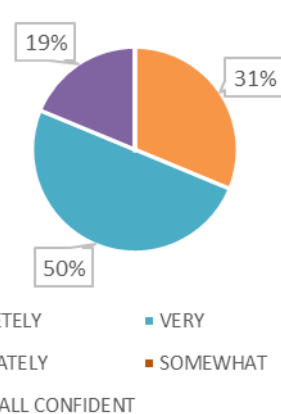
How would you rate your levels of confidence in dealing with the following? Talking about honour-based abuse (including force marriage) in the classroom?



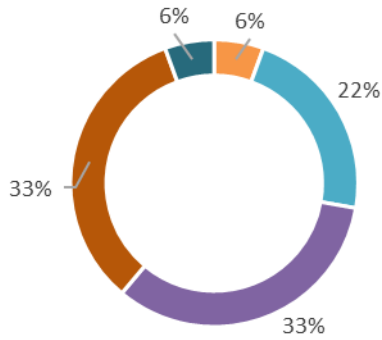
How would you rate your levels of confidence in dealing with the following? Referring a case of honour-based abuse (including force marriage) to the relevant agency?



How would you rate your levels of confidence in dealing with the following? Referring a case of honour-based abuse (including force marriage) to the relevant agency?

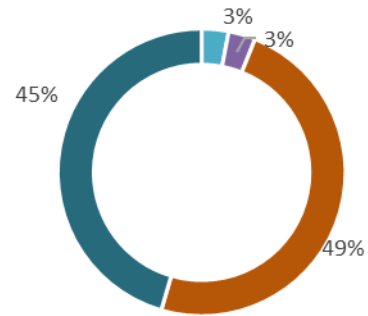


How would you describe your current understanding of the following...What honour-based abuse is?



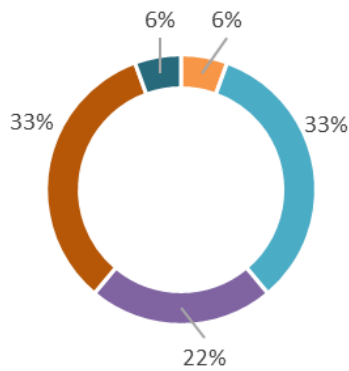
■ VERY LIMITED ■ QUITE LIMITED ■ FAIR
■ GOOD ■ VERY GOOD

How would you describe your current understanding of the following...What honour-based abuse is?



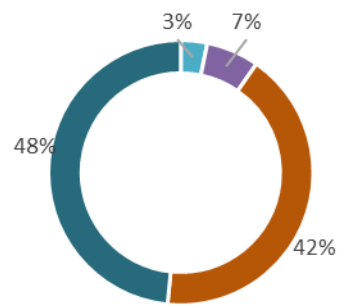
■ VERY LIMITED ■ QUITE LIMITED ■ FAIR
■ GOOD ■ VERY GOOD

How would you describe your current understanding of the following... Why honour-based abuse happens?



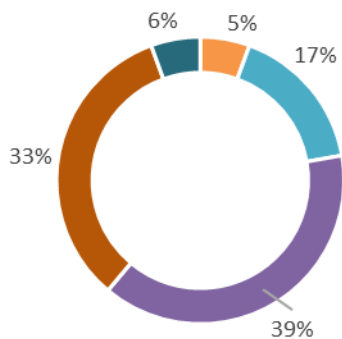
■ VERY LIMITED ■ QUITE LIMITED ■ FAIR
■ GOOD ■ VERY GOOD

How would you describe your current understanding of the following... Why honour-based abuse happens?



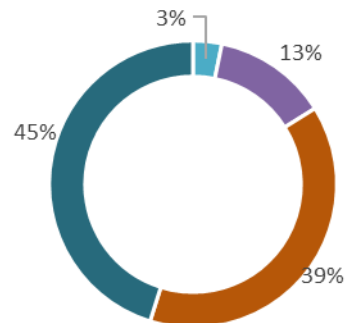
■ VERY LIMITED ■ QUITE LIMITED ■ FAIR
■ GOOD ■ VERY GOOD

How would you describe your current understanding of the following... Who is most at risk?



■ VERY LIMITED ■ QUITE LIMITED ■ FAIR
■ GOOD ■ VERY GOOD

How would you describe your current understanding of the following... Who is most at risk?



■ VERY LIMITED ■ QUITE LIMITED ■ FAIR
■ GOOD ■ VERY GOOD

Appendix VII – References and resources

Begikhani, N., Gill, A., and Hague, G. (2015). *Honour-based violence: experiences and counter-strategies in Iraqi Kurdistan and the UK Kurdish diaspora*. Oxfordshire: Routledge.

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