



**UNIVERSITY *of*
WORCESTER**

Evaluation of the

**FOUNDATIONS:
12 DIALOGUES
PROGRAMME**

Researchers: Dr Beverley Gilbert & Amy Johnson

Research Assistant: Alexandra Dale

Criminology within the School of Health and Wellbeing
University of Worcester

Date: 30th June 2026

Table of Contents

<u>Section</u>	<u>Content</u>	<u>Page</u>
i.	Executive Summary	3
ii.	Key Findings	3
iii.	Recommendations	4
1.	Main Body of Report	6
1.1	Introduction and contextual information	6
1.2	Background to the development of <i>Foundations: 12 Dialogues</i> and Author of the training programme Michael Conroy	10
1.3	Who has accessed the training?	12
1.4	Aims and objectives of the <i>Foundations: 12 Dialogues</i> programme	12
2.	Evaluation methodology	13
2.1	Ethical research	13
2.2	Reflective learning	14
2.3	Data collection	14
3.	Phases of the evaluation	15
4.	Quantitative findings	16
5.	Qualitative findings	18
5.1	Survey themes identified	18
5.1.a	Empowerment and the Reflexive Role of Practitioners	19
5.1.b	Conversations and Discussions as a Tool	20
5.1.c	Reframing Masculinity: From Toxic to Positive Construction of Identity	21
5.1.d	Enabled Engagement Through Safe, Non-Judgemental Spaces	22
5.1.e	The Modern Evolution of Youth and Development	24
5.1.f	Institutional and Structural Gaps	25
6.	Survey comments commending the delivery of the training and the content of the training materials to use with boys and young men	27
7.	Survey comments recommending additions, further explanations or requesting longer training	27
8.	Limitations of this evaluation	28
9.	Evaluation summary	28
10.	References	30

Acronyms

CPD	Continuous Professional Development
DA	Domestic abuse
DV	Domestic violence
NPCC	National Police Chiefs' Council
PSHE	Personal, Social, Health and Economic education
UK	United Kingdom
VAWG	Violence against women and girls
VIP	Vocational, Inclusion, Participation
WCC	Worcestershire County Council

Diagrams/Images/Tables

Table 1: Age of survey participants	16
Diagram 1: Job designations disclosed in online survey	17

Appendices

Appendix A	Foundations: 12 Dialogues Logic Model (University of Worcester design)	33
Appendix B	<i>Foundations: 12 Dialogues</i> Training 7 stages	34
Appendix C	Researcher biography details	35

i. Executive Summary

This report presents an evaluation of the *Foundations: 12 Dialogues* programme, developed to enable a range of frontline professionals in education, youth work, social work and allied fields to be able to hold meaningful conversations with boys and young men around being a man, masculinity, personal safety and being safe to be around. The *Foundations: 12 Dialogues* programme is delivered by Michael Conroy the Founder/Director of Men at Work CIC. This training and resource package has been evolving around the country since 2018, training around 2000 participants to date.

Commissioned by Men at Work CIC and Worcestershire County Council, this programme evaluation of *Foundations: 12 Dialogues* was conducted between January 2026 and June 2026 by researchers from Criminology at the University of Worcester. Training participants from the past two years were contacted by the organisational gatekeeper with a link to an online survey. A mixed research method was used combining both quantitative and more in depth qualitative elements in line with the aims and focus of the evaluation.

This evaluation is particularly valuable given the government's latest Violence Against Women and Girls strategy 2025-2030 (Home Office, 2025) and an emphasis on prevention. This strategy and political prioritisation accepts that society needs to address the root causes of abuse, including the cultural normalisations and misogynist attitudes that enable violence and abuse (ibid., 9). To this end, the government's strategy is built on objectives, including the prevention and early intervention to address the root causes of abuse. *Foundations: 12 Dialogues* would appear to respond to this prioritisation well.

i. Key Findings

From the response to this evaluation, survey participants identified *Foundations: 12 Dialogues* as being a highly useful practitioner training opportunity that had given them confidence to hold sensitive or controversial discussions around masculinity and intimate relationships with boys and young men.

The survey highlighted significant deficits and **gaps in the availability of useful resources** and detailed approaches when working with boys and young men in an education setting, especially in relation to masculinity, staying safe and interacting safely with others. The *Foundations: 12 Dialogues* training gave participants adaptable **core materials to adapt and to use** when running sessions with boys and young men on challenging topics related to notions of masculinity and safety. It was flexible and responsive to different groups of boys and young men. This is important when considering different audience locations and demographics, such as in custodial settings, in referral units, in a range of different schools and education or community settings.

A key consideration underpinning the overarching aim of this research is the recognition that **violence perpetrated by men is not inevitable**, but rather socially learned and therefore, it is preventable through engagement with interventions that encourage boys and young men to engage in safe, structured reflection with sensitively trained and competent programme facilitators. *Foundations: 12 Dialogues* significantly improves the confidence and resources to enable practitioners to undertake this important work in a range of education and community settings.

ii. Recommendations

Based on the survey findings, the following recommendations are proposed for consideration. These are made with the aim of strengthening the impact, consistency, and scalability of the *Foundations: 12 Dialogues* training.

1. Strengthen Practical Application and Guidance: Develop differentiated and more applied resources that support confidence delivery across varied practitioner experience levels and organisational contexts. This should include exemplar dialogue scenarios and clearer guidance on how to translate the training materials into practice.

2. Expand Training Provision and Institutional Adoption: Scale up delivery across sectors by increasing training availability and offering online options to improve reach. Support institutional adoption through whole staff training models to ensure consistent practice, shared understanding, and alignment when working with boys and young men, including those who are care experienced or involved in youth justice pathways.

- 3. Embed Ongoing Professional Development:** Introduce refresher training sessions, communities of practice, and optional mentoring, to maintain practitioner confidence and deepen reflective learning. Facilitate peer learning networks to support collaboration and enable the sharing of new resources and approaches when working with boys and young men.
- 4. Enhance Focus on Contemporary Youth Contexts:** Regularly update training content to reflect emerging digital and cultural trends affecting boys and young men. Provide specific tools and guidance for addressing online influences, including social media dynamics, influencer culture and digital misogyny to support practitioners in navigating culturally relevant issues within their settings.
- 5. Promote Inclusive and Trauma-Informed Practice:** Strengthen guidance on creating inclusive, non-stigmatising environments by integrating clearer principles for safe facilitation and responsive practice. Enhance trauma informed content by outlining practical strategies for managing disclosures and aligning facilitator responses with existing safeguarding structures.
- 6. Balance Flexibility with Structure:** Maintain the programme's flexible design while introducing optional structured pathways to support confident facilitation. This can be achieved by providing clearer frameworks, suggested session sequences and example delivery models that practitioners can adopt or adapt according to their organisational needs.
- 7. Address Organisational and Representation Gaps:** Explore strategies to diversify the facilitator base, including targeted recruitment and training of additional male practitioners where appropriate. Strengthen guidance for all facilitators on navigating gender based relational dynamics by outlining principles for effective cross-gender practice and offering examples of approaches that support trust, engagement and safety.
- 8. Strengthen Monitoring and Evaluation:** Implement ongoing evaluation mechanisms to capture long-term outcomes including practitioner confidence, delivery consistency and changes in boys' attitudes and behaviours. This can be achieved by integrating routine feedback tools periodic follow up surveys and structured reflection points. Use this data to refine programme content, delivery methods and resources design over time.

These recommendations aim to strengthen the impact, consistency and scalability of the *Foundations: 12 Dialogues* Programme. They build on the training's existing strengths, particularly its reflective practice, dialogue based engagement and positive reframing while addressing areas where greater clarity, structure and sector specific support would enhance practitioner confidence and long term effectiveness.

1. Main body of Report

1.1 Introduction and contextual information

Violence against women and girls (VAWG) is internationally recognised as a pervasive social and public health issue, with the World Health Organisation reporting VAWG at epidemic levels (World Health Organisation, 2025). Estimated figures show that approximately one in three women worldwide, that is 840 million women (McDonald, 2025), have experienced physical or sexual violence in their lifetime. The Office for National Statistics in England and Wales recording data (SafeLives, 2025) that one in eight women experiences domestic abuse, stalking or sexual assault within the course of a single year. In the UK, VAWG is at prevalence levels that are considered to be 'immeasurable' in the prolific nature of this epidemic (NPCC, 2025). This phenomenon is gender specific, research consistently shows across the globe that women and girls are disproportionately targeted as victims (McDonald, 2025), whilst men and boys constitute the overwhelming majority of perpetrators of VAWG (Gunby *et al.*, 2026). In England and Wales, an analysis of the domestic homicide review process revealed that 97% of perpetrators were male (Gunby *et al.*, 2026), reinforcing the gendered nature of this violence. This pattern associated with the experience of domestic abuse reflects gendered social structures of inequality and, as discussed by scholars and practitioners (Fleming *et al.*, 2015; Levell and Hester, 2023), is an issue not distinct to only individual pathology. With the global epidemic of VAWG (WHO, 2025), it is important to discuss the effectiveness of prevention rather than reaction and response, and the importance of the role of masculinity.

Masculinity in men and boys is not biologically fixed; it is socially constructed through the reinforcement of gender normalisations. These beliefs and attitudes are taught and learnt through the different stages of life, including familial environment, school, peer groups and media. Gender normalisations shape opinions on power, gender roles and emotional expression. In the present day, young boys have constant access to varying types of media through technology and the internet, meaning that these beliefs can be further reinforced daily when compared to older generations and men.

Hegemonic masculinity is a concept that explores the dominant cultural ideal of manhood within societies (Connell and Messerschmidt, 2005), referring to the most socially valued and powerful form. This cultural standard legitimises male dominance and reinforces the power relations between men and women, girls and boys, through justifying gender inequality and establishing hierarchies among men (*ibid.*). Within these ideal cultures of manhood, men are expected to suppress vulnerabilities and decrease emotional expression to avoid the perception of weakness. Connell's concept of hegemonic masculinity (Connell and Messerschmidt, 2005) is especially relevant when discussing the views of younger men and boys, as many of these attitudes can be seen and echoed within online spaces and subcultures of self-proclaimed involuntary celibates and alpha males (Ging, 2019). Research shows that adherence to these beliefs of masculine normalisations is associated with acceptance of VAWG through lower levels of empathy (Mahalik *et al.*, 2003); open hostility towards femininity and feminism (Flood and Pease, 2009); and significantly increased presumptions of entitlement (Caperton *et al.*, 2020). Violence can function as a method towards maintaining masculine status (Reidy *et al.*, 2015) and to increase one's hierarchical stature within these cultures.

Peer groups can also reinforce these harmful attitudes (Schwartz and DeKeseredy, 2010), particularly within younger generations that experience lower rates of rejection and challenge through online interactions (Georgieva, Beaunoyer and Guitton, 2021). Whilst certainly not all men conform to ideals such as hegemonic masculinity (Connell and Messerschmidt, 2005), it is important to highlight previous statistical data around VAWG and to highlight that if social context can influence behaviour and beliefs, they might also be changed through intervention.

Gender attitudes and beliefs about women and violence begin forming during childhood and adolescence (Bonilla-Algovia, Carrasco Carpio and García-Pérez, 2024). These critical stages of development involve the establishment of social identity (Ullrich, Becker and Scharf, 2022), and through these early years, research has shown that peer influence is one of the strongest factors. Young boys and men may begin to internalise gender normalisations and stereotypes (McGuire *et al.*, 2020) as well as develop negative beliefs regarding their masculinity and entitlement rights. Intervening at these early stages can work to prevent the ingraining of these harmful attitudes

(Skeen *et al.*, 2015) and, instead, encourage positive attitudes and personal core convictions. Prevention research draws upon theoretical foundations such as social learning theory (Bandura, 1977), which states that behaviour is learnt through the observation and reinforcement of varying social norms. One of the most important factors of this theory (*ibid.*) when considering the directional purpose of this research, is that it can be surmised that the violence perpetuated by men is not inevitable, but instead socially learned and, thus, preventable.

Pre-existing research regarding early intervention programmes with young boys and men demonstrates that there can be effective and significant change (Skeen *et al.*, 2015). Research data consistently shows that gender-transformative interventions, which explicitly address gender normalisation, negative forms of masculinity, and power inequalities, are effective in changing the outlook of some boys and men (Casey and Lindhorst, 2009) and are more effective than those that focus on general violence awareness. Randomised controlled trials further provide an indication that these types of intervention can produce substantially measurable behaviour changes (Jewkes *et al.*, 2008), including reduced perpetration of intimate partner violence. Research also argues that such programmes are at their most effective when they address and work to improve male peer culture as a key contributor (Ullrich, Becker and Scharf, 2022), which is aligned with the previous literature discussed (Schwartz and DeKeseredy, 2010).

Within programme delivery, it is important that boys and young men are not framed as potential perpetrators but, instead, as allies and participants in gender equality (Wells, Fotheringham and Pascoe, 2024). Previous literature findings (Fabiano *et al.*, 2003) (Dagher, Abdulrahim and Witt, 2021) have highlighted that this approach not only increases engagement, but also enhances behavioural change outcomes. Effective interventions also rely significantly on the skill and delivery styles of practitioners and facilitators (Crespo-López, Valls-Carol and Giner-Gota, 2025). Skilled delivery involves the creation of safe discussion environments and the ability of constructive challenge; facilitators should have confidence, training and utilise structured tools to increase the effectiveness of the result.

Further exploring the factors that make intervention programmes effective, research shows that dialogue-based approaches can be effective in promoting behavioural change (De Koker *et al.*, 2014). Traditional prevention programmes often relied upon didactic, lecture-style education that aimed to deliver and teach information (Ellsberg *et al.*, 2015). Research indicates that these approaches are limited (Ellsberg *et al.*, 2015) as they do not aim to challenge pre-existing beliefs and can fail to emotionally engage participants; the learning style is passive rather than active and generally not as effective with activist or younger boys and men. Contemporary prevention frameworks place emphasis on the encouragement of interaction and discussions to foster deeper attitudinal change (De Koker *et al.*, 2014). Literature findings (Jewkes *et al.*, 2008; Ullrich, Becker and Scharf, 2022) highlight that dialogue-based approaches create opportunities for young men and boys to reflect on their own attitudes, beliefs and experiences through questioning the social normalisations that they have been exposed to (De Koker *et al.*, 2014). In the context of masculinity (Casey and Lindhorst, 2009), this can allow for them to discuss and explore their concepts of masculinity and peer pressure. Young men and boys can be encouraged to explore their own capacities to influence change, providing them with internalised motivation (Flood and Pease, 2009).

In summary, previous literature and current statistics display the severity of the global epidemic of VAWG (World Health Organisation, 2025), and the importance of prevention rather than reaction. Men and boys will not always perpetrate violence or go on to become violent, but it is important to address and remember the overwhelming statistics of prevalence (SafeLives, 2025) of those who do enact abusive and violence behaviour towards women and girls. Research shows that cultural masculine normalisations contribute towards the risk of violence, particularly VAWG, and that concern is only increasing. Through early intervention and the inclusion of dialogue-based facilitation (Casey and Lindhorst, 2009; De Koker *et al.*, 2014), dangerous beliefs and concepts, such as hegemonic masculinity, can be challenged, and attitudes can be changed.

1.2 Background to the development of *Foundations: 12 Dialogues* and Author of the training programme Michael Conroy

The founder and creator of Men at Work CIC and the *Foundations: 12 Dialogues* programme is Michael Conroy. He worked for 16 years in secondary schools in England, coordinating a wide range of citizenship, personal development and wellbeing programmes for pupils in years 7-13, during which time he began to design and deliver interventions for boys and peer-training colleagues to do the same (menatworkcic.org, 2026).

Michael's work in this respect has been recognised by awards including a Sinnott fellowship, a Suzy Lamplugh Young Person's Safety Award and he was named by the Big Issue as an Education Changemaker in 2022. Michael has contributed to both national and international events and training, as well as being a regular contributor to national media discussions including pornography, social influencers, male violence and misogyny. Examples include BBC Newsnight, The Today Programme, The Politics Show and Woman's Hour.

Michael has worked with boys and young men since 2004 across varying professional backgrounds. One example involved working for Worcestershire County Council on the Vocational, Inclusion, Participation (VIP) programme with children who had been excluded or were at risk of exclusion from Secondary School education. Within this area of his past work, Michael was tasked with creating opportunities for these children to provide them with additional paths in life, including vocational skills such as motor vehicle maintenance, construction, hairdressing, animal husbandry or home education. Additionally, Michael worked for the ContinU Trust at Wyre Forest, facilitating personal development and citizenship across eight high schools in the area. During this time, Michael also became a Mental Health First Aid trainer, with a strong interest in suicide prevention and self harm amongst males. Some of Michael's roles were organisational and administrative but he maintained a commitment to making time for dialogue sessions with boys across different year groups at several schools in the Wyre Forest area. This, alongside working closely with pastoral and safeguarding colleagues offered him insights into the effects of modern life on boys.

In 2017 Michael began to work regularly with boys within schools across the ContinU Trust. This started as weekly sessions where Michael described himself as undertaking exploratory research via the internet to locate resources to use in his work. These meetings would provide talking points for boys, particularly focused around visual aids such as TED Talks or local incidents and case studies that had taken place. Through doing this consistently, he could see the need for these regular sessions, and both his employers and Michael himself could see that this was beneficial to the boys attending. Over time, these sessions developed, and Michael began providing continuous professional development (CPD) staff training on how to commit to and communicate with these boys and young men on varying topics. Once established, these CPD sessions were offered outside the Wyre Forest schools and Michael began to be invited to speak regionally and beyond.

Through regular conversation with boys and young men, Michael began to see shifts and changes that created concern. He describes how large groups of young people were now operating together, facilitated by social media, and he felt that schools were falling behind in being able to address instances of bullying, explicit misogyny and/or homophobia. It felt like the responses of institutions were, as Michael describes, 'wholly inadequate' as they did not know what was going on in the present day lives of children. To counteract this, Michael began looking for resources to utilise but found that there were none that addressed the concerns that he was having. From this, Michael decided to begin development of his own programme, which was initially called the 10 Dialogues.

In 2019, Michael set up Men at Work CIC whilst still working part-time within schools. This gave him the opportunity to work and develop the ideas he had, with part of him still being involved in an educational setting. In 2020 and into 2021, the programme was still called the 10 Dialogues and was created using Michael's experiences of his practice work and from the collaborative input of the boys who attended his regular sessions. Michael drew upon repeated areas of discussion and themes that would appear throughout most, if not all, of his work, and he eventually referred to these as the dialogues themselves. The programme development was highly reflexive, and he would consistently consult the boys on all elements from the content covered to the visual aids used. During COVID-19, Michael took this work and the experience he had

gained and put the information together in a manual. This combined content resources and information but also utilised feminist theoretical fundamentals and the Socratic delivery method. Socratic Method is a style of communication frequently used in cognitive behavioural therapy that encourages individuals to reflect on issues and to draw out their own conclusions from newly gained insights (Heiniger, Clark and Egan, 2018). The programme evolved further over time, becoming 12 dialogues instead of 10, and the restrictions on inclusion criteria for the boys, including things such as minimum age, were lightened to allow the framework to be used by any member of staff who felt it would be appropriate for them to do so.

1.3 Who has accessed the training?

A total of 1,666 trainees attended the *Foundations:12 Dialogues* training programme. The cohort was predominantly female, with 65% women and 35% men. Participants represented a wide range of professional sectors, with the largest groups coming from education (57%), social work and early help (25%), youth work and youth justice (10%), domestic abuse services (5%), and policing (3%). Regionally, the highest representation came from Lancashire (31%), the West Midlands (26%), and Wales (16%). Although the dataset does not capture whether participants attended online or in person, the programme lead reported that delivery was broadly 50/50 across the training period. Overall, the training reached a highly multi-agency audience across England and Wales, spanning frontline practitioners, safeguarding leads, educators, youth justice teams, police officers, charity workers, and specialist domestic abuse staff.

1.4 Aims and objectives of the *Foundations: 12 Dialogues* programme

The *Foundations:12 Dialogues* programme is a one day training course for those working in education, youth work, social work, youth justice and other practitioner or volunteer areas of engagement with boys and young men. The training seeks to create confidence in facilitating constructive dialogues with boys and young men about issues relating to them 'Being safe and being safe to be around' (Men at Work, 2026).

Michael Conroy cites several aims and intentions of the programme throughout its initial development and its current evolution, including positive benefits for individuals and a larger-scale societal impact (see Appendix B of this report, p: 34). The *Foundations: 12 Dialogues* programme aims to help educators to support young people in finding direction and provide practitioners with the confidence to motivate self-development that would assist boys with their future lives, relationships and career options. The overall goal is not to introduce or to merely teach, but to facilitate safe reflective environments that nurture the ability to think. Michael makes clear that this programme is not a punishment for boys and young men, but instead a significantly positive opportunity for them to be listened to and to be invited to contribute to discussion.

The wider societal aim of this programme is to contribute to the reduction and gradual end of misogyny, male violence against women and girls and the desensitisation of men and boys.

2. Evaluation methodology

2.1 Ethical research

The researchers within this evaluation are experienced in undertaking ethical research that seeks not to cause harm or involves disrespect to community members with a diversity of experiences, including experience of trauma. Whilst there are key benefits to this study, researchers considered harm minimisation; emotional, physical, and financial safety throughout, and ethical approval for the study was secured in advance of the research being undertaken from the University of Worcester's Research Ethics Department.

Research was guided by the four Beauchamp and Childress (2001) ethical principles:

- a) Autonomy - Participants were invited to read and to discuss Participant Information Sheets and to complete a consent form to agree to involvement in the research. Participants in the research process and were entirely anonymous within the online survey collecting both quantitative and qualitative data responses
- b) Non-Maleficence - all researchers sought to cause no harm in the process of data collection and throughout the whole research process.
- c) Positive beneficence – to consider the wider benefits to be gained in undertaking an evaluation of an intervention seeking to address domestic abuse and to reduce victimisation in the community.
- d) Justice – to act in a way to all that is fair and just. Choice and confidentiality being an important aspect of any research project, especially with respect of individual identities and circumstances (Social Research Association, 2021).

2.2 Reflective learning

Researchers in this study used the model of reflective practice within the Gibbs' Reflective Cycle (1988) offering a six-stage framework for examining experiences, enabling learning (University of Edinburgh, 2024), and planning from research that goes well or does not go as planned. Reflection took place individually throughout the research timeline and within researcher group discussion online and wider project research team. By applying Gibbs' (1988) reflective model, the research team were able to systematically reflect during the study, identifying areas of improvement and implement actions efficiently.

Researcher biographies are included at Appendix C on p.35.

2.3 Data collection

Data was collected via both quantitative and qualitative methods. Quantitative data was collected via Men at Work CIC in terms of statistical data available to the research team, see section 4 of this report on page 16. For qualitative data, open and full

comments were secured from the anonymous online survey (see section 5 of this report, page 18), researchers received 36 survey participants after two requests were made to training participants who had completed training over the previous 18 months.

Qualitative comments were detailed in nature and were coded by hand using Braun and Clarke's (2006) six stage thematic analysis process, an immersive process of considering themes and patterns within the data, highlighting and coding by hand and mapping data using approaches from Braun and Clarke (2022) in terms of reflexive thematic analysis.

3. Phases of the evaluation

To achieve the aims of the research there were three phases of investigation to the study.

Phase 1 – Beginning of January 2026 to end of February 2026

Objective: Quantitative organisational data capture and Literature Review

This phase aimed to capture the demographic details connected to the delivery of *Foundations:12 Dialogue* training since 2023 onwards and overall number of individuals and geographic spread of impact. The data was sought via the Gatekeeper at Men at Work CIC. This data was extracted from records maintained over these two years.

A critical literature review was undertaken by the research team to consider effective work with boys and young men regarding masculinity, behaviour and development of empathy.

Phase 2 – March 2026 – end April 2026

Objective: Survey distribution: Quantitative and Qualitative data collection.

This phase of the evaluation built on findings from Phase 1 and detailed, quantitative and qualitative research was undertaken via completions of an online survey sent to all participants of the *Foundations: 12 Dialogues* programme.

Programme Participants: From 1000+ completers of the *Foundations: 12 Dialogues* training programme, this survey was anonymous and combined both quantitative and qualitative data collection.

Phase III – May/June 2026

Objective: Final write up of the evaluation report and submission to Men and Work CIC.

4. Quantitative Findings

A total of 36 participants completed the evaluation survey. The demographic profile shows that the majority identified as female (67%), with 31% male and 3% preferring not to say.

Respondents represented a broad age range, with the largest groups aged 45–54 (31%), 35–44 (28%), and 25–34 (22%), followed by 55–64 (17%) and a small proportion aged 18–24 (3%). See table 1 below.

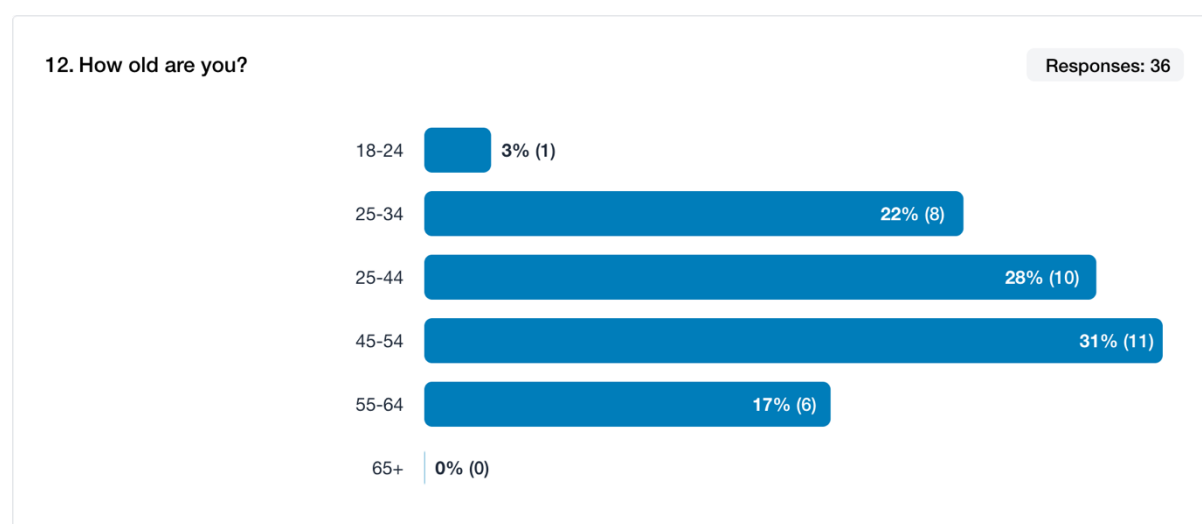


Table 1: Age of survey participants

Ethnicity data indicates that 75% identified as White British, with small proportions identifying as Asian Chinese (3%), Black British (3%), Black Caribbean (3%), dual-heritage backgrounds (6%), and other ethnic backgrounds (6%), reflecting a predominantly white workforce with some minority representation.

All respondents confirmed that they had completed the *Foundations: 12 Dialogues* training within the last 24 months. The majority undertook the training by choice (86%), with 14% attending as a mandatory requirement via their employment. Most participants reported that the training was directly relevant to their role (89%), with 11% indicating that it was not directly relevant. Disclosed employment roles are shown below in Diagram 1.

 Administrator: Children's Trust: Registered Manager	 Safeguarding Lead/Pastoral	 Careers Advisor	 School Counsellor	 Schools Project Manager
 Community Safety	 Senior Housing Support Officer	 Children and Young People Domestic Abuse Practitioner	 Assistant Headteacher	 Trainer
 Healthy Relationships Support Worker	 Therapeutic Support Practitioner	 AP Practitioner for Behaviour	 Head of Year	 Head of Production
 Youth Worker and Tutor	 Family Support Worker	 Safeguarding Lead	 A Level Teacher	 Teacher
 Youth Worker	 Teaching (Assistant Principal)	 DSL	 Programme Facilitator in Child Detention Facility Ireland	 Outreach Co-ordinator
 Support for Learning Assistant	 Behaviour and Inclusion Manager	 Director	 Deputy Designated Safeguarding Lead	 Teaching Assistant
 Family Support Worker	 Team Manager	 Exploitation Practitioner	 Women's Support CIC Lead	 Youth Worker

Diagram 1: Job designations disclosed in online survey

Satisfaction with the *Foundations: 12 Dialogues* training was very high. When asked to rate the overall quality,

- 77% rated it as excellent
- 20% rated it as good
- 3% rated it as poor (1 survey participant)

When asked whether the training had been beneficial to their role, 56% strongly agreed, 39% agreed, and 6% disagreed. No respondents selected “neither agree nor disagree,” indicating that participants tended to hold clear views about the usefulness of the training.

Among those who deliver discussion work with boys and young men, experience levels varied. 28% had been delivering such work for under 12 months, 34% for 1–2 years, 28% for 2–4 years, and 9% for over 5 years. This suggests a mixture of newer practitioners and more experienced facilitators. In terms of reach, 47% had facilitated sessions with 1–10 boys, 23% with 11–30, 13% with 31–50, 10% with 51–75, and 7% with more than 100. This indicates that while many practitioners work with small groups, a minority have delivered the programme at scale.

Participants reported working with a wide age range of boys and young men. The highest proportions engaged 14-year-olds (29%), 15-year-olds (17%), and 16-year-olds (17%), followed by 13-year-olds (11%), 17-year-olds (11%), and smaller numbers working with 9-year-olds (6%), 10-year-olds (3%), and 18+ (6%). This reflects the programme's relevance across early adolescence through to older teens and young adults.

Session delivery volume also varied. 29% had facilitated 1–10 sessions, 13% had delivered 11–20, 23% had delivered 21–40, and 16% had delivered 41+ sessions, while 19% had not yet delivered sessions but intended to do so. This distribution suggests that a significant proportion of respondents are actively embedding the training into practice, with a smaller group delivering it at high frequency.

5. Qualitative Findings

Opportunity was given to survey participants to elaborate on their responses in relation to the *Foundations: 12 Dialogues* training undertaken within the previous 18 months. 36 survey completions were received by researchers, and many were completed in depth as qualitative questions within the survey encouraged detailed responses.

5.1 Survey themes identified:

- a) Empowerment and the reflexive role of practitioners

- b) Conversations and discussions as a tool
- c) Reframing masculinity: From toxic to positive construction of identity
- d) Enabled Engagement through safe, non-judgemental spaces
- e) The modern evolution of youth and development
- f) Institutional and structural gaps

These themes are expanded as follows.

5.1.a Empowerment and the Reflexive Role of Practitioners

This theme of empowerment was drawn from the qualitative statements of many survey participants discussing how the training has benefited them professionally. This includes empowering them to be able to initiate difficult conversations and confidences within challenging viewpoints, as well as the ability to be reflexive in how they deliver and talk with young people. One participant even reflected on their own actions,

'It made me think and change some of my own behaviours.'

This illustrates how the programme encouraged practitioners to critically examine their own positionality and practice, a key component of effective relational work with boys and young men. The training had also appeared to create a valuable reflective space, enabling practitioners to learn alongside other colleagues from different education and youth focussed settings. One participant noted:

'There was lots of information that encouraged us to reflect on how we work with young males.'

This shared learning environment fostered a sense of collective responsibility and professional growth, reinforcing the programme's emphasis on reflective practice. Survey participants spoke of the way the content of the programme had helped them create the means to have conversations, and to be able to challenge the group they worked with:

'The training was balanced, engaging and helped me.'

'Gave us practical tools that we were then equipped to use.'

Such quotes demonstrate the perceived relevance and usability of the content. Importantly, practitioners reported increased confidence in challenging inappropriate

or harmful behaviours, with one participant sharing the impact the training on their practical skills:

‘Confidence to challenge inappropriate behaviours and language.’

The quote highlights how the programme supported practitioner in adopting a more proactive and constructive approach to addressing harmful normalisations and attitudes. One survey participant acknowledged feeling challenged and at times intimidated when holding sensitive conversations with young men about masculinity and safe behaviour, suggesting that the programme may help reduce practitioner anxiety and strengthening relational competence:

‘I sometimes find engaging young males challenging. This experience has improved my communication approach, patience, and ability to adapt sessions to be more interactive and relevant to their lived experiences.’

Another survey participant felt far more confident about constructive challenge of harmful attitudes and comments from boys:

‘I am more confident in challenging harmful attitudes constructively while maintaining positive relationships. It [training] has helped me better understand the social pressures they face, including expectations around masculinity, status and emotional expression.’

This demonstrates how the programme supported practitioners in developing a more nuanced understanding of the social context shaping boys’ behaviour enabling them to respond with empathy as well as challenge. Collectively, these reflections indicate that the programme not only enhanced practitioners’ skills but also contributed to a deeper reflexive awareness and a more confident, relationally attuned approach to working with boys and young men.

5.1.b Conversations and Discussions as a Tool

This theme was drawn from survey participant responses around the benefits and critiques of using open ended and Socratic conversations. This includes the flexibility in discussion; providing young people with comfortable spaces; the inclusion and centring of young people; the limitations of delivery barriers; and the critique of overpowering voices in group settings. *‘We begin by obtaining the children’s voices.’*

Survey participants had often felt ill equipped to hold such challenging conversations with boys and young men and having guidance and a toolkit of examples had been considered useful, specific examples were cited such as:

‘Conversations around what it means to be male, and expectations the young males feel are placed upon them.’

‘Daily conversations about topics that implement positive relationships, masculinities, identity and staying safe.’

The flexibility of the programme’s resources was also commended within survey participants. Practitioners valued the ability to adapt materials to suit the needs of their groups, or to respond to emerging issues in real time. One survey participant noted:

‘The resources can be used entirely as they stand or that they can be tweaked to suit or to enhance other work or conversations that crop up – they allow for flexibility in delivery.’

The mechanisms of conversation around sensitive topics afforded to training participants were also highlighted as a key benefit of the *Foundations: 12 Dialogues* training.

‘Being mindful of pitfalls and the way in which we communicate, so as not to lead [conversation].’

‘The use of both verbal and pictorial methods was really useful.’

‘The tips and advice given in the training are absolutely invaluable.’

Throughout this theme reflections and quotes suggest that the programme not only enhanced practitioners’ technical skills but also deepened their understanding of how structured, reflective conversations can be used as a powerful tool for engagement, challenge and support.

5.1.c Reframing Masculinity: From Toxic to Positive Construction of Identity

This theme arose from the positive experiences and participant responses of the trainings reframing of blame to that of curiosity and understanding. This includes the focus on empathy and welcoming spaces, rather than punitive and stigmatising or reactions of blame. This also encourages the young people to enact positive change and to challenge misogynistic beliefs:

‘The issues of masculinity and indeed identity enter in most discussions and as such we have found an increasing need to be able to respond appropriately and in an informed fashion.’

Training participants commented on their own day to day educative practice that revealed, *‘incidents that may come from a place of misogyny’*, that has been difficult to navigate both for training participants and the boys that they work alongside. The training was seen as equipping practitioners with the conceptual grounding and practical strategies needed to respond constructively. One participant emphasised the contemporary relevance of this work, stating:

‘Such an important topic and so relevant currently to help dispel the ‘man rules’ that social media and society is forcing on them.’

This suggests that the programme is helping practitioners counteract harmful cultural messages by offering boys alternative narratives and opportunities for critical reflection. Survey participants wrote about some of the specific tools and strategies for engaging boys in dialogue that were particularly helpful and flexible:

‘Examples of the media/objectification like razor adverts to really clearly show the difference between feminine/masculine ones.’

‘It was helpful to use some of the bystander intervention resources, consent activities and I provide some background regarding men’s mental health along with support resources.’

These reflections indicate that the programme not only broadened practitioners’ knowledge but also enhanced their capacity to support boys in developing healthier attitudes and behaviours. Overall, the data suggests that the programme played a significant role in helping practitioners reframe masculinity in positive, strengths-based ways, enabling them to challenge harmful normalisations while fostering empathy, understanding and constructive change among the boys and young men they work with.

5.1.d Enabled Engagement Through Safe, Non-Judgemental Spaces

This theme was drawn from the participant responses discussing increased levels of honest engagement in spaces that were consciously non-judgemental and safe. This

includes both the physical space, resources and attitudes of the facilitator, and the inclusivity of understanding the needs of each young person attending. One survey participant commented on their value of the usefulness of the training material:

'non-judgmental, evidential nature of the [training] material.'

Another survey participant emphasised the importance of creating dedicated spaces for conversations with boys and described plans to develop such provision after completing the Foundations: 12 Dialogues training:

'Giving boys and young men a "Lads Club" where we will meet once a week.'

'Giving boys and young men the space to discuss "taboo" subjects in a controlled by open setting.'

This highlights the programme's role in equipping practitioners to facilitate conversations that might otherwise be avoided or mishandled. Another comment considered the approaches suggested to enable:

'young men who experience disadvantage individually or within their peer group.'

This highlights that the training encouraged practitioners to adopt more inclusive, trauma informed and context sensitive practices. This emphasis on non-judgemental, non-stigmatising and accepting spaces was seen as essential for fostering meaningful dialogue and learning:

'their relationship with risk/failure, ensuring that they are not shamed in any conversation.'

'[The training] strengthened our ability to hold safe, honest conversations, ask more insightful questions and support people to develop self-awareness, confidence and positive change.'

Overall, participants described the training as strengthening their capacity to hold deeper, more honest and more supportive conversations with boys and young men. Such quotes used in this theme indicate that the programme played a significant role in enabling practitioners to create the kinds of relational spaces that are essential for effective engagement and transformative dialogue.

5.1.e The Modern Evolution of Youth and Development

This theme was drawn from participant responses that discussed the ever-changing nature of how young boys and men develop and grow up. This includes the impacts of social media, music, influencers and the disconnect between older and younger generations. Training participants cited the benefits to them of undertaking the *Foundations: 12 Dialogues* training relating to the relevance to them and the specificity of current concerns:

‘Particularly relevant in the current times.’

‘Relevant to the challenges we are facing within school and the wider community. Very relevant to emerging issues/themes.’

Some participants cited online misogyny and specific online ‘*influencers*’ and the role these individuals have in the minds of boys and young men in society today. The way that they get into the minds of young people and are persuasive.

‘Modern day society is constantly changing at pace. Children are having more access to more streams of information and influence than ever before.’

Talking about this was useful and learning to hold conversations about this helped training participants consider how to have difficult conversations. Some survey participants described that childhood felt very different from their own and that the training had helped bridge the generational gap and a view that the age gap meant that understanding children was a challenge in terms of making conversations impactful, relevant and appropriate:

‘It enabled me to build rapport and be credible even though my lived experience of being a lad was very different to theirs.’

‘It helped me better understand the social pressures they face, including expectations around masculinity, status and emotional expression.’

‘I recognised that traditional ways of tackling issues like misogyny can be ineffective.’

There were comments in the survey responses that related to the pace of change in society and particularly online regarding social and online influences and contexts,

‘[The training has] helped me to have dialogues with boys/young men which respond to evolving social and cultural phenomena, contexts and influences.’

Even language that young people use felt alien at times according to survey participants, making the age gap between tutors and students seem like a barrier to communication, *‘from verbal to music, clothing and slogans used’*. The *Foundations: 12 Dialogues* training provided valuable content around this challenge according to survey participants.

5.1.f Institutional and Structural Gaps

Repeated survey participant responses discussed the lack of training in this area outside of that provided by Men at Work CIC, and from the calls to roll this training out to wider institutions. Survey participants wrote of how other staff members, not those attending the training, found use in the materials provided. As well as this, this theme also includes the structural gaps of limits on male facilitators for young boys, as many female participants discussed feeling as though young boys and men would prefer and benefit male leads.

Survey participants voiced their intention to share their new knowledge and approaches as a direct result of undertaking the *Foundations: 12 Dialogues* training:

‘I will share the information with our team and suggest the course.’

Another survey participant was keen to further develop the resources their organisation had to, *‘develop conversations and create digital media creative responses.’*

Other survey participants identified a gap within their own institutions in terms of appropriate resources and approaches for working with boys and young men on such challenging subject areas. One survey participant voiced their views about the lack of such resources and had valued the training:

‘There is no similar training around, despite rising misogyny in young men being such a prevalent issue.’

Another survey response voiced an opinion that the training had been so good:

'It needs to be rolled out across all of the education sector, more training like this is needed.'

One comment noted difficulty interpreting the training materials for their own setting:

'I wasn't sure what we were supposed to do with it in practical terms.'

Another survey participant felt that the content was *'interesting but vague'*. It was clear from this theme that training participants valued the content of the *Foundations: 12 Dialogues* training in providing resources, strategies and approaches that had been missing from their educational resources to undertake this work and that this in turn gave them reassurance and confidence. The unique nature of the training for many participants was mentioned, including:

'There is no similar training around, despite rising misogyny in young men being such a prevalent issue.'

Some survey participants felt however that the training was generalised and not as specific and formulated for their own needs:

'Content was vague discussions around the general concepts.'

'Didn't teach anything practical and didn't cover eleven of the twelve conversations.'

Conversely, others welcomed the flexibility to deliver sessions according to the needs of the organisation and the facilitator and it was clear that they were using the training and were finding it useful to be able to flexibly hold important conversations with boys and young men in their own setting:

'The content is a great scaffold for the sessions.'

'I adapt both time and content to fit each group and have had some amazing conversations and wonderful feedback.'

'Boys and young men always throw up the exact topics of discussion found in the 12 dialogues training.'

Overall, the responses illustrate a significant unmet need for structured, context appropriate resources to support practitioners engaging boys and young men in sensitive conversations. Whilst some participants struggled to apply the materials, most described increased confidence, practical usefulness and intentions to share or expand the approaches within their institutions. The theme highlights both the uniqueness of the *Foundations: 12 Dialogues* training and the desire for its broader dissemination.

6. Survey comments commending the delivery of the training and the content of the training materials to use with boys and young men

Good examples given
Engaging and relevant to my role
Michael was excellent at delivering and it had the right balance of discussion and thought
Quite simply the best training I have ever done as part of my work
One of the best trainings I have been on
Hugely beneficial as I use the 12 Dialogues
The resources being incredibly helpful and invaluable in delivering good quality direct work
I always use the resource. I've spoken to management to say I feel that all Family support workers should be trained in this
I tend to use the materials as prescribed as I know how well they work
The 12 dialogues is a great way into an incredibly complex and nuanced topic
The whole thing is brilliant. Just wish there was more of it

7. Survey comments recommending additions, further explanations or requesting longer training

Just wishes it was longer and we had the opportunity to see perhaps a video
Sometimes the conversations were side tracked by participants wanting to tell their stories
More like a pub conversation which was very interesting but didn't teach anything practical and didn't cover eleven of the twelve conversations
More pictures for children with SEND to understand clearer
It would be good to have a video [the Paul Whitehouse video] demonstrating the same thing, but more up to date for the young men to relate to
Some practical or creative activities can be built in to vary delivery a little
[some topics] depended on the maturity of the groups
The resources into a PowerPoint as this worked better for some groups

8. Limitations of this evaluation

This evaluation was conducted with a small sample of survey participants, despite being distributed by Men at Work CIC to around 2000 training participants, 36 responded to the requests via the organisational gatekeeper to complete the online survey. This is a low response rate, lower than expected from the training organiser and as a result, the findings cannot be generalised.

9. Evaluation Summary

Analysis of qualitative survey responses identified several consistent themes relating to the impact and delivery of the *Foundations: 12 Dialogues* training by Men at Work CIC.

1. Enhanced practitioner confidence and reflexivity

The training significantly strengthened practitioners' confidence in initiating and managing sensitive discussions with boys and young men. It also encouraged critical self-reflection, enabling practitioners to examine their own behaviours, assumptions, and professional practice.

2. Development of effective conversational approaches

Participants highlighted the value of structured, open-ended and discussion-based methods (including Socratic approaches) as key tools for engagement. The training provided practical strategies and adaptable resources that supported meaningful dialogue while remaining responsive to group needs.

3. Positive reframing of masculinity

The programme supported a shift from deficit-based or punitive approaches towards more constructive, empathetic understandings of masculinity. Practitioners reported increased capacity to challenge harmful attitudes while promoting positive identity formation and critical reflection among young people.

4. Creation of safe and non-judgemental spaces

A central outcome of the training was improved ability to facilitate inclusive, supportive environments. These spaces enabled open discussion of sensitive

or “taboo” topics, creating trust, authentic engagement, and deep reflective learning.

5. Increased awareness of contemporary youth influences

Participants noted the relevance of the training in addressing the rapidly evolving social context shaping young people’s experiences, particularly the influence of social media, online content, and shifting cultural norms. The training helped bridge generational gaps and improved practitioners’ understanding of these dynamics.

6. Identification of institutional gaps and need for wider provision

Responses highlighted a lack of comparable training and resources across institutions, with strong support for broader rollout. While the flexibility of the programme was valued, some participants reported a need for clearer practical guidance and more tailored content.

In summary, the findings indicate that the *Foundations: 12 Dialogues* training made a substantial contribution to practitioner capability, professional confidence and personal understanding of challenging subject areas around boys, young men and contemporary masculinities. It also highlighting opportunities for refinement and expansion to maximise impact on a wider scale in communities.

Appendix A Illustrates a logic model showing how the *Foundations: 12 Dialogues* training translates practitioner development into improved engagement with boys and young men, contributing to the prevention of harmful attitudes and behaviours through reflective, dialogue-based intervention.

10. References

- Bandura, A. (1977) 'Social learning theory', *Englewood Cliffs* [Preprint].
- Beauchamp, T.L., and Childree, J.F. (2001) *Principles of biomedical ethics. 5th Edition*. Oxford: Oxford University Press.
- Bonilla-Algovia, E., Carrasco Carpio, C. and García-Pérez, R. (2024) 'Do Attitudes towards Gender Equality Influence the Internalization of Ambivalent Sexism in Adolescence?', *Behavioral Sciences*, 14(9), p. 805. Available at: <https://doi.org/10.3390/bs14090805>.
- Braun, V. and Clarke, V. (2006) 'Using thematic analysis in psychology.' *Qualitative Research in Psychology*, 3(2), pp: 77-101.
- Braun, V. and Clarke, V. (2022) *Thematic Analysis: A Practical Guide*. London: Sage.
- Caperton, W. *et al.* (2020) 'Stay-at-home fathers, depression, and help-seeking: A consensual qualitative research study.', *Psychology of Men & Masculinities*, 21(2), pp. 235–250. Available at: <https://doi.org/10.1037/men0000223>.
- Casey, E.A. and Lindhorst, T.P. (2009) 'Toward a Multi-Level, Ecological Approach to the Primary Prevention of Sexual Assault: Prevention in Peer and Community Contexts', *Trauma, Violence, & Abuse*, 10(2), pp. 91–114. Available at: <https://doi.org/10.1177/1524838009334129>.
- Connell, R.W. and Messerschmidt, J.W. (2005) 'Hegemonic Masculinity: Rethinking the Concept', *Gender & Society*, 19(6), pp. 829–859. Available at: <https://doi.org/10.1177/0891243205278639>.
- Crespo-López, A., Valls-Carol, R. and Giner-Gota, E. (2025) 'The Co-Creation and Implementation of a Protocol for the Prevention of Gender Violence in a Non-University Adult Educational Center', *Behavioral Sciences*, 15(4), p. 406. Available at: <https://doi.org/10.3390/bs15040406>.
- Dagher, M., Abdulrahim, S. and Witt, C. (2021) 'Engaging men and boys in gender equity programs in humanitarian settings: A scoping review', *European Journal of Public Health*, 31(Supplement_3), p. ckab165.007. Available at: <https://doi.org/10.1093/eurpub/ckab165.007>.
- De Koker, P. *et al.* (2014) 'A Systematic Review of Interventions for Preventing Adolescent Intimate Partner Violence', *Journal of Adolescent Health*, 54(1), pp. 3–13. Available at: <https://doi.org/10.1016/j.jadohealth.2013.08.008>.
- Ellsberg, M. *et al.* (2015) 'Prevention of violence against women and girls: what does the evidence say?', *The Lancet*, 385(9977), pp. 1555–1566. Available at: [https://doi.org/10.1016/S0140-6736\(14\)61703-7](https://doi.org/10.1016/S0140-6736(14)61703-7).
- Fabiano, P.M. *et al.* (2003) 'Engaging Men as Social Justice Allies in Ending Violence Against Women: Evidence for a Social Norms Approach', *Journal of*

American College Health, 52(3), pp. 105–112. Available at: <https://doi.org/10.1080/07448480309595732>.

Fleming, P.J. *et al.* (2015) 'Men's violence against women and men are inter-related: Recommendations for simultaneous intervention', *Social Science & Medicine*, 146, pp. 249–256. Available at: <https://doi.org/10.1016/j.socscimed.2015.10.021>.

Flood, M. and Pease, B. (2009) 'Factors Influencing Attitudes to Violence Against Women', *Trauma, Violence, & Abuse*, 10(2), pp. 125–142. Available at: <https://doi.org/10.1177/1524838009334131>.

Georgieva, I., Beaunoyer, E. and Guitton, M.J. (2021) 'Ensuring social acceptability of technological tracking in the COVID-19 context', *Computers in Human Behavior*, 116, p. 106639. Available at: <https://doi.org/10.1016/j.chb.2020.106639>.

Ging, D. (2019) 'Alphas, Betas, and Incels: Theorizing the Masculinities of the Manosphere', *Men and masculinities*, 22(4), pp. 638–657. Available at: <https://doi.org/10.1177/1097184X17706401>.

Gunby, C. *et al.* (2026) 'An Analysis of Gendered, Intersectional Dynamics in Domestic Homicide Reviews', *The British Journal of Criminology*, 66(1), pp. 130–147. Available at: <https://doi.org/10.1093/bjc/azaf025>.

Heiniger, L.E., Clark, G.I., and Egan, S.J. (2018) 'perceptions of Socratic and non-Socratic presentation of information in cognitive behaviour therapy', *Journal of Behavior Therapy and Experimental Psychiatry*, 58, pp:106-113.

Home Office (2025) 'Freedom from Violence and Abuse: A cross Government Strategy to Build a Safer Society for Women and Girls, Volume 1, CP 1450-1.

https://assets.publishing.service.gov.uk/media/697c7e14043a4ade0f7b503f/31.260_VAWG_01_Strategy_Slip_FINAL_v5_290126_WEB.pdf Accessed 03/05/2026.

Jewkes, R. *et al.* (2008) 'Impact of Stepping Stones on incidence of HIV and HSV-2 and sexual behaviour in rural South Africa: cluster randomised controlled trial', *BMJ*, 337(aug07 1), pp. a506–a506. Available at: <https://doi.org/10.1136/bmj.a506>.

Levell, J. and Hester, M. (2023) 'Masculinity and Domestic Violence: Hegemonic Masculinity', in T.K. Shackelford (ed.) *Encyclopedia of Domestic Violence*. Cham: Springer International Publishing, pp. 1–8. Available at: https://doi.org/10.1007/978-3-030-85493-5_1098-1.

Mahalik, J.R. *et al.* (2003) 'Development of the Conformity to Masculine Norms Inventory.', *Psychology of Men & Masculinity*, 4(1), pp. 3–25. Available at: <https://doi.org/10.1037/1524-9220.4.1.3>.

McDonald, F. (2025) 'Nearly a billion women face domestic or sexual violence, report finds', *BMJ*, 391, p. r2483. Available at: <https://doi.org/10.1136/bmj.r2483>.

McGuire, L. *et al.* (2020) 'STEM gender stereotypes from early childhood through adolescence at informal science centers', *Journal of Applied Developmental Psychology*, 67, p. 101109. Available at: <https://doi.org/10.1016/j.appdev.2020.101109>.

Men at Work CIC (2026) Who we are, organisational webpages. Available <https://menatworkcic.org/who-we-are/>. Accessed 03/05/2026.

NPCC (2025) Violence Against Women and Girls. <https://www.npcc.police.uk/our-work/violence-against-women-and-girls/> Accessed 26/06/2026.

Reidy, D.E. *et al.* (2015) 'Masculine Discrepancy Stress, Teen Dating Violence, and Sexual Violence Perpetration Among Adolescent Boys', *Journal of Adolescent Health*, 56(6), pp. 619–624. Available at: <https://doi.org/10.1016/j.jadohealth.2015.02.009>.

SafeLives (2025) *Statement in response to ONS crime figures (2025)*, SafeLives. Available at: <https://safelives.org.uk/news-views/ons-crime-figures-2025-statement/> (Accessed: 18 February 2026).

Schwartz, M.D. and DeKeseredy, W.S. (eds) (2010) *Sexual assault on the college campus: the role of male peer support*. Thousand Oaks, Calif: Sage Publications.
Skeen, S. *et al.* (2015) 'Early Intervention: A foundation for lifelong violence prevention', *South African Crime Quarterly* [Preprint], (51). Available at: <https://doi.org/10.17159/2413-3108/2015/i51a767>.

Ullrich, R., Becker, M. and Scharf, J. (2022) 'The Development of Gender Role Attitudes During Adolescence: Effects of Sex, Socioeconomic Background, and Cognitive Abilities', *Journal of Youth and Adolescence*, 51(11), pp. 2114–2129. Available at: <https://doi.org/10.1007/s10964-022-01651-z>.

Wells, L., Fotheringham, S. and Pascoe, L. (2024) 'Insights on Engaging Men and Boys in Creating a More Gender Equal Future in Canada', *Violence Against Women*, 30(1), pp. 297–322. Available at: <https://doi.org/10.1177/10778012231203621>.

World Health Organisation (WHO) (2025) *Lifetime toll: 840 million women faced partner or sexual violence*. WHO. Available at: <https://www.who.int/news/item/19-11-2025-lifetime-toll--840-million-women-faced-partner-or-sexual-violence> (Accessed: 18 February 2026).

Appendix A Logic Model for the *Foundations: 12 Dialogues* Programme



Appendix B***Foundations: 12 Dialogues Training 7 stages***

Our CPD-accredited, highly-rated **one-day FOUNDATIONS: 12 Dialogues training day** covers these 7 stages:



Appendix C

Researcher Biographies

Researcher: Dr Beverley Gilbert, Senior Lecturer within the Department of Community, Social Justice and Health at the University of Worcester.

Qualifications:

PhD - examining peer mentoring with women who experience multiple disadvantage
 MA Professional Development: The Dynamics of Domestic Violence
 MA Ethics: Policing and Criminal Justice
 BA (hons) Community Justice, Diploma in Probation Studies

Research interests: Community peer mentoring, peer support and ‘by and for’ organisations; Women who experience multiple and complex disadvantage after trauma; Recovery and creating communities of strength from lived experience; Lived experience and professional practitioner perspectives; Feminist ethical research practice. Public health prevention of domestic abuse and effective work with individuals who perpetrate domestic abuse.

Beverley has taught on both undergraduate and postgraduate degree programmes at the University of Worcester since 2011 after spending 30-year career working as a police officer and probation officer in the Midland area of the UK. Her criminal justice career included concentrated periods specialising as a Detective Family Protection Officer in policing and subsequently working as a probation officer with high-risk violent custodial clients and staff trainer in domestic abuse and in the Integrated Domestic Abuse Programme (IDAP).

Beverley has an interest in feminist qualitative research, representing the voice of lived experience and those marginalised within society due to perceptions of vulnerability, disability, or disadvantage. She completed her PhD study in examining peer mentoring with women who experience multiple and complex disadvantage at Anglia Ruskin University in 2023. Beverley has published research linked to lived experience of domestic abuse and practitioner roles in the community as well as community and criminal justice related issues.

Beverley is embedded in the field of VCSE community strength development. She is the Founding Director, Operations and Risk Manager for a community ‘by and for’ organisation that was honoured with the Queen’s Award for Voluntary Service in 2020, the organisation is called Cohort 4 and is based in North Warwickshire.

For further details regarding Beverley, see her university profile here:

<https://www.worcester.ac.uk/about/profiles/beverley-gilbert>

Beverley’s publications: See Orchid Account <https://orcid.org/0000-0001-6288-2019>

Researcher: Amy Johnson, Senior Lecturer in Criminology within the Department of Community, Social Justice and Health at the University of Worcester
 Programme Lead for Criminology, including: MA Applied Criminology and BA Criminology/ Criminology with Policing

Qualifications:

PhD (ongoing) – Understanding experiences and support needs of intimate partner abuse in dyads with co-occurring substance use and homelessness.
 MA Applied Psychology

MA Forensic Psychology
 BA (hons) Psychology and Counselling
Research interests:

Amy started her career working with individuals who had faced multiple disadvantages throughout their life and quickly realised she wanted to support those individuals to live a life with opportunity and justice. Amy enjoys researching offending behaviour and exploring how the criminal justice system supports individuals with behavioural challenges and those who have a lower intellectual ability. She has an interest in the development of behaviour change interventions and evidence-based practice, particularly within the community and healthcare settings. Amy has worked in a variety of practice settings (community probation, police custody suites, psychiatric hospitals and various prisons) across the UK to expand her knowledge on offending behaviour and the impact that behaviour has on their immediate family and peers.

Amy has a wealth of experience evaluating behaviour change programmes and understanding the design of perpetrator programmes for domestic abuse. Amy spent 6 years working on the ADVANCE Programme (Advancing Treatment and Theory for male perpetrators of Intimate Partner Violence (IPV) who use substances), which was a Randomised Control Trial (RCT). Amy's role was to conduct a systematic literature review looking at the effectiveness of intervention programmes and supporting the design and delivery of 12-week group perpetrator programme for men who disclosed perpetrator of IPA and who attended substance use services (phases of the RCT included interviewing those who had perpetrated DV in their relationships and interviewing ex/current female partners. During this time, Amy led on creating a public and patient involvement group (those with previous experience of offending and victimisation) to support research across the West Midlands and works closely with small voluntary sector organisations to ensure they are able to keep up to date with current literature and evidence-based practice. Due to COVID-19, Amy supported the team to adapt the group programme to be delivered online/digitally. This study was also part of the RCT and Amy supported the evaluation of the new digital programme. The digital programme is now being piloted with probation with a mandated element. Alongside the development of this intervention, I had a primary input in the delivery, theory and training manuals, and trained professionals across the country to deliver ADVANCE. Amy also worked closely with Professor Gene Feder and colleagues from Bristol University who were delivering REPROVIDE and attended committee groups for DRIVE.

Amy is completing her PhD which seeks to explore the experiences and support needs of intimate partner abuse in dyads with co-occurring substance use and homelessness. Amy is very interested in marginalised communities within society and the lack of accessibility to services and support groups when people present with multiple disadvantages (Addiction, homelessness, mental health etc.). Amy is currently analysing MARAC data from Westminster and identifying patterns of revictimization and reoffending behaviours.

Amy's main research interest can be summarised as: Offending behaviour and Rehabilitation, Intimate Partner Violence Perpetrator Programmes and their efficiency, Homelessness, Mental Wellbeing and Offending, Substance use and perpetration/ victimisation of Intimate Partner Violence amongst a variety of populations, sexual violence, supporting those with complex and challenging behaviours, supporting those who face multiple disadvantages.

For further details regarding Amy, including details of publications, see her university profile here: <https://www.worcester.ac.uk/about/profiles/amy-johnson>

Alexandra Dale, Research Assistant, Visiting Lecturer and Independent Consultant

Qualifications:

MA Understanding Domestic Abuse and Sexual Violence
BSc (Hons) Forensic Psychology

Alex completed her MA Understanding Domestic Abuse and Sexual Violence with distinction at the University of Worcester in 2024. Since then, she has been employed in roles within the women's domestic abuse support sector and has been acting as an independent consultant linked to technology facilitated gender based violence and prevention of domestic/sexual abuse. Alex has been Visiting Lecturer at the University of Worcester to both undergraduate and postgraduate students at the University of Worcester in respect of technology facilitated abuse and masculinities linked to gender based violence.

Alex has worked alongside researchers in this evaluation, particularly in respect of the literature review and supporting research tasks.