

Evaluation of the Mentors in Violence Prevention (MVP) Programme across Merseyside 2021/22

MVP is a school-based violence prevention programme, with a particular emphasis on gender-based violence, which aims to increase non-violent bystander intervention through a peer education approach. In the 2020/21 academic year, MVP was piloted in ten secondary schools across Merseyside. Findings from the evaluation of the 2020/21 pilot implementation supported the continuation of MVP. In the 2021/22 academic year, 18 new schools across Merseyside were invited to take part, whilst five schools from the 2020/21 cohort continued to take part. The Public Health Institute, LJMU, were commissioned to continue evaluation of MVP in 2021/22.

Methods



Mentor surveys

Pre (N=257); Post (N=160);
Follow-up (N=22)

Exploring:

- Bystander attitudes
- Perceptions of other students' bystander behaviour
- Acceptability of violence
- Gender stereotyping
- School safety and belonging
- Leadership skills
- Perceptions of training/programme
- Bystander behaviour

Mentee surveys

Pre (N=248); Post (N=237)

Exploring:

- Bystander attitudes
- Perceptions of other students' bystander behaviour
- Acceptability of violence
- Gender stereotyping
- School safety and belonging
- Leadership skills
- Perceptions of programme

School staff survey

(N=19)

Exploring:

- MVP training
- Programme implementation in their school
- Sustainability
- Barriers/facilitators
- Areas for development

Secondary data

Feedback captured by the programme implementers on perceptions and impacts of the programme from mentors, mentees, and school staff. Done through a range of methods including film, discussion groups, and feedback sheets.

Dose/reach



48 school staff from 23 schools received the two day MVP training from MYA school development officers.

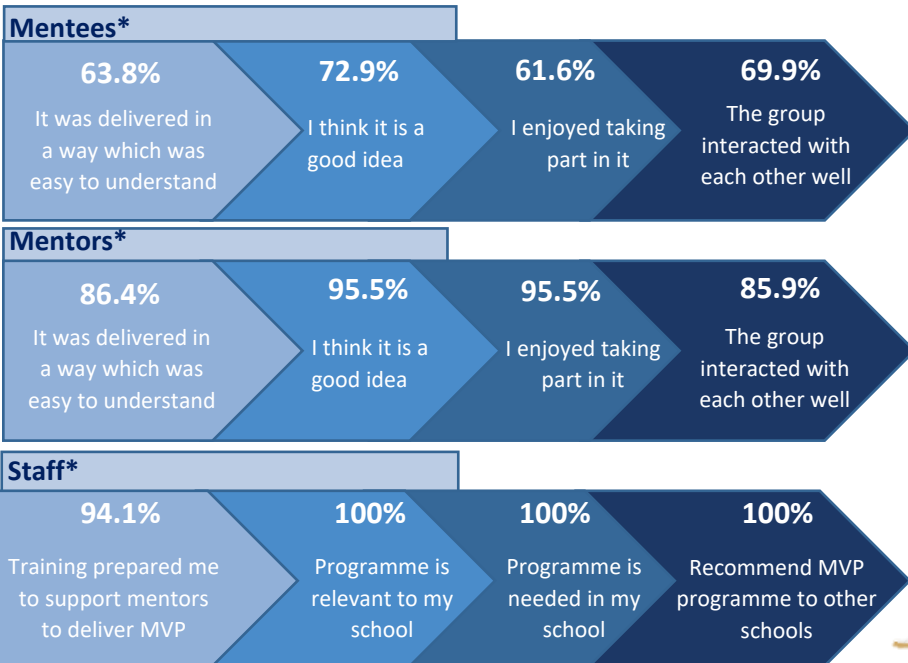


421 mentors from 22 schools received the two day MVP training. 331 mentors from 20 schools had commenced delivery of the programme to mentees.



Approximately 3,130 mentees from 20 schools received at least one MVP session. Approximately 1,950 mentees from 11 schools received all five MVP sessions.

Perceptions of the programme



"The MVP programme has been completely such an amazing opportunity and one that I never thought I'd be able to experience, and one that I think is quite once in a lifetime. It's been so great to socialise with people I wouldn't normally talk to and teach them about things that I would normally not speak to anyone about." – Mentor



"I think the whole programme was useful as it showed real stuff that could happen and how to prevent it." Mentee

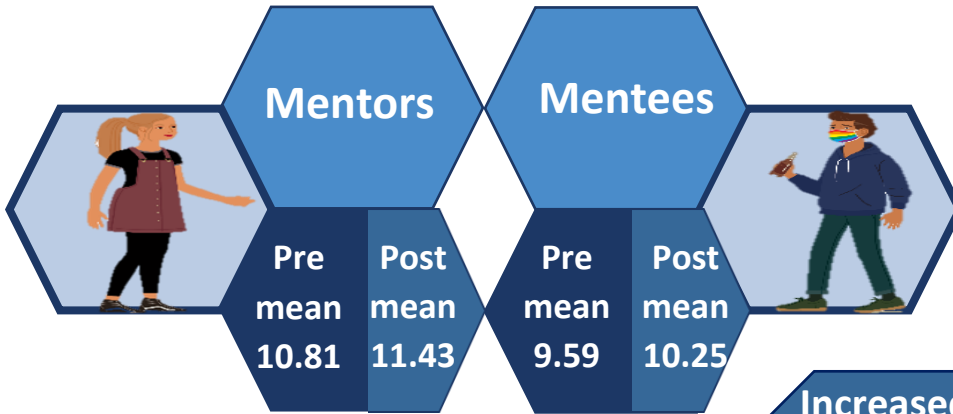


* % responding strongly agree/agree to each statement

Impacts of the programme[^]

[^] Only includes measures where, in paired analysis, there was a statistically significant positive change from pre to post survey

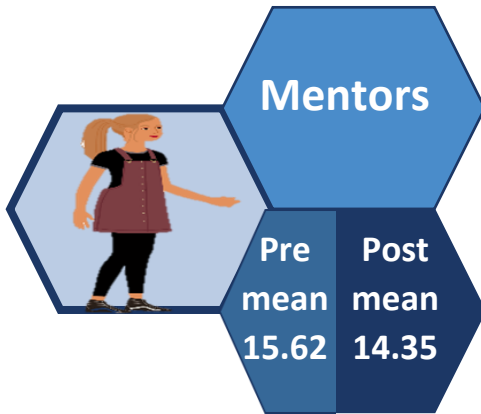
Increased positive attitudes to intervene as a bystander



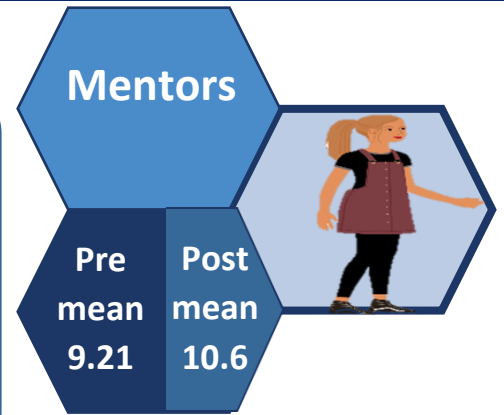
"I would have walked away from a fight before MVP but now I walk away and go and tell a teacher." – Mentor

Increased positive perceptions of other students' bystander behaviour

Decreased acceptability of violence



"I really enjoyed learning about the statistics and factual information on violence because it makes pupils realise what is going on in our world and how we can prevent it." – Mentor



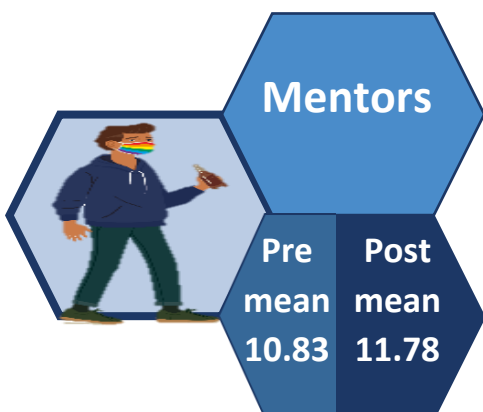
"I enjoyed exploring gendered violence. I had written down a list of the pressures I felt that often overwhelmed me. It was informative and I was able to express myself and my fears without being labelled a 'man hater'." – Mentor



Decreased level of agreement with some gender stereotyping statements (mentors)

On a date, the boy should be expected to pay all expenses		Boys are better leaders than girls	
Pre mean	Post mean	Pre mean	Post mean
2.37	2.17	1.86	1.69

Increased leadership skills



"I think one of the like main benefits of MVP is that obviously you gain lots of leadership skills and being involved with younger pupils and getting to have involvement with their lives at your school." – Mentor

Overall, perceptions of the implementation and the impact of the programme have been positive. Crucially, findings suggest positive changes in mentors' attitudes towards using a bystander approach, acceptability of violence, perceptions of other students' bystander behaviour, and leadership skills. Findings also showed positive changes in mentees' bystander attitudes and development of positive relationships with the mentors. Overall, findings to date support the continued implementation of MVP across Merseyside schools in 2022/23.