Acknowledgements

Thanks to all those who shared their views on the project: the pupils, the facilitators, and school staff.

Thanks too to Westminster Primary Care Trust for funding this pilot project, to Pimlico School for supporting it, and to The Child-to-Child Trust for their support.

Carolyn Conway, 2006

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Introduction
This report outlines the background, rationale, aims, process, and evaluation findings from a pilot Child-to-Child (CtC) project conducted at Pimlico School, London in 2006. The project took place between February and June, 2006 and was funded by Westminster Primary Care Trust.

Background
School
Pimlico School is a multi-ethnic, multi-faith inner-city secondary school in Westminster Borough, London. The 1360 students range from 11 to 18 with approximately 240 in each year group.

The school has an above average proportion of students with special educational needs (Ofsted, 2003). Approximately 30 pupils attending the school have statements of special educational need, approximately 15 are on the child protection register, 20 are looked after children (children in the care of local authorities) and over 100 classified as ‘of concern’.

Participants
The 15 project participants were drawn from various Year 8 classes (12 – 13 years old). One Year 11 student attended the sessions to research a GCSE Active Citizenship project. The group participants were selected to give an even gender balance, pupils with a range of academic and learning abilities, and to include a range of pupils with special needs (3 statemented, 0 on the child protection register, 1 looked after, and 4 of concern including 1 pupil on the autistic spectrum).

Facilitators
The team was comprised of three facilitators:

Debbie Mitchell – Learning Mentor, Pimlico School
Adwoa Prempeh – Health Visitor, Bessborough clinic, Westminster
Jessica Streeting – School Nurse, Pimlico School

and one facilitator mentor, also responsible for monitoring and evaluation:

Carolyn Conway – CtC worker

Rationale
The Child-to-Child approach is an educational process that supports young people to identify key health¹ issues, find out more about the issues they select, and then plan and take action to promote the health, well-being and development of themselves, their families and their communities. It introduces and reinforces children’s participation, student-directed learning approaches and active citizenship in schools.

The approach develops three kinds of skills:

- Knowledge and improved health relating to the chosen topic.
- Life skills linked with behaviour change, e.g., decision-making, confidence, critical thinking, team work.
- Basic learning skills, e.g., language, number, reasoning, literacy, investigating and coming to conclusions.

The CtC approach fits well into local and national strategies for children’s health. It was selected by the school to contribute to the fulfilment of requirements of the National Curriculum CPHSE (citizenship, personal health and sexual education) syllabus, to

¹ Following the World Health Organisation (WHO) definition, ‘health’ in the Pimlico School CtC project is interpreted as “a state of complete physical, mental, and social well-being, not merely the absence of disease”.

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contribute to the possibility of Pimlico School gaining National Healthy School Status and to comply with the government initiative ‘Every Child Matters’ (2005) which promotes the well-being of children. It also served as a response to Ofsted recommendations that the school “develop the effectiveness of the liaison procedures between the pastoral team” and nurture “a greater focus on the development of students’ enquiry skills”.

Aims and objectives

These aims and objectives were developed over the course of the project.

1. To achieve positive personal impact on students involved in the project.
   1.1 Over a period of three months students increase their understanding and knowledge of:
       • how street crime impacts on individuals and the community
       • how to avoid becoming a victim of street crime
       • how victims of street crime can seek help
   1.2 Over a period of three months students:
       • recognise that they choose their own behaviour
       • recognise that they can take action
   1.3 Over a period of three months students develop life skills in decision-making, confidence, critical thinking, team work, and communication.
   1.4 Over a period of three months students strengthen friendships and relationships amongst themselves and with adults.
   1.5 Over a period of three months students develop basic learning skills of language, literacy, reasoning, investigating, and coming to conclusions.

2. To achieve positive communal impact within Pimlico School.
   2.1 Over a period of three months students demonstrate a positive change in attitude and behaviour towards others.
   2.2 Students contribute to Pimlico school policy as a result of the project.

3. To achieve positive professional impact on facilitators.
   3.1 Three facilitators use active learning and student-centred approaches and techniques to increase student participation in health sessions during one Child-to-Child step-cycle with a group of Year 8 students over a period of three months.
   3.2 Three facilitators feel more confident in their ability to use student-centred approaches and techniques.
**Process**

The project was part of the Healthy Schools Initiative and was conducted within the citizenship department. The group met for one double period (1 hour 40 minutes) each week.

Two introductory sessions were conducted which included ice-breakers, activities to promote group cohesion, establishment of ground-rules, introduction of the Child-to-Child step approach, and collection of baseline evaluation data. The remaining sessions were spent progressing through one Child-to-Child step-cycle following the steps outlined below.

**Step 1 – Choosing a topic and understanding it well**

The group discussed what concerns they had regarding their health (including physical, emotional, and social well-being). They ranked each topic, scoring each in terms of how common the problem is, how serious, and how much they felt they could do about it. The group chose Street Crime as their topic.

To explore their understanding of street crime, each group member drew what street crime meant to them and wrote a little to explain their drawings (see Draw and Write example Appendix 1). Groups also wrote questions specifying additional information they wanted to know about street crime (see Appendix 2).

**Step 2 – Finding out more**

The questions the group had written were divided into different topics, e.g., What are the most common street crimes? Who are the victims? How can you avoid being a victim of street crime? What should you do if you are a victim of street crime?

Each pupil selected the area they were most interested in and formed small groups to decide what information to collect and how to collect it.

The activities pupils carried out in this step were:

- Conducting research in the school library, accessing newspapers and the internet.
- Interviewing the school police representative.
- Designing a questionnaire and videoing interviews with pupils and teachers in the school.
- Designing a questionnaire and conducting a survey in the local community.

![Conducting street surveys](image)
Step 3 – Planning action
Each group shared their experiences of Step 2 and presented the results of their research to the whole group. They discussed what action to take and decided to form two groups to focus on raising awareness of street crime, giving advice on how to avoid becoming a victim, and advising on how victims of street crime can seek help.

Step 4 – Taking action
Group 1 devised a play to perform to Year 6 pupils due to come to the school the following year. They also designed and produced posters and leaflets to give out to Year 6 pupils (Appendix 3).

Group 2 compiled a DVD to be shown in school assemblies. The DVD included improvised skits and some of the interview material collected in Step 2. (The DVD is available at Pimlico School).

Group 1 members attended an induction evening for Year 6 pupils and their parents who came to learn more about the school. They explained the work they had done within the project, displayed their leaflets and posters and discussed the topic with Year 6 pupils and their parents.

Due to exam schedules, it was not possible to perform the play or show the DVD during the lifetime of the project. However, the school plans to show the DVD in all Year 9 citizenship classes to tie in with the theme of Crime and Punishment and it will also be shown in school assemblies. The group is still considering performing the play to pupils who are now in Year 7, having started at Pimlico this academic year.

Step 5 – Reflecting and evaluating
Formal participatory evaluation activities with each member of the group expressing their views on, and feelings about the project as a whole were conducted in this step. The group was also encouraged to reflect and give verbal or written feedback at the end of each CIC session and to suggest ways forward (see Monitoring and Evaluation).
Monitoring and Evaluation

Approach
The purpose of the evaluation was to explore the process and outcomes of the project. It was participatory and qualitative. Information was collected from participating students, facilitators and school staff at the start of the project (baseline), during the project on an ongoing basis (ongoing), and at the conclusion of the project (final).

Methods
A range of methods was used to collect data from different sources. Information collected using different methods and sources was compared to ensure some triangulation of data. (For examples of M & E tools used see Appendix 4.) The tools used are outlined in the table below. In addition, a situational analysis of the school was conducted.

<table>
<thead>
<tr>
<th>Students</th>
<th>Facilitators</th>
<th>School staff</th>
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<tbody>
<tr>
<td>Confidence chart</td>
<td>Confidence chart</td>
<td>One-to-one interviews</td>
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<tr>
<td>(baseline and final)</td>
<td>(baseline and final)</td>
<td>(final)</td>
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<td>Participation spidergram</td>
<td>Session monitoring forms</td>
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<tr>
<td>(baseline and final)</td>
<td>(ongoing)</td>
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<td>One-to-one interviews</td>
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<td>(final)</td>
<td>(final)</td>
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<tr>
<td>Focus group discussions</td>
<td>Observation of sessions</td>
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<tr>
<td>(final)</td>
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<tr>
<td>Self-evaluation materials</td>
<td>Observation of sessions</td>
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<tr>
<td>(ongoing)</td>
<td>(ongoing)</td>
<td></td>
</tr>
<tr>
<td>Observation of sessions</td>
<td></td>
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<tr>
<td>(ongoing)</td>
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Ethical issues
All students and adults were asked for their consent to participate in the evaluation. Each student was given the option of not participating and asked to sign a consent form if they agreed. All participated.

All students were assured that their information would be confidential. Consequently no names have been used in this report.
Findings

We found the project had an overwhelmingly positive impact on the students participating in the project, on the school, and on the facilitators.

Positive impact on students

- Students increased their understanding of and knowledge about street crime.
  
  "I learned how to keep myself safe" (Student).
  "We can help people try and prevent crime" (Student).

- Students became more responsible.
  
  "In group work, some of the more able students are now taking greater responsibility and one student used the skills he had learned during the project to diffuse a potentially violent situation in the school" (Head of Citizenship).

  A facilitator noted that:
  
  "Students’ behaviour was particularly impressive in the library where they had to convey to library staff the seriousness of their intent”.

- Students developed life-skills, in decision-making, confidence, critical thinking, teamwork, and communication. Students and facilitators mentioned that doing the project raised student’s confidence.
  
  "It’s easier to talk to people in public now” (Student).
  "The students grew in confidence amazingly” (Facilitator).

  Facilitators noted that students exhibited good negotiation skills and were respectful to each other.
  
  "Even the more vocal students took into account what the others wanted and there was a high level of cooperation and consensus” (Facilitator).
  "I learned how to work with people” (Student).

  The Head of Citizenship noticed that:
  
  "Many of the students now talk about the importance of working well in groups and can make links between theory and practice in citizenship lessons”.

- Friendships and relationships in the group and with adults were created and strengthened. Observers noticed an exceptional level of teamwork and trust in the group, commenting that the group seemed “close knit” and that the children had “space to be themselves”.

- Students developed basic learning skills of language, literacy, reasoning, investigating and coming to conclusions. Students’ comments reflected that they enjoyed developing these skills:
  
  “I liked giving opinions in discussions”.
  “I liked thinking about problems”.
  “Finding out information was fun”.

- Students felt more involved and active in Ctc sessions than in other classes. One student commented “Freedom of speech is good here”. They were proud of the work they had done.

- Students enjoyed it and changed their ideas about what learning can be, as demonstrated in this conversation:
  
  Facilitator : What did you like about Ctc?
  Student : We didn’t have to go to lessons.
  Facilitator : These are lessons, you all worked really hard.
  Student : Yeh, but it was fun!
Positive impact on the school

- Students demonstrated positive change in attitude and behaviour towards others. They became more willing to listen to their peers and now see the importance of working in groups.

- Participants in the CtC project were enthusiastic about it.
  
  “Students were extremely enthusiastic about the project and this is clear in the way they still talk about it” (Head of Citizenship).
  
  “It has created more interest in Citizenship as a subject in the school as a whole. They now see citizenship as something they can be actively involved in. Year 8s are suggesting other projects they could do in the future” (Facilitator).

- School policy has changed as a result of the project. The school is now promoting group and project work in all Citizenship classes and the department is moving away from seating students in rows at individual desks. There are plans for all Year 9 students to do CtC activities this year.

- Links between education and health personnel in the borough were created. The school nurse particularly became more integrated into the daily life of the school and worked more closely with the whole pastoral team.

Positive impact on facilitators

- Facilitators consistently used active learning techniques and student-centred approaches. They tended to take a non-directive role during sessions, but offered appropriate levels of directive support when necessary.

- Facilitators reported feeling more confident in their ability to use student-centred approaches in the future.

- Facilitators (and other school staff) learned a lot about student’s capabilities and willingness to take responsibility. One facilitator, who expressed anxiety at the start of the project about getting students to participate, concluded “the kids had lots to offer and could work together”.

- Skills learnt during the course of the project have informed other areas of facilitator’s work.
  
  “It made me look at ways to get the most out of my clients and also to move away from a lecture mode”.


Contributing and limiting factors

Aspects of the context and process that contributed to success

• The project was well supported by school management and staff.
• There was a high ratio of staff to students. CtC activities require this.
• Mentoring and co-facilitation support was available from the CtC worker. Facilitators felt they needed this level of support. “The one-to-one sessions were really useful in making ideas a reality and thinking in a learner-centred way”.
• Facilitators made time to plan and debrief sessions.
• There was commitment to allowing students to voice their opinions and make their own decisions.
• The fun aspect of learning was emphasised.

Aspects of the context and process that limited success

• Insufficient time was set aside to ensure students took all action planned within the lifetime of the project.
• Some students missed other timetabled classes as extra time was needed for them to do CtC activities, particularly those off-site.
• Although absenteeism was significantly lower on the project than the school average, activities were disrupted when some students missed sessions.

Conclusion

Child-to-Child proved an effective approach to fulfilling the requirements of the National Curriculum CPHSE syllabus, increasing student’s participation in and commitment to school life, in improving liaison between the school pastoral team, and in strengthening links between education and health sectors.

Students, facilitators, and school staff were very positive about the project and would like to conduct more CtC activities. In order for this to happen, backing from health services in addition to the support already in place from the school is required. Funding for further facilitator training would be advisable to maximise the potential of future projects and ensure sustainability.
Appendix 1 – Step 1 Draw and Write activity

[Image of a drawing]
Appendix 2 – Step 1 Wall Poster

WHAT?
1. What would you do if you were robbed?
2. What would you do if someone approached you?
3. What are you scared about?
4. What could you do about it?
5. What is your biggest worry?

WHO?
1. Children/girls/boys
2. People in these areas
3. Who do you think are most vulnerable to street crime?
4. Who would you go in with when you go out?

WHO?
1. How do you know what you are when you go out?
2. Why do you feel it is something happening to you?

STREET CRIME
1. Robbed
2. Stabbed
3. Assaulted
4. Raped
5. Attacked

WHERE/WHEN?
1. Street
2. School
3. Home
4. Where do you feel safe to go out?

Why?
1. They want your money
2. How do you protect yourself?
Appendix 4 – Monitoring and Evaluation tools

CONFIDENCE CHART  
Name: _______________________________

Circle the number to show how confident you feel. 1 = Not confident 5 = Very confident.

How confident are you ……

| … about talking in front of the whole class? | 1 2 3 4 5 |
| … that your teachers will be interested in what you say? | 1 2 3 4 5 |
| … about talking to your teacher about things that worry you? | 1 2 3 4 5 |
| … about talking in class in a group of students? | 1 2 3 4 5 |
| … that other students will be interested in what you say? | 1 2 3 4 5 |
| … about talking to your friends about things that worry you? | 1 2 3 4 5 |
| … that you will be safe on the street? | 1 2 3 4 5 |

PARTICIPATION SPIDERGRAM

![Participation Spidergram Diagram]

The diagram illustrates the levels of involvement, responsibility for making decisions, and choosing activities, with a scale from 1 to 5.
Facilitator Session Monitoring Form

*Facilitators complete one form together*

| Session: ________________________________ | Session date: __________ |
| Facilitators present: ____________________ | No of students present: __ |

**What worked well in today's session?**  
(Consider the session itself - activities and materials as well as the planning)

**What did not work so well in today's session?**  
(Consider the session itself - activities and materials as well as the planning)

**Action**  
What tasks did students carry out? (e.g. made a poster, wrote a letter, telephoned, decided what questions to ask)  
(Note: this is NOT just the C-to-C take action step)

**Information and support / requests**  
What information or support was given to students? (e.g. suggestions, tasks done for them, linking them to external agencies/opportunities, your views)?  
What information or support did the students request to help them with C-to-C (e.g. asked for help to write a letter, help to phone someone etc.)?
Facilitator roles
Guiding young students demands that adults adopt different roles at different times. The model below is to help facilitators reflect on the appropriacy of the roles they adopt in sessions.

<table>
<thead>
<tr>
<th>Non-directive</th>
<th>Directive</th>
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<tbody>
<tr>
<td><strong>Observer</strong></td>
<td><strong>Facilitator</strong></td>
</tr>
<tr>
<td>Reflect and feedback on what is happening in the group.</td>
<td>Ask questions to find out what students want to do.</td>
</tr>
<tr>
<td>Encourage inclusion.</td>
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</tr>
<tr>
<td>Provide resources to take action.</td>
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List the key activities in the session and the facilitator role adopted

<table>
<thead>
<tr>
<th>Activity</th>
<th>Role(s) adopted</th>
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**Decision-making**
What decisions were made in the session? How were they made? Who by? What was the level of consensus?

**Group relationships and skills**
How well did the students get on with each other? How well did they express their views, listen and respond to each other? (Consider team work, empathy and communication, relevant and/or supportive responses)

**Personal development**
What did the students learn? How did they develop? What did they get out of the session?