



TILLEY AWARDS 2011 APPLICATION FORM

Applications made to this year's Tilley Awards must be submitted electronically to the Tilley Awards mailbox at TilleyAwards2011@homeoffice.gsi.gov.uk

All sections of the application form must be completed.

Please **ensure that you have read the guidance before completing this form**. Guidance is available at www.homeoffice.gov.uk/crime/partnerships/tilley-awards/tilley-awards-11/

By submitting an application to the awards, entrants are agreeing to abide by the conditions set out in the guidance. Failure to adhere to the requirements set out in the 2011 Awards Guidance will result in your entry being rejected from the competition.

All entries for phase one themes must be received by 1:00pm on 13 June 2011. Late entries will not be accepted. Hard copies of the application form are not required.

All entries for phase two themes must be received by 1:00pm on 5 September. Late entries will not be accepted. Hard copies of the application form are not required.

Any queries on the application process should be directed to Darren Kristiansen who can be reached on 0207 035 3228.

Project Name: **Firebreak**

Location: **Essex**

Theme Addressed: **9; Projects led by non-police agencies**

PART ONE – PROJECT SUMMARY

Information contained within this section is not assessed as part of identifying this year's national finalists and overall top three entries received in the 2011 Tilley Awards. The information contained within this section will, however, be used to identify the most popular national finalist entered into this year's awards.

This section should be used to describe your project in **no more than 400 words**. Advice about how to complete this section is contained within the 2011 Tilley Awards guidance. This section should be used as your social marketing opportunity.

FOUR HUNDRED WORDS SUMMARY

Firebreak is a successful youth inclusion programme for young people aged between 13-17 years with a record of helping to alter behaviour and cut re-offending rates. During the intensive week long course, the students gain confidence and develop vital life skills, while experiencing the techniques used by firefighters in their working lives. This is achieved through a combination of practical and classroom based training.

Many of the young people were selected for Firebreak because of a history of school exclusion, youth offending, or associated disruptive behaviour or backgrounds. This initiative is designed primarily to address this behaviour and to enable students to work better with their peers and authority figures. Successful students also receive an AQA certificate, equivalent of a GCSE pass, which can be very useful for those who have struggled to demonstrate their capabilities in school.

Firebreak receives funding from schools and Youth Offending Teams within the county who refer young people onto the course. Three months after completing the programme, Progress Reports are sent to the referrers for each student. These reports show many positive improvements in the behaviour and outlook of the young people. Most impressive is the approximate 50% of students who are said to have improved their Attitude to Peers as well as their Attitude to Staff. Less than 10% were reported to have deteriorated in this respect since the Firebreak course.

The Firebreak students also complete a feedback form which enables the course organisers to establish which parts of the programme they find particularly engaging or useful. Since a lot of the feedback received is anecdotal in nature, a comprehensive psychological review of the scheme was commissioned from Roehampton University. This formal review focused on the experiences of, and effects on, three groups of Firebreak students. This review was complemented by a quantitative evaluation of the scheme by Anglia Ruskin University.

PART TWO - EVIDENCE

Information contained within this section of the application form is assessed for the Tilley Awards.

Describe the project in **no more than 4,000 words**. Full details on how to complete this section of the application form is contained within the 2010 Tilley Awards Guidance.

SCANNING

According to a recent Home Office report¹, “young people are more likely to be active offenders.” The same report also suggests that the “peak age of offending was among 14 to 17 year olds.” This rapid rise in criminal activity during adolescence found in the UK as a whole can also be seen locally in the chart below (*fig. 1*):

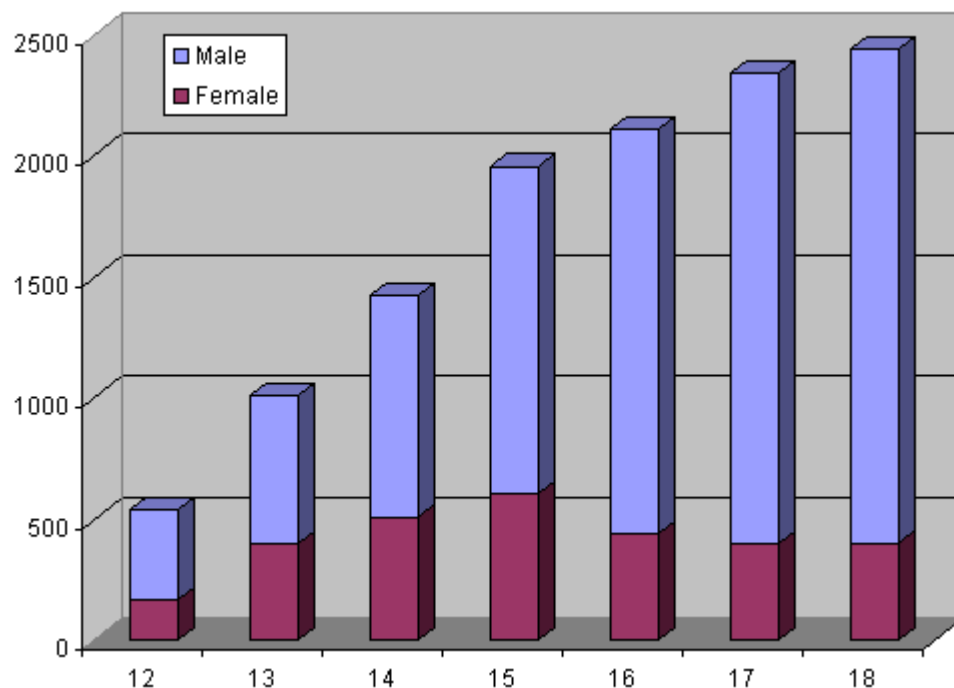


Fig.1 Incidents of crime in Essex recorded for ages 12 to 18 years (2010)

The results of the 2003/04 British Crime Survey found that while anti-social behaviour wasn't a big concern for most people, for a sizable minority, ASB was a very big concern for them. This group contains older people, the more vulnerable members of society, as well as young people themselves (who are most likely to be the victims of ASB). Of all the types of ASB, the one most cited as a concern was that of young people causing trouble in the streets.

In Essex, as with other counties in England, there is also an increasing problem with attacks on firefighters, both physical and verbal. The attacks are quite often committed by young people. In December 2010, an article

¹ Home Office Offending, Crime and Justice Survey (OCJS), published July 23 2008

published by Echo Newspapers claimed 85 attacks on ECFRS personnel had been recorded between 2005 and 2010.

These incidents include an occasion in November 2010 when two youths threatened a firefighter with a meat cleaver while he was investigating a fire alarm in Southend. In the same month, two firefighters were punched in the face while working to free a severely injured casualty. The year before there were 14 incidents, including beer bottles being thrown at firefighters. In 2006, a crew came under fire from a group of young people using an air rifle, which damaged the fire engine making it unroadworthy.

There is also a very real financial cost of youth offending. These costs have been outlined in "Punishing Costs", a March 2010 report on Youth Offending by the New Economics Foundation:

Providing a prison bed in a YOI has been estimated to cost about £100,000 per year, when all required expenditure is taken into account. While these expenses are overwhelming, our analysis suggests that the long-term costs are higher. Prison is not just another bill for the state to pay: it is a potentially life-changing intervention that has long-lasting consequences for children and wider society.

We estimate that the long-term impact of imprisoning children means that additional costs to the state of imprisonment are at least £40,000 per year. This estimate takes into account the benefits of reduced crime while an offender is in prison. Due to the lack of evidence, we were unable to include in these costs some significant outcomes, such as the impact on mental health or the increase in physical harm (Table 2). The actual costs are hence likely to be even higher.

This estimate includes the public benefits of reduced crime while a person is serving their sentence.

The cycle of incarceration can be broken. We need to find stronger ways to encourage local agencies to take responsibility for dealing with young people in their communities.

An article in The Guardian reporting the above findings put these figures into perspective by stating that "Prison costs the public purse about six times more than sending a child to Eton."

The cost to society, as well as the harm done to the individual's future, has also been assessed by the British Journal of Psychiatry (2006) in their paper, "Mental health provision for young offenders: service use and cost":

Crime committed by young people places a substantial financial burden on society. The Audit Commission (1996) estimated that public services in England and Wales spend around £1000 million per year processing and dealing with young offenders. In addition, evidence suggests that the burden to society continues into adulthood; boys who engage in delinquent

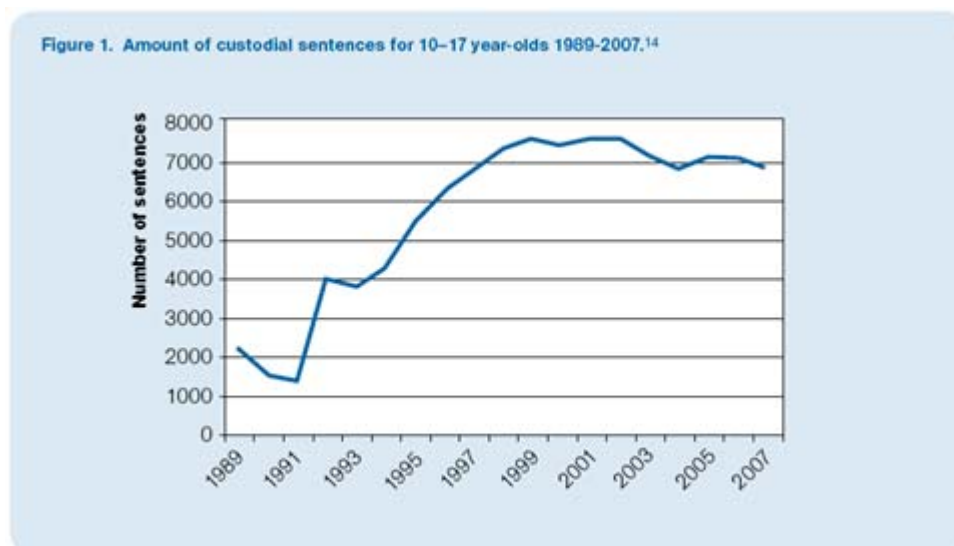
behaviour in their adolescence have significantly lower expected earnings than their law-abiding counterparts (Healey et al, 2004).

The problem of youth incarceration and the associated cost is one that effects England particularly badly when compared to its European counterparts. This was highlighted by the Institute for the Study of Civil Society in their 2010 study, Youth Crime in England and Wales:

England and Wales have particularly high rates of youth crime, with more young people in custody than other European countries (besides Turkey). Despite a modest reduction recently, the level of imprisonment for 14 to 17-year olds is double that in the early 1990s.

Total Cost of dealing with Young Offenders to the criminal justice services 2008/9: £4 billion a year

From the same report, this table shows the increase in custodial sentences for young people since 1989:



This table shows Essex has a very high potential for alternatives to custodial sentences:

Table 5. The six areas in England with the highest potential for reduction in custodial sentences, with figures that are based on averages from the years 2004-2007.⁴¹

| YOT area | Rate of diversion | PSR compliance | Average custodial sentences | Total potential for reduction | Potential for savings |
|------------|-------------------|----------------|-----------------------------|-------------------------------|-----------------------|
| Wessex | 41% | 59% | 276 | -71 | £5.49M |
| Kent | 45% | 74% | 100 | -35 | £2.66M |
| Essex | 52% | 69% | 117 | -27 | £2.10M |
| Derbyshire | 46% | 66% | 72 | -26 | £2.01M |
| Suffolk | 40% | 67% | 73 | -23 | £1.81M |
| Lancashire | 43% | 73% | 138 | -16 | £1.26M |

However, it is less easy to quantify the impact of a criminal record on young people's employment prospects; the fear of young people as criminals has on neighbourhoods; the loss of human capital when a young person is in prison; and the emotional and behavioural effect that negative perceptions of ex-offenders may have on the individual.

ANALYSIS

A scheme was proposed to help tackle the problem of disaffected young people who may be already known to the youth offending system or at great risk of offending without intervention.

There is a growing feeling that in order to tackle the problems of disengaged young people and antisocial behaviour (ASB), the traditional methods of policing cannot be the whole answer. This was one of the findings of the Institute for Criminal Policy Research, in their 2005 paper, "Anti-social behaviour strategies: Finding a Balance"

Those who viewed ASB as an issue of social and moral decline were often highly cynical about the effectiveness of the new range of provisions for tackling it, such as ASBOs and dispersal orders. However, they also saw little hope in alternative approaches other than, possibly, community mobilisation against ASB perpetrators. For those who largely viewed ASB in terms of the 'disengagement' of certain young people and their families, early intervention of a preventive nature, intensive youth work and community partnership were thought to offer the most promise.

It is also clear that the scheme would be most effective if targeted at those living in the more urban and deprived areas. From the same report by the Institute for Criminal Policy Research it is noted that the problem of anti-social behaviour is a big problem for very specific communities:

The findings of the survey research presented here indicate that for a majority of people in England and Wales, ASB is not a big problem. On the other hand, it is an acute concern for a sizeable minority of people in some areas; these areas are most likely to be urban and deprived, and problems of ASB may be closely interlinked with other problems, such as crime and fear of crime.

This same report interviewed affected people living in three such deprived areas and collected their thoughts on the problem of ASB. For example:

The main complaints I get from local residents a lot of the time is kids playing on the street and causing annoyance, and when the kids are confronted they often turn around and break windows and shout abuse. (police sergeant)

I've been threatened – "I'm gonna cut your throat" ... they've thrown stuff at my windows ... loads of verbal abuse. I've been called a grass – every

swearword you wanna come up with. But that's all right – all I say to them is get a life. But that doesn't mean I'm not frightened. And my daughter's frightened for me... (local resident)

The worst thing I've seen is somebody injecting themselves when I was walking down the street with my little girl. I was disgusted. (local resident)

There are a number of youths who are definitely disillusioned, disaffected with society as a whole; some of them have low educational attainment; some of them have disengaged themselves from everything. (headmaster)

They have no stability; they have no rights and wrongs; they have no social rules. They have no – very little – social skills. It's obviously chaotic, no respect for the people living around here. (youth worker)

In addition to helping solve the problems of anti-social behaviour in the area, the scheme should engender understanding and respect for the work of firefighters. This could help address the relatively few but very worrying attacks on firefighters and incidents of members of the public, usually young people, who prevent the firefighters from completing their duties in the most effective way.

The scheme should also help address an important objective of the Fire Service, which is to prevent fires through community engagement and education. A reduction in youth offending and, more specifically, a cut in incidents of arson, should therefore be an important objective of the proposed programme.

Cutting youth offending would not only free up fire service resources, but avoids the very large costs on society and the economy as a whole, as was outlined in the figures provided in the Scanning section of this document.

RESPONSE

The Firebreak programme has been developed to help reintegrate disaffected young people back into the communities in which they live by addressing some of the reasons these young people might be involved with youth offending or at a high risk of dropping out of formal education.

The programme has been designed and developed to help young people aged between 13 and 17 to build personal skills such as self confidence, self discipline, and respect for themselves and others. In addition to developing these life skills, the scheme aims to assist students' personal development by helping them acquire communication and leadership skills in addition to giving them the experience of working in teams.

The programme content is delivered by firefighters and is based on actual fire service activities and procedures, including instruction and practical training experience within the following areas: Drill ground communication and

behaviour; Use of fire hose (hose running); First aid; Behaviour and social consequence, Road traffic collision; Use and handling of ladders.

Throughout the course of the programme, students are monitored in respect of their ability to work within a fire ground environment. In addition to this, participants are continually monitored and assessed daily in respect of a number of key personal attitudes, attributes and skills: Punctuality; Communication; Application; Conduct and politeness; Interest; Relationship with other students; Relationship with instructors; Observation and listening; Learning ability.

Upon completion of the course, those students who have successfully completed the tasks and reached the required behavioural standards throughout the programme are invited to attend a formal "passing out parade" during which time they receive certificates of achievement, including an AQA certificate (equivalent to a GCSE pass).

Failure on behalf of an individual to engage or comply with the requirements of the programme or the fire ground environment can result in disciplinary action based on a yellow / red card system. Here a yellow card is a warning and two yellows or a red card means dismissal from the course.

Participant feedback is gathered throughout the programme as part of the ongoing interaction between instructors and participants. Formal feedback on the participant experience is gathered through the use of a structured questionnaire at the end of the programme.

Feedback amongst instructors and the lead instructor takes place through the form of a daily de-briefing session. During these sessions, any issues and success stories can be shared and discussed.

ASSESSMENT

The Roehampton University evaluation report of the Firebreak scheme concluded that the course offers specific positive experiences to the disaffected young people it serves, based on findings from interview and observation data. The report details seven specific areas in which these positive experiences can be categorised:

1. Firebreak offers a new, more positive experience of relating to adults. The relationships students developed with the instructors compares very favourably to the student/teacher relationship as described by the young people. Their teachers at school are seen by many of these young people as being "robotic", "sarcastic", "uncaring", and easily distracted when dealing with large groups. There is a general feeling that teachers look down on them or don't like them. There is a clear sense of pride and achievement among the students, especially as they complete the passout in front of family members. For some this is the first time adults in a position of authority have responded to their actions in an enthusiastic, engaged, and respectful way.



2. Firebreak provides a constructive model of adulthood to which disaffected young people can relate and aspire. These students often expressed feeling “bored” and “frustrated” while taking part in the type of traditional classroom-based learning experienced at school and demonstrated an almost universal preference for practical, activity based learning. The structure of the Firebreak course afforded these young people greater opportunities to feel they have achieved something, accomplished new skills, and most importantly, received positive feedback from adults they respect and trust. The message that they can be valued members of society without necessarily gaining a high level of academic achievement is an important one and contradicts the feeling many have that they have failed, are in trouble, and in need of controlling when in school. In short, many of these young people can be engaged with more positively if adults interact with them in the right way.

3. Firebreak offers a positive experience of discipline and the opportunity to develop self-discipline. Although the students taking part have experiences of being suspended or excluded from school, discipline problems on these Firebreak course were rare and involved just the one “yellow card”. While the young people had extensive histories of defiant, angry responses to discipline attempts at school, they were more willing to accept discipline on the course since it was imposed by adults they respected.



4. Firebreak provides an opportunity for boys in particular, for positive interaction and a feeling of inclusion with a group of men who are valued and respected members of society. The effect of active and playful, but calm and controlled, behaviour from the male firefighter instructors has an especially big impact on the boys taking part in the scheme. With this example being set by the instructors, the students reported and demonstrated feeling more able to contain aggression and feeling more calm and reflective. This “one of the lads” inclusive, and yet still boundaried, relationship with male authority figures is new to some of these boys and any praise from the firefighters is often reported with glowing pleasure. Their opinion matters, is respected, and, therefore, when they request something there is rarely dissent.



5. Firebreak provides an opportunity for girls and boys to engage with women who are successful in a traditionally male-dominated work environment. This was true for the boys who typically expressed negative view of their (usually female) teachers and for the girls, two of whom reported turning their angry feelings in towards themselves, in the form of eating issues and low self-esteem.

6. Firebreak provides activities in which disaffected young people want to become involved, enjoy themselves, and which they are able to complete successfully. Competition rates were very high with 97% of these young people successfully finishing the course, despite many describing themselves as often bored, unengaged, and troublesome.



7. Firebreak provides a potential turning point and a basis for increased resilience. This intervention certainly provides the sort of turning point experience that can make the difference between a young person headed for deeper social exclusion and involvement with the criminal justice system, and one better able to contain his or her anger, less likely to act out and more focussed on positive directions for the future. The relationship with the firefighters, and their fresh perspective on adulthood it provides, is the key to this potentially transforming experience.

| | First Day (Average Score) | Last Day (Average Score) | Change (+/-) | Range (on 5 point scale) |
|-----------------------------------|------------------------------|-----------------------------|--------------|--------------------------------|
| Interest | 2.14 | 3.52 | +1.38 | 2-5 |
| Application | 2.1 | 3.23 | +1.13 | 1-5 |
| Conduct and Politeness | 2.12 | 3.18 | +1.06 | 1-5 |
| Learning Ability | 2.06 | 3.13 | +1.07 | 2-5 |
| Communication | 2.02 | 3.26 | +1.24 | 2-5 |
| Observation Learning | 2.44 | 3.1 | +0.66 | 1-5 |
| Relationships with Supervisors | 2.26 | 3.37 | +1.11 | 1-5 |
| Relationships with Peers | 2.69 | 3.45 | +0.76 | 1-5 |
| Initiative | 2.15 | 3.12 | +0.97 | 2-5 |
| Punctuality | 2.40 | 3.1 | +0.70 | 2-5 |

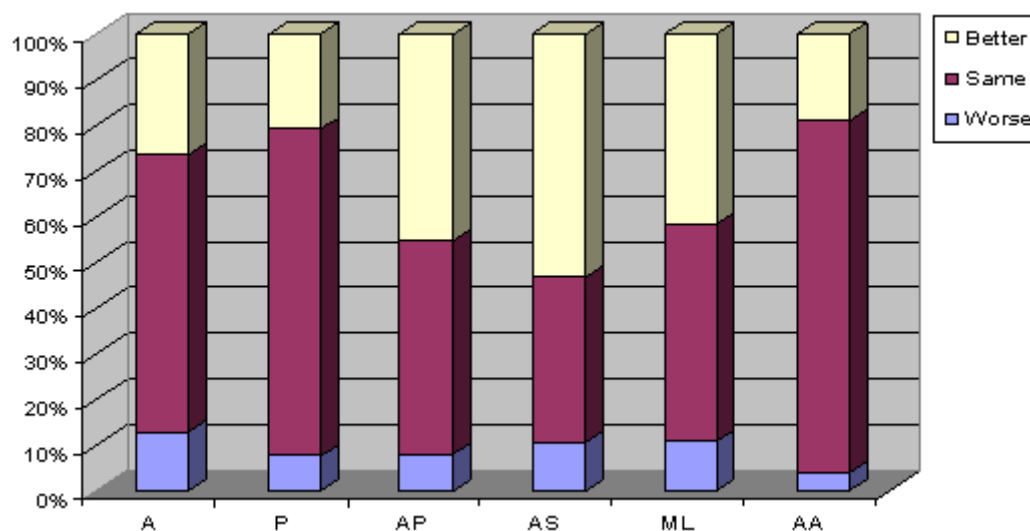
Table showing supervisor evaluation of student behaviour (Roehampton University Evaluation)

One of the ways in which we monitor the programme's success is by requesting that all schools, and other referral agencies, complete a Progress Report. This is returned to us several months after the course has concluded

and allows us to assess whether Firebreak has made a quantifiable change to each student's life and academic prospects.

The table below records the results of these progress reports for the last two completed years. The data shows any change the young person has undertaken in the following areas: Attendance; Punctuality; Attitude to Peers; Attitude to Staff; Motivation in Lessons; and Academic Ability.

The student progress reports show some very positive improvements in key areas. Most impressive is the approximate 50% of students who are said to have improved their Attitude to Peers as well as their Attitude to Staff, in the months following their participation on the course. Less than 5% were reported to have deteriorated in this respect. Substantial improvements in Attendance and Motivation in Lessons have also been noted in just under 40% of those young people who attended Firebreak courses.



Results of the Progress Reports for Firebreak Students 2009/10 & 2010/11

There is also a great deal of anecdotal evidence of the success of Firebreak. A number of students have been featured in the local press after changing their behaviour following inclusion on the Firebreak course. Two such examples are included below.

Firebreak Graduate Says Sorry

A young offender has turned his life around enough to successfully pass out from ECFRS' latest FireBreak course. And his elderly victim - so proud of his actions - turned up at Corringham Fire Station last week to give the youngster a personal pat on the back.

Patricia Buckmaster joined the 14-year-old's grandfather to watch him graduate from the course, designed to help young people get their lives back on track. The Corringham course had been organised in conjunction with Thurrock's Youth Offending team.

Patricia, 76, and the boy had met two weeks ago as part of court order conditions where offenders meet their victims to hear how their actions have affected others. The restorative justice approach is in line with parts of the ethos of the FireBreak course where instructors help young people to understand the consequences of their actions.

The course also uses fire service disciplines to demonstrate teamwork, improve communication skills and bolster participants' self esteem and confidence. After the week-long course, the majority of young people leave with a new, positive attitude ready to change the course of their life whether it be crime, truancy or general difficulty with integrating into their families and communities.

This teenager - who cannot be named because of his age - had fallen in with a bad crowd and had started missing school as his behaviour worsened to the point where he broke into Mrs Buckmaster's home. He was arrested and appeared before magistrates and was later given a series of community work including litter picking and community gardening.

"I wanted to invite Pat today to show her I was genuinely sorry and that I have changed. I hope she is proud," he said before joining his crew to take part in a specially staged fire drill with their family and friends.

Pat, who joined temporary Assistant Chief Fire Officer Gary Fleming, in presenting the teenager with his award, said it had been difficult talking about the burglary at her home but felt it would bring some kind of closure. "When we met, I knew he found it hard as well and I was impressed that when he came into the room he looked me straight in the eyes.

"I can see he is sorry and he's trying to put things right and he is making progress. I hope he goes on from here to do something positive with his life."

The boy's grandfather, who has played a huge role in helping his grandson change his life, said schemes like Firebreak would not work on hardened criminals. "With young people like my grandson, who are offered these opportunities early enough, they play a big part in pulling teenagers away from crime," he said.

The boy lives with his grandfather in Thurrock and is regularly attending a new school. His social worker said: "I am very proud of the progress he has made. Both he and Pat got a lot out of the restorative justice programme and he took such a mature approach. When he went home and thought about it, he decided to invite Pat to his FireBreak graduation to say sorry."

Donna Finch, ECFRS' Children and Young People Manager, said: "It's extremely rewarding for our instructors to play a part in the lives of all of the young people we come into contact with through FireBreak and to know that we can make such a positive difference."

From Troublemaker to Firefighter

Darren Ellis seemed to be on the wrong path in life when he was chosen to take part in Firebreak three years ago. Now he has turned his life around and become the first Firebreak student to join the Service.

Darren, 18, of Hawkwell, has joined the crew of his local station as their newest recruit. He said: "It was Firebreak which really showed me what I wanted to do with life and how I could do it.

"I had got into the wrong crowd and was getting in trouble with the police and then bringing that trouble with me into school and getting into worse trouble. I was always being sent out of classrooms, sent home from school and my work was suffering.

"Then all of this was causing stress and strain at home, my parents were angry and disappointed with the way I was behaving and the whole thing was becoming a vicious circle.

"My head teacher told me about the course and I said I would be up for it. When I started the course I really enjoyed it, I learned a lot about team work, about what I could do when I applied myself and I discovered that the fire service was something I really liked and understood that to become a firefighter I would have to change the way I was behaving.

"When I got back to school I ditched my mates and really buckled down. Almost straight away I saw my grades improving and my predicted exam results shot up.

"Firebreak made me realise that there is more to life than getting in trouble and mucking about and gave me something to work towards and showed me that I had it in myself to buckle down and do that work."

Since finishing at Greensward Academy, Darren has completed a public services course and has completed his training and is now a retained firefighter at Hawkwell Fire Station. Leading Firefighter Rick Jones said:

"Darren is a fantastic addition to the team. When we heard about his background we were a little bit worried, but he has proven us all wrong and we are glad that he is part of the team here at the station."

The success of the Firebreak course, along with other measures taken by the Police and other agencies, could well account for a reduction in arson and other crimes committed by young people in Essex. Cases of arson in Essex, committed by people aged 12 to 18, have dropped in number over the last seven years. For 2003 there were 118 recorded incidents, while that number is down to 70 for 2010. This represents a drop of 40.7%. The total number of crimes committed by people aged 12 to 18 in Essex for the same period also fell – down from 15161 to 11842 incidents (21.9% reduction). These figures were released by Essex Police, 2011.

PART THREE – PROJECT DETAILS

Project name: Firebreak
Project location: Several Fire Stations across Essex

Contact Details

Application Author's name: Donna Finch
Organisation: Essex County Fire and Rescue Service
Telephone Number: 01376 576210
Email address: donna.finch@essex-fire.gov.uk

Alternative contact for application: Vernon Kendall
Organisation: Essex County Fire and Rescue Service
Telephone number: 01376 576205
Email address: vernon.kendall@essex-fire.gov.uk

Dates and location of project

Start date: 2003
End date: Project is ongoing

Please indicate whether the project is:

Ongoing ☒ Completed ☐ Current ☐

CSP name: ECFRS Community Safety department in conjunction with most of Essex County's 12 CSPs

CSP area or region²: Eastern England

² Greater London, East Midlands, West Midlands, NE England, NW England, SE England, SW England, Yorkshire/Humber, Eastern England, Wales, Scotland, Northern Ireland

Partners actively involved in your project

Please list key partners contributing to the project:

- A. Epping Forest Safer Communities
- B. Safer Harlow Partnership
- C. Extra21 Charity
- D. Maldon District Community Safety Partnership
- E. Uttlesford CSP
- F. Colchester CDRP
- G.

Crime type(s) addressed

You have told us about the theme within which your project should be entered. Please use this section to set out which specific crime types your project addressed (Crime types could include³ anti-social behaviour, burglary, domestic violence, gang activity, hate crime, knife crime, night time economy, violent crime and criminal damage).

- ☐ Anti-social behaviour
- ☐ Arson
- ☐ Various driving offences

Resources required for project

Financial budget (£): £4200 (per 5 day course)

Resource budget: £6000 (per 5 day course)

Source of budget: £4200 – Partner Agency
£1800 – Essex County Fire & Rescue

Sharing learning

Other Benefits

Were there any other benefits e.g. community outcome, from the project not directly linked to the problem as it was initially defined?

Lessons Learned

What were the three most important lessons from the project and three things you would do differently if you were to do the work again?

³ The list of crime types provided is not exhaustive

PART FOUR - CONDITIONS OF ENTRY

Information requested within this section of the application form is compulsory. Each question should be answered. This section is not assessed as part of the Tilley Awards but failure to answer all the questions may result in your application being rejected from the competition

Q: Can you confirm that the partners listed carried out the project as stated?

Yes

Q: Can you confirm that the details stated are factually correct?

Yes

Q: Is there any reason why the contents of this application should not be made publicly available? If so please state the reason/s and refer to guidance concerning sharing Tilley application submissions.

No

Please mark the box below with an X to indicate that all organisations involved in the project have been notified of this entry (this is to prevent duplicate entries of the same project):



Please mark the box below with an X to indicate that your CSP/LCJB Chair is content for this project to be entered into the Tilley Awards



Please mark the box below with an X to confirm that this project has only been entered into the 2011 Tilley Awards once.

