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**A Qualitative Investigation
of the
Bradford Speakeasy
Sex Education Programme
2017**

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Executive Summary

A research project was commissioned by the Sexual Health Team at Bradford Metropolitan District Council. The aim of the study was to evaluate the effectiveness of the Bradford Speakeasy programme from a parent perspective regarding knowledge, confidence and increased communication within families. The research also aimed to examine if the staff delivering the programme had the knowledge, skills and confidence when providing the contents of the course.

Thematic analysis was used to ascertain the aims of the research. Results from the qualitative data showed that knowledge acquisition of all parents increased through attending the Bradford Speakeasy course. The increase in knowledge resulted in parents becoming more confident and therefore feeling more at ease communicating both sex education topics and sexual health with their own children. Parents were also keen to ensure that their children had better sex education than they themselves had received; and, that their children had the knowledge to keep themselves safe from abuse and exploitation. Further investigation revealed that staff delivering the Bradford Speakeasy course had the knowledge, skills and confidence to deliver the programme to parents. In addition, the programme was found to help trained facilitators communicating sex education and sexual health topics with their own children.

Although the Bradford Speakeasy programme has paved the way for increasing sexual knowledge, increased confidence and improved communication between parents and their children future recommendations are:

- Deliver refresher courses so parents can add to their knowledge as their children develop;
- The Bradford Speakeasy programme should run for longer than eight weeks so it can include more topics that are specific to age, gender, religion and disabilities;
- Promote the Bradford Speakeasy programme outside schools and local children's centres so more parents can access, and benefit from the course.

Limitations of the evaluation are that the research was only carried out in the district of Bradford. Furthermore, the majority of the research with parents only included the views of mothers. The latter can be overcome by encouraging more fathers to attend the next cohort of the Bradford Speakeasy programme.

Publications and Conference Presentations

These comprehensive qualitative findings of the Bradford Speakeasy programme have been presented at the:

Public Health England Conference. (2015). '***Sexual Health Research in Practice: Experiences in the North East***'. Held at the Durham Centre, Co Durham, DH1 1TN on the 15th October, 2015.

Chapter 1

Introduction

1.1. Importance of quality sex education and sexual health

Sex and relationship education (SRE) is often debated in the media and remains a contentious issue. The main questions that often get raised are: What should good quality SRE include? Who should deliver SRE? What age should children start to be taught SRE? In essence, SRE is no more than learning about the emotional, physical and social aspects of growing up, which includes information of relationships, sex, sexuality and sexual health. Providing children and young people from a young age allows them to have the knowledge, skills and values to keep safe and have healthy enjoyable relationships whereby they can make informed choices and take responsibility for their own health and well-being.

Although SRE provisions should be in place within schools Ofsted (2013) have reported that over a third of primary schools and nearly half of secondary schools are providing inadequate SRE. More also needs to be achieved regarding training teachers to deliver SRE properly (Sex Education Forum, 2014). However, it is important to acknowledge the important role parents have to play in educating their children with the SRE facts so they can grow up to make informed choices over their personal relationships and sexual behaviour.

Parents have a fundamental part to play in educating and influencing their children (Turnbull, van Wersch & van Schaik, 2011a; 2011b). Children want to learn about SRE and sexual health from their parents (Turnbull, van Wersch & van Schaik, 2010), but parents often feel uncomfortable as they do not have the knowledge, confidence and skills to communicate openly about such topics (Turnbull, van Wersch & van Schaik, 2008). However, providing the right information and support from trained specialists can lead to parents becoming active teachers of SRE and sexual health with their children (Turnbull & Forshaw, 2012). This requires giving parents the knowledge, which in turn provides them with the confidence to talk openly about sex education and sexual matters with their children (Turnbull, van Wersch & van Schaik, 2011a; 2011b). This report will now focus on the Bradford Speakeasy programme that provides parents with the knowledge to educate their own children about sex education and sexual health.

1.2. A brief background to the Speakeasy programme

The Speakeasy programme was developed by the Family Planning Association in 2002, and has since been used across the United Kingdom by various organisations committed to providing good quality sex education and sexual health information. This has been highlighted in the research that has been undertaken to demonstrate the effectiveness of the Speakeasy programme (Burns, 2004; Coleman, Carter, Ramm & Sheriff, 2007; Coleman & Ramm, 2008a; Ramm & Coleman, 2008b; Ramm & Coleman, 2009; Sheriff & Coleman, 2006).

The premise behind the Speakeasy programme is to increase parents' confidence and communication skills with their children; to provide parents with the factual knowledge around sex and sexual health, and to help parents show a more positive and open approach to discussions of sex, sexuality and sexual health with their children. However, modifications to the delivery of the programme continue in a bid to provide parents with the up-to-date information needed to teach their children about various aspects relating to sex and relationship education. This is especially so in relation to Bradford Metropolitan District Council who has been delivering the Speakeasy programme since 2006.

The Bradford Speakeasy programme has been delivered by Health Improvement Specialists in the Sexual Health Team at Bradford Metropolitan District Council for over eight years. During this time several facilitators have been trained to deliver the sexual health course to parents in the district of Bradford. More information can be found at www.bashbradford.org.uk/, but the main purpose of this report is to provide a comprehensive evaluation of the Bradford Speakeasy programme from a staff and parent perspective.

1.3. Aims and objectives of the research

The overarching aim of the evaluation is to establish the effectiveness of Bradford's Speakeasy programme and assess the effects on the conversations that parents have with their children about relationships and sex education. Specific evaluation objectives will be:

1. To examine whether parents who have attended the Bradford Speakeasy course are knowledgeable and feel able to talk confidently to their children about relationships and sexual health in an open, honest and timely manner;
2. To ascertain how many parents engage with their children in conversations about relationships and sex education after the course and how often they have engaged.

3. To explore whether the children and young people think their questions have been answered and if they feel they can ask the question again if they do not understand something, and;
4. To examine whether the facilitator's course provides the pending facilitators with the knowledge, skills and confidence to run a Speakeasy course.

Chapter 2

Methodology

2.1. Research design

The following investigation adopted the qualitative approach of semi-structured interviews for staff, parents and the family discussions. Open-ended questions were used to gain an in-depth account of staff, parents and their children during the interview process. To analyse the data, thematic analysis was used for each type of interview. The purpose behind using this research methodology was that thematic analysis aims to understand the social phenomenology and social representations of people's situations (Joffe, 2012; Willig, 2013). In essence, this particular analysis was pertinent as it allowed for themes to be generated firstly based on the social reality and experience of parents and staff as they go through their daily lives (e.g. social phenomenology) and secondly, capturing the meaning of these experiences to make sense of their actions (social representations).

2.2. Participants

Four focus group interviews took place which consisted of twenty-nine parents. A further ten parents engaged in the family interviews whereby their children were present. The age-range of the children who participated in the family interviews was between 10 and 16 years. Finally, ten staff interviews were conducted with facilitators who had received training to deliver the Bradford Speakeasy programme.

2.3. Materials

Ethics was sought and granted by the Research Ethics Committee at Teesside University before the following materials were used for the research. A standard consent form was used for all interview types (Appendix 1). Interview schedules were used for staff, parents and family interviews by the researcher (Appendix 2, 3 and 4 respectively) and participants also were given a participant information sheet prior to the interview (Appendix 5, 6 and 7 respectively). All participants were given a de-brief after the interviews to explain the purpose of the research (Appendix 8 for staff and Appendix 9 for parents).

In order to produce transcriptions for analysis the same dictaphone was used to record each interview type, therefore reducing confounding variables. Complimentary to the recordings, the researcher also took field notes.

2.4. Procedure

The Sexual Health Team at Bradford Metropolitan District Council provided the research team with the names and organisations that had received training for the Bradford Speakeasy programme. A random sample of these were selected for the staff interviews. The meetings took place in a quiet room at the Bradford council offices whereby consent was gained and interviews took no longer than forty-five minutes. The facilitators who had received training recommended parents that might be willing to take part in additional interviews. This started with conducting focus groups in children's centres whereby a snowball effect occurred to interview subsequent parents. Parents who engaged in the focus group interviews (lasting no longer than an hour) also recommended other parents who would be willing to take part in the family interviews. These parents were contacted and interviews took place in the family homes at a convenient time for parents and their children. All parents who participated in the focus groups and the family interviews provided consent after reading the participant information sheet which detailed what was required from them. Upon completion of the interview, a de-brief was given.

Chapter 3

Results

The results will be reported in the sequence at which the interviews took place. This being the staff interviews, the focus group and finally the family interviews.

3.1. Staff findings and evaluation

Prior to becoming a facilitator for the Bradford Speakeasy programme staff were given the following training:

- 1 day course on '*An introduction to sexual health*'; covering values and attitudes, sexuality, language and law.
- 2 days course on '*Train the trainers*'; including inclusivity; addressing homophobia and dealing with other difficult issues.
- Lastly, the Speakeasy course involved modeling the components of the parent Speakeasy course; reviewing the resources and responding to any questions or concerns that arise from this. These training days were organised over three consecutive weeks.

Following the training package, the facilitators were given the resources required to deliver their first course, including a PowerPoint presentation. Each facilitator was paired with another facilitator; generally someone they would most likely co-deliver with in the future. Each pair was visited two months post-course to ascertain progress towards delivering a course and offered support and guidance. Each pair was also observed during a session and feedback was offered. Up to four additional meetings were offered to the facilitators to allow further exploration of the resources and discussions for delivering the sessions.

For the purpose of the Bradford Speakeasy course, ten trained staff were interviewed to evaluate the content, organisation and overall satisfaction with the programme. The interviewees comprised of school staff (primary school teachers, family support workers and parent involvement workers) and support staff (children centre managers and primary school head teachers). Each of the staff members were asked to participate in semi-structured interviews based on their experiences and/or evaluations with the delivery of the Bradford Speakeasy programme. Thematic analysis was then used to analyse the interviews and the findings are as follows.

Theme 1: *Facilitated knowledge acquisition, confidence and power*

This theme focused on the perceived personal benefits to the staff delivering the programme. Staff described feeling more confident as a result of training, programme delivery and receiving positive feedback from parents. This led to a sense of empowerment and in some cases a drive to move forward and develop their career further. This was demonstrated by a children's centre manager who reported:

“Your confidence does grow especially when delivering the Speakeasy programme because each time we deliver it we build upon it. It makes you feel empowered; definitely more confident in delivering it now and we have gained knowledge as we go along.”

A primary school teacher also reported how her confidence had grown, especially with the support of the Health Improvement Specialists in the Sexual Health Team at Bradford Metropolitan District Council. She claimed:

“When I first got involved with the Speakeasy programme I wasn't confident. I am a confident person, but I had never delivered to a group before so this was the first training I did but X has really helped my confidence.”

A support worker who had recently received training for the Bradford Speakeasy Programme supported how his confidence had grown by claiming:

“I think for me I had some knowledge, but I think my weaknesses are elements of ignorance towards the cultures and that part of the training was really useful and interesting so that helped me a lot.”

Staff members also revealed how helping parents gave them knowledge and confidence for delivering the Bradford Speakeasy programme. Two family support workers claimed:

“It did give me the confidence to talk to parents.”

“It was the feedback from parents that was good and I felt I was passing knowledge and content on to them.”

Although staff members felt more knowledgeable and confident when delivering the Bradford Speakeasy course to parents, they also described how the programme had helped them with their own parenting skills.

Theme 2: *Facilitated communication with their own children*

Staff members spoke of how training to be programme leaders has facilitated and improved communications about sex and relationships with their own children. One staff member who had young children of her own claimed:

“This course makes you understand why you need to be talking about certain things and the benefits of doing so. It was like knowing how this knowledge can work for my family.”

A further staff member talked about how doing the Bradford Speakeasy programme allowed her to educate her own teenage daughter and talk about sexual matters in an age appropriate way. The mother reported:

“I took a big bag equipment home between training day sessions. There were condom demonstrators and all sorts in the bag and my children just ploughed in and loved asking what everything was and I know that has helped my daughter and people she has talked to. She is 16 now and I just felt that the course has allowed me to talk about things calmly and in an age appropriate way, but I think if I hadn’t had the Speakeasy Programme then I would not have been as confident, so I think it has been personally useful.”

It was evident by Theme 1 and 2 that staff members felt more knowledgeable and confident in delivering the programme and talking to their own children, but staff also discussed problems associated with the Bradford Speakeasy programme.

Theme 3: Need for dedicated programme delivery staff/personnel training

Staff discussed issues around programme delivery and training, and the need for dedicated programme delivery staff was suggested as a potential solution. This was demonstrated by a primary school teacher who had problems with delivering the Bradford Speakeasy course. She claimed:

“It was difficult buddying up because ideally you have two people delivering the course to parents and I ran my last one on my own and had the support of the staff in the school whereby if there was an issue, or if a parent got upset my safeguarding team were on hand to support me and help the parent. It was discussed on the course about buddying up, but it is not always as easy as it first seems. Times, diaries, availability of parents all come together, but I found a loop-hole to get around this so the course could run.”

A children’s centre manager also provided her view on why people who have received the training did not continue to deliver the Bradford Speakeasy programme. She claimed:

“I know that some people I trained with have been less than successful, but I think that is more to do with their delivery methods. I think there are people who have done

the training without some of the skills to go out and deliver it properly and this is where people dwindle off because they are not engaging.”

Although skills associated with the delivery of the Bradford Speakeasy programme were seen as a potential problem, it was also reported that if it is not your primary role then delivering the programme is not a priority. A school teacher claimed:

“I think for some people it is not a dedicated part of their role so most people like parent involvement workers do the training, but they have another job, so Speakeasy is added to that and therefore not a priority and that’s what I think it needs to be.”

A potential solution to delivering the Bradford Speakeasy programme was given by a children’s centre manager who suggested:

“Having dedicated staff to delivery Speakeasy ... I think with SRE it needs to be statutory and trained Speakeasy teachers need to be the same.”

Staff members also felt that as well as having dedicated staff to deliver the Bradford Speakeasy course, further improvements could be made regarding its content.

Theme 4: Tailoring the Bradford Speakeasy Programme

This theme revolves around the staff comments about the benefits and need to tailor the programme to specific groups of parents (e.g. parents with children of similar ages, parents of children who are in a transition year and religious groups). This tailoring is/would be beneficial in terms of both the content and delivery. Some staff members described doing this already where possible, but for others the development of individual tailored programmes with relevant materials and training on delivery to the specific group would be helpful. Regarding adapting the Bradford Speakeasy programme some staff members felt they had to adapt the course to meet the needs of religious parents. A children’s centre manager reported:

“I think you have to treat each group as separate, especially with these ladies (religious groups) as they have had very little information on sex and relationships and they are definitely not allowed to talk about it within the family home.”

In addition, a support worker claimed:

“I think if there was more to do with religion/faith and SRE then that would be good.”

Although religion was a factor in tailoring the Bradford Speakeasy course to the needs of parents, gender and age was also a factor in adapting the course. A male support worker suggested:

“I think we also need a Speakeasy just for boys because I think we have a double-edged sword in that we accept their behaviour, but equally we have a very low opinion of men.”

A further support worker suggested:

“Speakeasy...lends itself to being able to be tweaked with certain things to meet the needs of your group. For us we have parents who have tiny tots and then others who have teenagers, so it is about adapting Speakeasy to the right age of the children when you are supporting parents.”

This was reinforced by a children’s centre manager who adapts the Bradford Speakeasy programme to meet the needs of the parents she primarily works with. She claimed:

“Asking parents to commit for all that time was a big ask, but I managed to condense it from eight weeks by asking parents what they needed and what they wanted to know more about. This worked because I worked with a lot of parents with young children so some of the content wasn’t relevant to them having infants. Each child is developing year on year so to me it is important to develop upon that to meet the needs of their children as they grow and develop.”

Although some staff members adapt the course to suit the gender and age of the parent’s children, it was also suggested:

“I almost feel there needs to be two Speakeasy programmes; one when they are very young and one when they are getting older.”

Overall staff members were very positive about the Bradford Speakeasy programme, but they did give recommendations as to what the course is lacking.

Theme 5: *What’s missing?*

Staff discussed the need for the programme to be kept up-to-date and modernised to ensure delivery of relevant material. This may include the use of social networking to maintain relationships with parents and market further programme developments. A children’s centre manager suggested:

“In this new Speakeasy...we are now tending to go towards grooming and exploitation...but this one doesn’t have learning opportunities in, which I am disappointed about because when I do my groups they relate things to what they have seen on TV or when being asked a question by their children and having learning opportunities allows them to reflect on things and see what they have actually learnt.”

The need to have more about grooming was also commented on by a parent involvement worker who claimed:

“There are not a lot of improvements I would make but like I say looking into the legality side of things is important because there is lots of other areas that falls into, not just the grooming and paedophilia.”

Safety and the importance of it were reinforced by the community in which parents live in with another support worker suggesting:

“(Parents) have also asked us for things on how to keep their children safe. It is quite a volatile community.”

This was reinforced by another member of staff who would like more information. He claimed:

“It would help if we were kept up to date with statistics and information around abuse and exploitation because this is what some of our parents want to know more about.”

In addition to aspects of keeping safe staff members also commented on how more could be included regarding communication and self-esteem. A primary school teacher suggested:

“I would like to see more around communication, more about it being a lifelong skill.”

Another school teacher reinforced this by suggesting:

“Perhaps week 8 could be adapted a bit because it is all about self-esteem. In the book it is only one sentence, but because I have been on some self-esteem training I could deliver that better than my colleagues who hadn’t had the training and I just think we know young people have self-esteem problems and I think week 8 needs adding to and updating.”

Although staff members expressed what they thought was missing from the Bradford Speakeasy programme they also suggested change for the future regarding the course.

Theme 6: Promotion and marketing

Staff members discussed the need for the promotion and marketing of the programme to be reviewed and improved upon with regards to schools and parents. One school teacher suggested:

“I think it could be improved by the agencies that we have delivered it to. For example, the schools and how they promote it to parents. I think more promotional material and information that we can give to parents would be good. This way we could recruit parents, rather than relying on schools.”

This was reinforced by a support worker who claimed:

“In relation to schools I don’t think they understand the importance of the programme. I think the programme needs to be promoted more, especially within schools. I think schools could be doing more because they see parents more often than we do.”

It was also suggested that more social media be used to promote the Bradford Speakeasy programme with a teacher suggesting:

“I think we need to keep consistency going with the delivery of the training and keep in touch with parents, possibly by a closed group on Facebook so we can also let them know of changes and contact parents if we need to.”

A parent involvement worker reinforced this by suggesting that the information on the Bradford and Airedale Sexual Health (BASH) website be reflected in the Bradford Speakeasy programme so people are kept up-to-date.

“The only thing I think we need to pick up on is that the Speakeasy Programme is constantly updated because it gives reference to the BASH website and it is not up to date so there is a lot of information that is not there. We need to be constantly updating that.”

Overall, the opinions of staff members were positive about future developments, but the general consensus was that more needs to be achieved to advertise the Bradford Speakeasy programme so more people can benefit from the content and encourage sex education and sexual health information to be shared more widely.

3.2. Focus group findings and evaluation

Theme 1: Knowledge acquisition

This broad theme centres on the acquisition of knowledge and skills to be able to communicate with their children. This knowledge was gained not only from the programme team but from other parents discussing their experiences and knowledge. A mother of two reported:

“I felt that the course gave me the knowledge to become quite independent when teaching and talking to my own children.”

A further comment to reinforce this came from a mother of three who stated:

“The course has taught me about how to talk to my kids about sex and it has given me the knowledge to it.”

Parents were also quite specific on the types of knowledge that they had gained.

“I learnt a lot that I didn’t know about contraception and sexual health” (mother of two).

“I found the drugs bit the most interesting as I am quite naïve when it comes to life. I didn’t realise there was so many drugs that people could take” (mother of three).

“I think the relationships side of things was good” (mother of one).

“It’s been a big eye opener about the law and what’s been taught in schools (mother of two).

Parents also realised the importance of using correct terminology, rather than slang terms to discuss sex education topics and sexual health.

“I think it has just been an eye opener and that from a young age we should be using the correct terminology when discussing things to do with sex and the body” (mother of two).

“I liked the games because they were fun, but also educational. We did a body parts one and the number of slang terms is unbelievable” (mother of three).

As well as gaining knowledge and learning the correct terminology parents found this information important as a means of keeping their children safe. A mother of two stated:

“Well I wasn’t taught anything about sex from my parents and then I got sex education at school and then I have learnt through seeing things on television. I think that I have learnt more about sex abuse and grooming, and the ways we have to keep our kids safe.”

Another mother with two daughters stated:

“The main thing for me is that they are safe and that they have the knowledge of what is correct information and what isn’t.”

Although parents felt that they had learnt a lot from doing the course, they also felt that they learnt a lot from other parents and how they teach their own children. A mother of two stated:

“I think the thing is that everybody has inputted towards the sessions and we have worked as a group to learn, but also learn about how other parents talk about it. Everybody has their own experience so you learn a lot about other parents.”

Another mother with two children also agreed that learning from other parents helped her gain more knowledge to educate her own children.

“The programme was educational not just from the facts that we got taught but also what you learnt from other parents.”

Theme 2: Gaining confidence

This theme is about gaining confidence as an individual, but also gaining confidence to speak to their children about sex and relationships. Some parents talked about their confidence increasing through doing the Bradford Speakeasy programme. A mother of two reported:

“My confidence has increased. Since doing the course I can talk about things a lot more with my children. Without it, I would have struggled.”

A further mother with one daughter also stated:

“I am much more confident than I was before.”

It was also found that an increase in knowledge prevented embarrassment. A mother with one son reported:

“I think I would have been embarrassed to talk to him if I hadn’t done the Speakeasy Programme.”

Parents also felt empowered and felt more worthy as individuals due to an increase in confidence. A mother of three reported:

“Building our confidence to make us feel like individuals rather than just being mums.”

Theme 3: Improved communications

Participants described how the programme had resulted in improved communications regarding sex, the body and relationships with their children. The course had led to a normalisation of such discussions within the home environment including with partners. A mother of three reported:

“The course has taught me about how to talk to my kids about sex and it has given me the knowledge to it.”

A further mother reinforced how doing the Bradford Speakeasy course had allowed for her to talk openly with her sons. She stated:

“I mean I have two boys and I was dreading talking to them about things, but now I am fine after doing the course.”

A mother of two also stated:

“It’s hard but I just think being honest and telling them what they need to know is important and the course has reinforced that for me.”

As well as improving communication the Bradford Speakeasy course has taught parents to talk to their children in an age appropriate way. A mother of two stated:

“The course was friendly and it gave you all the information you need to talk to your children in an age appropriate way.”

A further mother of one stated:

“As soon as she (daughter) started asking questions then I could give her the answers in an age appropriate way.”

Although only mothers attended the course they did not feel that it was only their responsibility to teach their children. The parents felt that it was important to talk to their partners about what they had learnt so messages could be reinforced and fathers could also talk to their children. A mother of four reported:

“I think it has allowed me to talk more openly with my partner so we can both educate the kids. Questions might get asked and I might not be there to always answer, but after talking to him, he now sees the importance of it and why he should also answer the questions.”

Theme 4: Safe environment to learn and share

Participants described the programme as being a safe environment in which to share experiences, ask questions and gain knowledge and understanding. One parent commented on how she didn't feel she was going to be criticised:

“I felt that it was good in that people could say how they taught their children about sex without being criticised.”

Another parent reinforced this:

“You felt at ease and nobody judged each other.”

Parents also expressed how the information they offered was not going to be discussed outside the environment of the Bradford Speakeasy course with another mother reporting:

“People felt safe to say what they thought, or wanted to ask because we knew it was confidential.”

Parents also experienced a consensus in that not everybody knew it all. This was found to promote a positive learning environment where parents learnt from each other. A mother of three reported:

“I think the thing is that everybody has inputted towards the sessions and we have worked as a group to learn.”

Another mother with two children also stated:

“There were discussions around topics so you knew what other parents were struggling with as well.”

Theme 5: Networking/friendship

Participants described how attending the Bradford Speakeasy course had resulted in them making new friends and getting to know other mums. Although this was partially found in Theme 4, networking and building friendships was seen as a positive outcome of doing the Bradford Speakeasy course. This was found to increase participation at the children's centre and mothers felt that they had new found friendships and support from other mums. A mother of three reported:

"We didn't know each other, but now since doing the course, you come here a lot more."

Another mother reported:

"I feel like I have a lot more friends and people have made me feel welcome."

Theme 6: Course improvements – content, structure and organisation

Parents identified several topics that would benefit from inclusion within the programme regarding content, structure and organisation. These included refresher courses, running longer sessions and/or a longer programme was identified by participants as a potential improvement in order that topics and questions that participants wanted to be addressed could be discussed. Stronger leadership at some sessions and greater promotion of the programme to dads were also strategies identified by participants as improving the Bradford Speakeasy programme. Parents identified the importance of refresher courses. A mother of three stated:

"I think for me the course should offer a refresher of the subjects that were taught. It is years since I did it, but my kids are at a different stage now so if I have more knowledge for their age group then this would help me in talking to them in an age appropriate way."

This was reinforced by another mother who also had children of different ages:

"More about how to talk to your children who are of different ages. Mine are of different ages and how I speak to one of them about sex wouldn't work for another."

The structure of the course was seen as a problem for some parents. Comments included:

"Some weeks the course got cancelled last minute and then put back to another week, so it would be good if they could stick to the timetable. I mean in our group that went on for at least three sessions."

"There was a lot of information given over the weeks and sometimes it seemed rushed so you didn't get to ask questions and discuss topics in greater detail."

“When I did it the course only went over about 5 weeks, but it does need to be longer than that. There was one week we went over the time because there was just so much to cover and parents wanted to discuss things in lots more detail.”

Although parents stated that the structure of the Bradford Speakeasy course be improved, they also commented on the organisation of running the programme. Comments included:

*“It could be more structured. I mean ***** here is quite quiet and because certain people ran the show because they say more, she was pushed out a little bit and therefore didn’t get her questions answered.”*

“The leader didn’t take lead, but they should have.”

In light of the current observations regarding the content and structure parents gave recommendations for improving the Bradford Speakeasy programme. These recommendations included:

“Rather than the course being 8 weeks make it longer so we get time to cover everything.”

“I think more dads should do the course.”

3.3. Family findings and evaluation

Theme 1: *Learning experience/knowledge acquisition*

Parents often learned (or re-learned) terminology and gained knowledge about sex, relationships and the body and how to speak to their children about sex and relationships, and gained confidence in having such discussions. Lack of knowledge was a problem for some parents which prevented them educating their own children. Parents stated:

“I didn’t even know about most of the contraceptives and STIs that are out there, and I am a 27 year old. I thought I knew more, but obviously I didn’t” (mother of three).

“I didn’t know how to talk to her about things and the words to use” (mother of one).

“Just finding out things we didn’t know. We just assumed things and some of us parents were wrong” (mother of two).

Gaining more confidence was also seen as an important aspect of doing the Bradford Speakeasy course so parents could help their children.

“My confidence has grown so I am able to help my kids” (mother of three).

“Confidence really. I had never talked to them about it because I thought they were too young. They have taught us how to talk to the kids and the best ways to do it” (mother of two).

Although parents felt that they lacked the knowledge and confidence to talk to their own children prior to doing the Bradford Speakeasy course, they felt it was important to learn more so they could teach their own children. Parents expressed wanting to break the cycle of how sex education was taught to them and wanted better for their own children, especially within the home environment. A mother of three stated:

“I grew up knowing nothing; even at 13 and 14. I didn’t have a clue, but I don’t want that for them because I also know the choices that I have made, I might not have made if I had known what I know now.”

A further mother expressed the importance of teaching her children as a means of keeping them safe due to the changing environment of abuse and sexually explicit material. She reported:

“We weren’t brought up talking about sex and things like that, but we want better for our children, especially in this day and age with grooming, porn and all such as that.”

Being more vocal about correct terminology and answering their children’s questions honestly was also an important aspect for parents when teaching their children about sex education and sexual health. Comments included:

“Being more vocal about words like vagina, penis and stuff like that, I would never have mentioned that in front of her before because that is a grown-up word.”

“When children ask the question, don’t feel pressured into answering straight away. Talk about it later in more detail. I think the antidotes they gave were good because you do forget the more in-depth information, but the things that the facilitators said just stick in your head.”

“If they are asking a question then they want to know the honest answer, so that was one thing that I took away.”

Theme 2: Age and individual child appropriate discussions

Parents described learning how to speak to their children in an age appropriate manner and being able to stagger information provision at different developmental stages. Comments included:

“After doing the course I am able to answer their questions in a more age appropriate way so they understand.”

“I remember them saying how each child is different and that things can happen at different times, but when he told me I said about how this happens to all young boys

and that it's nothing to be worried about. Before doing the course I would have just brushed it aside because I wouldn't know what to say, but the course has really helped as I am prepared for pretty much anything I think."

"You are talking about difficult subjects from an early age so you do not have to talk about it all at once when you have to. This way I can talk about it on an age appropriate way, especially when she is ready."

Further conversations that related to parents and their children having open communication about sexual topics included. One mother stated:

"... we are so close. We can have those types of talks and you always know I will answer your questions honestly and if I don't know something we will Google it and then figure it out together".

The same mother then had the following conversation with her six year old son and her 4 year old daughter, which demonstrates that they have talked about sex education topics.

Mother: *"Now if you were a ten year old boy, what changes do you think will have happened?"*

Son smiles ...

Mother: *"Come on, you know this. Start from the head and work your way to the bottom".*

Son replies: *"My body will grow and I will get hairs on my face, chest, arms and legs ... My tail and I will get hairs around there".*

Mother asks: *"What is it called when you go from a boy to a man? It starts with a 'P'".*

Son replies: ... *"Puberty".*

The conversation continued with the 4 year old daughter.

Mother: *"I know you are only a little girl but what changes do you think will happen as you go through puberty?"*

Daughter replies: *"I will get boobs like my mam and when I have my own babies I will feed them milk from them, like XXX does".*

Theme 3: Useful course materials

Participants described the course materials as valuable in aiding their understanding but also in providing some materials for their children to read. A mother of two reported:

“They weren’t fancy or anything and there wasn’t anything too graphic and they were easy to read.”

“The materials that we got to take away helped because we (mother and daughter) can talk about it together at home.”

A 12 year old daughter also commented on the course materials by stating:

“I like them because they are like cartoons and tell you in a way you can understand”.

Parents also purchased recommended books from the course that also helped with family communications. A mother and son reported:

“I bought a book that was shown on the course. It was more age appropriate for him”
(mother).

“It is like a comic. I like it because it is easy to ready and like the pictures” (son).

Theme 4: *Open communication with mothers*

Whilst some of the children were evidently embarrassed talking about the subject matter with the researcher present they typically described not being embarrassed to speak to their parents, particularly their mother. Children reported:

“I learnt a lot at school and then mam adds to it.”

“I have talked about the menstrual cycle, but it is normally me telling her about it.”

The main reason for children talking more to their mothers was:

“She knows more about these things than dad” (daughter).

“Because she has gone through it all and knows what she is talking about.”

After doing the Bradford Speakeasy course a mother of two reported:

“Now we are able to talk more openly about these types of things with a lot more ease.”

Theme 5: *Speakeasy staff created an open forum for discussion*

Participants described how the Speakeasy staff running the programme made parents feel comfortable and able to speak in an open and honest manner. However, at the beginning of the course some parents felt embarrassed. One parent stated:

“I was embarrassed at first; especially with it all being new to me, but once we got talking about it I was alright.”

This embarrassment appeared to be eased once parents got to know each other. Parents commented:

“I think in the beginning when people didn’t know each other it was embarrassing to talk about things because most of us did not know much about how to talk to our kids about sex and relationships.”

“After a few sessions we all got to know each other so it didn’t become embarrassing. Obviously there was a few of us who were friends and that was fine, but there were also people we didn’t know so it just made it a bit difficult in the beginning.”

The embarrassment felt by parents appeared to be because they didn’t know each other when talking about sensitive subjects. This was reiterated by one parent who stated:

“I think at first when you are giving information about your own personal experiences, I was a bit reluctant, but because they made you feel so comfortable I was opening up to a group and mentioning things that I would never have talked about before, especially in front of people I did not know.”

Although some embarrassment was felt at first by some parents, there was a general consensus that the Speakeasy staff helped in making parents feel comfortable and at ease. Parents commented:

“Not embarrassed because they put you at ease. Some of it was quite comical especially the first session where you meet more parents. You might pass them in the playground, but you don’t know them so getting to know each other and playing games made it easier afterwards.”

“They did everything they could to make us feel comfortable. They were just really open and honest. They weren’t talking down to us; we were all on the same level and they valued all of our opinions so I think that helped.”

Staff who undertook the Bradford Speakeasy training also provided support to parents and their children after delivering the course. A mother and son reported the following when being asked about recognising body parts.

“XXX explained them from the children’s centre” (son of 8 years old).

“XXX is fab! We went for a family day at the centre and they covered some of this with the kids” (mother).

Theme 6: Accessibility of the Bradford Speakeasy course

How participants were introduced to the course varied but many felt that it wasn’t particularly accessible. Given the perceived lack of male participants on the programme this may also represent an accessibility issue. It would seem that the Bradford Speakeasy programme is advertised in local children’s centres and within some schools. However, parents felt that if

you did not attend the children's centre then people would not learn about the course. She stated:

"It is not so accessible. People that go to the centre know about it, but if you don't then parents don't get to use the course."

Another parent learnt of the course via:

"The parent involvement worker at the primary school mentioned it to me."

Other parents learnt of the course via:

"Letters got sent home from their school and I just put my name down for it."

The following recommendations were made for the course to be made more accessible:

"I think greater publicity and it should be in schools."

"I do think dads should go on the course. Men never go, and I think they should be able to answer the same questions as mums."

"I think it should be rolled out across everywhere because it is one of those subjects that is taboo and it just seems that it is a fantastic resource that very few people have access to. I think if anything more promotion is needed for it to be run out across the country."

Theme 7: Course improvements: Tailoring to developmental stages/parents needs

Some participants felt that the programme could be improved by being longer and by having some refresher training to recap developmental stage related knowledge and communications that had arisen since completing the programme. Perhaps running courses that cover specific developmental stages and children with special educational needs would be useful particularly given a couple of participant comments. The comments and reasons relating to the course being longer are:

"I think the sessions could have been longer as sometimes they felt quite rushed."

"It would be good for staff to offer ½ an hour at the end for people to talk and get the advice they need."

"With me having different aged and gendered kids, it didn't cover everything. It was good for the girls, but it didn't really help too much with my son with him having problems."

Parents also commented on the Bradford Speakeasy programme being offered as a refresher course. Comments included:

"Put it on again! Do refreshers and things like that because it is a lot to take in."

“Even I forget that one!!! This is what I meant before about the refresher course. I did it over 2 years ago so I need reminding to.”

A final course improvement came from a parent who has a child with a disability. The mother of three stated:

“I think the Speakeasy programme assumes that all kids are the same when talking to them about things like sex and they aren't. I think it needs to cover how parents gauge conversations with their children and I think that is what's difficult for parents in knowing when it's the right time to have that conversation because it has to be led by them as well and the course didn't really cover that.”

The mother also added that sex and relationship course should be made available for parents who have children of varying learning disabilities.

Chapter 4

Discussion and Conclusion

One of the most important findings from this research is that the Bradford Speakeasy programme does increase knowledge of both parents and facilitators. Knowledge gained allowed parents to become more confident, which in turn increased sexual communications within the family environment. This has been reported in previous research (Turnbull, et al. 2011a; 2011b). Furthermore, it was also the case for some of the staff delivering the programme who used the course information to facilitate sexual communications with their own children. The findings therefore emphasise that the content of the Bradford Speakeasy programme is beneficial to parents for knowledge acquisition and confidence, which provides the avenue for open communication of sex education and sexual health to be discussed.

Although '*Knowledge acquisition*' was found to be a significant finding from the research, parents revealed feeling embarrassed prior to following the Bradford Speakeasy course.

However, as also shown in previous research (Turnbull, et al. 2008; 2010; 2011a; 2011b) this barrier for discussing sex education and sexual health was overcome as knowledge increased.

The use of learning the correct terminology also increased parents' confidence and facilitated open communication with their children. This had multiple benefits in that it not only gave parents the factual information so they could provide sex education and sexual health to their children in an age appropriate way, but it also allowed for them to discuss honestly the best ways in which their children could keep themselves safe and free from abuse and

exploitation. Parents also wanted their children to have better sex education than they received. The openness and honesty of parents facilitated sexual communications and as a result their children would ask more questions and talk more openly about sex education and sexual health, which had not occurred prior to parents following the Bradford Speakeasy course. Although the Bradford Speakeasy programme has been found to be beneficial in increasing parents' knowledge, confidence and sexual communications within the family, parents provided information on the course and how it could be improved to benefit other parents in the future.

Parents felt that the Bradford Speakeasy programme was delivered in a safe environment whereby they were able to learn and share information without criticism and condemnation from each other. As a result this allowed for friendship groups to develop and parents continued to support each other, even after the course has ended. However, parents would like to be provided with a refresher course so they can gain further age appropriate

information as their children develop. Further recommendations from parents were to be provided with more information on teaching about sex education and sexual health to children with disabilities and to obtain more gender specific information. The latter refers to mothers when talking to their sons. As many of the parents were from single-parent families mothers did not have the support of fathers when talking about sexual matters with their children. Although this could be seen as a barrier, the research found that mothers and sons did talk to each other, but mothers felt they would be more equipped for discussions if they had additional information on the types of experiences boys go through as they are growing up. It was also a suggestion that the course encourage more fathers to attend as it is also their responsibility to talk to their children about sex education and sexual health, rather than this ultimately being the mother's role.

Although parents found the course materials to be good, they stated that more consistency is needed regarding running the course and programme delivery. It was revealed that staff need to have strong leadership skills and run the course at stated times, rather than cancelling sessions. Parents also suggested that the Bradford Speakeasy programme could be improved if it was run over a longer period of time. This would allow for parents to ask more questions and more topics to be covered further permitting parents to gain more knowledge in sex education and sexual health.

Although it is evident that the Bradford Speakeasy programme gave parents knowledge and confidence when discussing sex education and sexual health topics, staff also had this experience and felt empowered when delivering the course to parents. However, staff felt that they would be more equipped if they had more up-to-date facts and relevant materials to run the course. They also felt, as did parents that the materials need to be age specific (e.g. children and teenagers), focus more on religion and provide parents with the sex education and sexual health information if they have disabled children. The latter was a recommendation of parents too. Staff also indicated that facilitators delivering the Bradford Speakeasy programme needed to have the skills and dedication to teaching sex education and sexual health. This was eluded to by some parents regarding programme delivery, but it also reinforced the recommendations of the Sex Education Forum (2014) in that more attention and delivery skills needs to be given to teachers delivering SRE, especially as primary and secondary schools are delivering inadequate sex education (Ofsted, 2013). This adds weight to the importance of parents having the knowledge and confidence to teach their own children, especially if children and young people are not receiving effective sex education and sexual health in the school environment.

Although staff would like changes to be made to the delivery of the Bradford Speakeasy programme and include additional topics (e.g. more about communication and self-esteem), they felt that more needs to be achieved to market the programme. It was suggested that schools should be targeted to deliver the Bradford Speakeasy programme and more promotional materials be provided to parents, especially fathers who could also benefit from the course when communicating sex education and sexual health with their children. It was also suggested that further input and communication is needed once parents have completed the course, possibly by using social media to inform them of updates on the future parenting courses provided by the Sexual Health Team at Bradford Metropolitan District Council. Although this evaluation has raised the effectiveness of the Bradford Speakeasy programme, it is not without its limitations. This mainly being that families and staff were only from the district of Bradford and that the parents only included mothers.

Recommendations for future research could be to develop the Bradford Speakeasy programme further to include the suggestions and improvements from parents and staff from this research. This mainly being to run the Bradford Speakeasy course for longer, include more topics that are specific to age, gender, religion and disabilities, and ensure dedicated staff are trained to deliver the course in a structured and organised way. A further development for the Bradford Speakeasy programme could be to market the programme with the focus being to include more fathers. This will provide an overarching approach for mothers and fathers to gain knowledge and confidence so that they can increase family communications and ensure that their children get the sex education and sexual health information they need.

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Appendix 1

Consent Form



Study Number:

Research Identification Number:

CONSENT FORM

Title of Project: **Evaluation of the Bradford Speakeasy Programme**

Name of Researcher Fellow: **Dr Triece Turnbull**

Please initial all
boxes

1. I confirm that I have read and understand the information sheet dated for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.
2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason, without my medical care or legal rights being affected.
3. I give permission for digital audio recordings to be made of any interviews that I give and the use of verbatim quotations.
4. I agree to take part in the above study.

Name of Participant

Date

Signature

Name of Person
taking consent.

Date

Signature

Participant's contact telephone number: _____

Appendix 2

Interview Schedule for Staff



Evaluation of Bradford Speakeasy Programme

Overview

The overall aim of the Bradford Speakeasy programme is to support and encourage parents to communicate with their children about sex, sexual health and relationships. The programme is now being evaluated to identify its effectiveness by gathering valuable data from staff, parents and their children.

Introduction

As staff we would like to gather your views and experiences of delivering the programme. Any information you give will be kept within this room and used only for research purposes by the team, which is being led by myself.

I am not part of the Bradford Speakeasy staff and therefore I will not be feeding back individual views to the Bradford Speakeasy team. There are no right or wrong answers to the questions and I would like to thank you in advance for your time. You don't have to answer any questions which you don't want to and you can withdraw from the study at any time.

To ensure your views and comments are gained accurately I will be recording the interview, but this is only for research purposes and nobody, apart from the research team will have access to the data collected.

Interview process

- Signing of consent forms;
- Staff interview to gain views on the content, organisation and overall satisfaction of the Speakeasy programme;
- Debrief of the study.

Appendix 3

Interview Schedule for Focus Groups



Evaluation of Bradford Speakeasy Programme

Overview

The overall aim of the Bradford Speakeasy programme is to support and encourage parents to communicate with their children about sex, sexual health and relationships. The programme is now being evaluated to identify its effectiveness by gathering valuable data from staff, parents and their children.

Introduction

As you are parents who have taken part in the Bradford Speakeasy programme we would like to gather your views and experiences of communicating issues relating to sexual attitudes you're your children. We would also like to identify parents overall opinions of how the Speakeasy programme was delivered and whether you were satisfied with the overall course. Any information you give will be kept within this room and used only for research purposes by the team, which is being led by myself.

I am not part of the Bradford Speakeasy staff and therefore I will not be feeding back individual views to the Bradford Speakeasy team. There are no right or wrong answers to the questions and I would like to ask that we are respectful to each other's views. You don't have to answer any questions which you don't want to and you can withdraw from the study at any time, but I would appreciate if we did not disturb people when they are talking. I am keen to hear what you all have to say and each of your views will be heard.

To ensure all views are gained I will be recording the focus group interview, but this is only for research purposes and nobody, apart from the research team will have access to the data collected.

Interview process

- Signing of consent forms;
- Focus group interview to gain views on the content, organisation and overall satisfaction of the Bradford Speakeasy programme;
- Debrief of the study and £5 payment to cover travelling expenses and a voucher.

Appendix 4

Interview Schedule for Family Interviews



Evaluation of Bradford Speakeasy Programme

Interview Schedule for Family Interviews

Overview

The overall aim of the Bradford Speakeasy programme is to support and encourage parents to communicate with their children about sex, sexual health and relationships. The programme is now being evaluated to identify its effectiveness by gathering valuable data from staff, parents and their children.

Introduction

As you are parents who have taken part in the Bradford Speakeasy programme we would like to learn you and your children's experiences and the impact of the Bradford Speakeasy programme when communicating issues relating to sexual attitudes. We would also like to identify parents overall opinions of how the Bradford Speakeasy programme was delivered and whether they were satisfied with the overall course. Any information you give will be kept within this room and used only for research purposes by the team, which is being led by myself; Dr Triece Turnbull.

I am not part of the Bradford Speakeasy staff and therefore I will not be feeding back individual family views to the Speakeasy team. There are no right or wrong answers to the questions and I would like to ask that we are respectful to each other's views. You don't have to answer any questions which you don't want to and you can withdraw from the study at any time.

To ensure all views are gained I will be recording the family interview, but this is only for research purposes and nobody, apart from the research team will have access to the data collected.

Interview process

- Signing of consent forms;
- Parent interview to gain views on their satisfaction and experiences of the Speakeasy programme;

- Parent/child interview to explore communication dynamics in the family and evaluate the way in which topics on sex and relationships have been discussed;
- One of the following age-specific set of activities:
 - Depending on the age and understanding of the child body diagrams, puzzles and jigsaws will be used to challenge their understanding of what the children have learnt in relation to sex, sexual health and relationships. Where appropriate vignettes (sentences describing actions) will also be used to gather children's knowledge as a result of the topics discussed with parents since undertaking the Speakeasy programme.
- Debrief of the study;
- Payment of £5 for participation and a voucher.

Appendix 5

Participant Information Sheet for Staff

What is the purpose of the study?

The Bradford Speakeasy course is a community-based educational programme which aims to support and encourage parents to communicate with their children about sex, sexual health and relationships. The programme is now being evaluated to identify its effectiveness by gathering valuable data from staff, parents and their children.

Why have I been invited?

We are inviting staff who have delivered the Bradford Speakeasy course to give their views and experiences. We plan to recruit ten staff to gain their valuable views.

Do I have to take part?

No. It is up to you to decide to take part or not. Before you decide whether to take part or not we ask you to read this information leaflet. If anything is unclear, or you would like more information, please contact our research staff whose details can be found at the end of this information leaflet.

If you would like to take part, we will then ask you to sign a consent form but you are free to withdraw at any time, without giving a reason. Withdrawing from the study would not affect staff in any way and any information collected up to your withdrawal will be destroyed if you wish.

What will happen to me if I take part?

If you decide to take part you will be asked to complete a consent form. Following this a convenient time will be arranged and a member of the research team will ask you a series of open-ended questions that relate to your views and experiences of delivering and being part of the Bradford Speakeasy programme.

This interview will be audio tape recorded and will take from 30 minutes up to one hour, though can finish whenever you wish. The interview will be arranged for a day and time that is convenient to you and can take place in a location of your choice. This may be either the building used to deliver the course or in your own home if you prefer.

Expenses and payments

No payments will be given for taking part.

What are the possible benefits of taking part?

You will be contributing toward to overall effectiveness of the Bradford Speakeasy Programme and how this could be improved upon in the future.

Appendix 6

Participant Information Sheet for Focus Groups

What is the purpose of the study?

The Bradford Speakeasy course is a community-based educational programme which aims to support and encourage parents to communicate with their children about sex, sexual health and relationships. The programme is now being evaluated to identify its effectiveness by gathering valuable data from staff, parents and their children.

Why have I been invited?

We are inviting parents who have been part of the Bradford Speakeasy course to discuss their experiences of communication issues relating to sexual attitudes with their children. We plan to recruit between eighteen to thirty parents to discuss their valuable views.

Do I have to take part?

No. It is up to you to decide to take part or not. Before you decide whether to take part or not we ask you to read this information leaflet. If anything is unclear, or you would like more information, please contact our research staff whose details can be found at the end of this information leaflet.

If you would like to take part, we will then ask you to sign a consent form but you are free to withdraw at any time, without giving a reason. Withdrawing from the study would not affect staff in any way and any information collected up to your withdrawal will be destroyed if you wish.

What will happen to me if I take part?

If you decide to take part you will be asked to complete a consent form. Following this a convenient time will be arranged for a focus group to take place whereby parents can share and discuss their views of the Bradford Speakeasy Programme. The interview will be informal and gives parents the opportunity to discuss how the course could be improved.

This interview will be audio tape recorded and will take from 30 minutes up to one hour, though can finish whenever you wish. The interview will be arranged for a day and time that is convenient to you (and other parents).

Expenses and payments

Parents will be given £5 towards their travelling expenses and a voucher.

What are the possible benefits of taking part?

You will be contributing toward to overall effectiveness of the Bradford Speakeasy Programme and how this could be improved upon in the future for other parents and their children.

Appendix 7

Participant Information Sheet for Family Interviews

What is the purpose of the study?

The Bradford Speakeasy course is a community-based educational programme which aims to support and encourage parents to communicate with their children about sex, sexual health and relationships. The programme is now being evaluated to identify its effectiveness by gathering valuable data from staff, parents and their children.

Why have I been invited?

We are inviting parents and their children who have been part of the Bradford Speakeasy course to discuss their experiences and the impact this has had on communication sexual matters within the family. If possible and with the consent of the parents the children will participate separately in an age-specific set of activities (e.g. tasks with cards/jigsaws) and/or interview to observe and enquire their understanding and knowledge of sexual health and communication of sexual issues in the family.

Do I have to take part?

No. It is up to you to decide to take part or not. Before you decide whether to take part or not we ask you to read this information leaflet. If anything is unclear, or you would like more information, please contact our research staff whose details can be found at the end of this information leaflet.

If you would like to take part, we will then ask you to sign a consent form but you are free to withdraw at any time, without giving a reason. Withdrawing from the study would not affect staff in any way and any information collected up to your withdrawal will be destroyed if you wish.

What will happen to me if I take part?

If you decide to take part you will be asked to complete a consent form. Following this a convenient time will be arranged for an interview to take place whereby parents and their children can share and discuss their views of the Bradford Speakeasy Programme. The interview will be informal and gives parents and their children the opportunity to discuss how the course could be improved.

This interview will be audio tape recorded and will take from 30 minutes up to one hour, though can finish whenever you wish. The interview will be arranged for a day and time that is convenient to you and your child(ren). Interviews can take place in your chosen location.

Expenses and payments

Parents will be given £5 and a voucher for each interview.

Appendix 8

De-brief for Staff

Verbatim Instructions

The staff who have been responsible for delivering the Speakeasy programme will be thanked for taking part in the research study. They will be informed that the information they have given relates evaluating the Speakeasy programme.

Participants will be asked if they have any questions and thanked for their participation in the research study.

Appendix 9

De-brief for Parents

Verbatim Instructions

The parents who have taken part in the focus group interview staff will be thanked for taking part in the research study. They will be informed that the information they have given relates to their experiences and satisfaction of the Speakeasy programme and how this has impacted upon communicating sexual issues with their children.

Participants will be asked if they have any questions and thanked for their participation in the research study.

£5 and a voucher will be presented as a good will gesture for taking part in the evaluation.