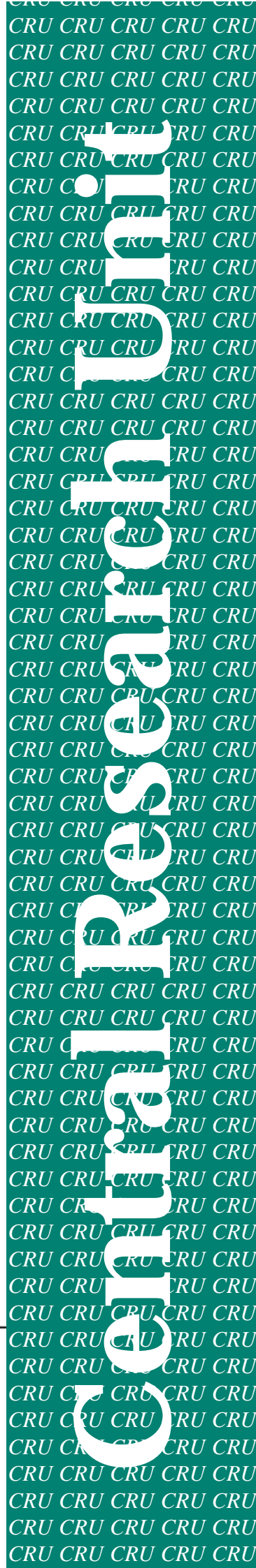


EVALUATION OF
THE ZERO
TOLERANCE
"RESPECT" PILOT
PROJECT



SCOTTISH EXECUTIVE



**EVALUATION OF THE ZERO TOLERANCE
“RESPECT” PILOT PROJECT**

SUMMARY REPORT

**REID HOWIE ASSOCIATES LTD
JULY 2001**

Scottish Executive Central Research Unit
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EXECUTIVE SUMMARY

During the early part of 2001, two secondary schools, two primary schools and seven youth groups from Edinburgh and Glasgow carried out primary prevention work with children and young people relating to violence against women. Staff and young people piloted the “Respect” educational package which had been developed by the Zero Tolerance Charitable Trust and funded by the Scottish Executive. The aims of the project were to promote relationships based upon equality and respect, through raising awareness and discussion and this was the first time that integrated educational materials had been used in a range of formal and informal settings. The main content of the package comprised teaching materials for 7-8 sessions in each setting, but the project also included the use of a CD Rom, bus sides, posters and a screensaver, all of which promoted the messages of equality and respect.

An evaluation was built into this project from the start, with the opportunity to identify the overall impact of the initiative and the potential for the development of this type of work in the future. The evaluation set out to identify whether the materials were appropriate and “what worked” in the project’s delivery to young people. The data gathered will inform the development of the material in the future and a full report was prepared which is available separately. This report summarises the key findings in terms of the need for the project, the nature of the project and its implementation, the impact of the project and the implications of the main findings.

Overall, almost all of those involved believed that this was a successful pilot project, and the findings suggested that it generated discussion of issues which had not been examined systematically with young people in the past. There was a high level of enthusiasm for the project prior to implementation, with around 90% of young people (in all settings) looking forward to it. A total of 95% of older participants and 90% of younger participants stated that the project was a good idea, and all members of the Steering Group, all staff and almost all of the young people believed that there was a need for this work. There was little doubt about the need for the work, on the basis of previous research findings and some of the views expressed by the young people prior to the project.

In primary schools, for example, almost a third of the children believed that it was OK to “treat other people badly if they treat you badly first”, and there was also evidence of gender stereotyping. More than 1 in 7 boys thought that it was fun to “make fun of people”, almost three quarters that it was fun to “whistle at girls” and almost two thirds that it was fun to “scare people”.

Amongst older participants, there was also evidence of gender stereotyping, and almost two thirds (61%) agreed, or sometimes agreed, that “women and men are good at different things and they should stick to them”. Around a fifth (21%) agreed, or sometimes agreed, that “calling people names if they’re different from you is just for a laugh”, and there was also evidence of inappropriate views of violence against women. Three quarters (74%) agreed, or sometimes agreed, that “girls can provoke violence

and abuse because of how they dress or behave”, around a third (37%) did not always agree that “men are violent to women much more than women are violent to men” and over half did not always agree that “there is never an excuse for men to be violent to women”. Only 56% agreed that “when young women say no to sex, it always means no”.

In terms of preparation for the project, the staff who delivered the initiative received training from Zero Tolerance, and the general views of the training provided to staff were positive. 97% of the staff believed that the training was “good” or “OK”. Positive aspects of the training were identified as the opportunity to discuss the issues prior to the project and to consider how they might deal with the provision of information and issues arising for young people. The training helped to clarify the objectives of the project and highlighted areas of difficulty.

It was found, however, that relatively high proportions of staff did not believe that the training had improved their understanding of the concepts of respect (46%), discrimination (59%), gender issues (49%) and power (51%), and often felt that they already understood these issues. Concerns were also highlighted in terms of the number of staff who felt that the training had not explained the materials, the number who felt that it had not explained the anticipated outcomes and the number who felt that they had not had the opportunity to identify concerns and ways of overcoming these.

Some staff attitudes of concern were also identified, with some (19%) expressing the view that the approach of the project was “anti-male” (indicating a fundamental lack of understanding of the approach). Some of the staff views of violence and abuse were also of concern, and more than a fifth of the staff (22%) believed, at least sometimes, that “girls and women can provoke violence and abuse because of how they dress or behave”. Two thirds believed that (at least sometimes), alcohol or stress can “make men violent”, and around one in six disagreed (at least sometimes) that “when women say no to sex it always means no”. Whether or not these variations had an impact upon the delivery of the project is impossible to measure, but they pointed clearly to problems with staff attitudes to some of the issues.

The majority of views of implementation of the project itself were positive and supportive, with a view that the combination of materials (CD Rom, posters and bus sides and session materials) were of a high quality and generally worked well, achieving their objectives. The materials were seen to have helped to promote skills for healthy relationships based on equality and respect, to support equality and to challenge gender stereotypes, provide information about violence and abuse and to promote social responsibility. The majority of young people suggested that the project had increased their knowledge of sources of help, and there was an overall perception of improved understanding. The posters and bus sides were seen to be a powerful way of raising awareness and the CD was a useful supplement to the other materials (although it could not, unfortunately, be used in Roman Catholic schools). All of the Steering Group members and 94% of the staff were happy with the

materials, although it was noted that there were some problems in schools in gathering additional materials required for sessions (e.g. flipcharts and Blu-Tack).

The project also seemed to be largely enjoyable, and 91% of older participants interviewed and 69% of those responding to the self-completion questionnaires enjoyed taking part, as did 91% of primary pupils. The highest proportion¹ of young people found the project to be better than they expected and only 19% were able to identify any sessions which they did not enjoy.

The material comprised practical sessions and discussions and the practical sessions worked particularly well. One session which involved poster making with materials of varying quality (“It’s Not Fair”) was particularly successful, as was the use of a graffiti wall with older participants and co-operative jigsaws with younger pupils. Variations were used by a number of staff and generally worked well, demonstrating the flexibility of the project. There were more mixed views of the use of brainstorming and role play, but the sessions were described as having generated substantial discussion of a wide range of issues relating to equality and power. A small number of problems with individual sessions were highlighted and suggestions made.

It was considered appropriate that this project was delivered by experienced guidance staff, youth workers and primary school teachers, given the nature of the subject matter, although there were also positive experiences of involving others (e.g. students and an Education Resource Worker). All of the staff were happy with those who had delivered the project in their own organisation, and 96% of the primary pupils and all of the young people in the secondary schools and youth groups were happy to talk with the member of staff who took their group.

The pilot also allowed the identification of practical issues, such as the effectiveness of group composition and venues. The project worked with groups of friends and other groups, and 93% of young people overall were happy with the combination in their group whether or not it was a friendship group. It was found that mixed groups were successful, with some problems identified with male-only groups. The primary material was found to be suitable for P6 and P7, and the material for older pupils was suitable for both S3 and S4 (and older) although there were some concerns in relation to its use with younger people. The material also worked with groups of varying sizes and larger groups often split into smaller groups for specific sessions. There were some concerns with the length of some of the sessions, with staff often running out of time to deliver them, and with the timing of the project in the school year (as it coincided with exams and career choices). There were also some issues with the venue, but the staff worked with the resources available to them, and there were no settings in which the material was considered inappropriate.

¹ Throughout the report, where a range of responses have been made, the most common has been identified as having been made by “the highest proportion” or “the highest number” although this did not necessarily comprise the “majority” of all responses.

The project raised personal issues for some pupils and staff, and support was provided through the mechanisms which existed in the various settings. Staff provided support to each other, as well as to young people, but it was found that only the youth groups made arrangements for regular discussion amongst the staff. A total of 38% of staff stated that they would have appreciated additional support during the implementation of the project.

Participants believed that the project had an impact on those involved, including both staff and young people, and identified a range of benefits of participating. 85% of staff believed that this was a successful project and the benefits identified for the staff included increasing their skills, providing them with additional knowledge and providing the opportunity to consider these issues. Young people identified the benefits to them as including raising awareness of the issues, encouraging them to treat each other properly and beginning to work to prevent violence and abuse. Both staff and young people believed that there had been changes in many of the young people as a result of the work (even though these may not always be measurable). 78% of primary school pupils and almost half of the older participants believed that they had changed personally as a result of their participation in the project.

A high proportion of staff and young people believed that the project had achieved each of the original aims which were identified and a number of additional learning outcomes were identified. More than 80% of young people believed that they had learned more about respect for each other. Around three quarters overall believed that they had learned more about communication, and more than three quarters that they had learned more about equality and about power. Around 80% of all of the older participants believed that they had learned more about violence and abuse.

Despite these positive views of the outcomes, however, the exploration of the views of young people after the project indicated that there were still some issues for which there remained a continuing need for work, particularly in areas such as gender stereotyping, some forms of harassment and perceptions of violence against women. The limitations of an eight week project indicated the need for this work to continue. A large majority of all types of participants believed that the project should form part of an overall strategy to address violence against women in Scotland.

The overall conclusion of the evaluation was the need for primary prevention work to continue, within a consistent national framework. The recommendations reflect these findings, with the main recommendation that this should be undertaken with young people across Scotland as part of the approach to tackling violence against women. The material produced by Zero Tolerance has clearly been useful and usable, and participants reported positive experiences of its implementation. Staff have made a number of suggestions about the further development of the material, as well as about issues relating to the practical implementation of the sessions. The views of young people and staff have also identified areas upon which there should be a particular focus. These findings will help to develop the project further, but the basis of a feasible resource for use with young people appears to have been developed.

SECTION ONE: INTRODUCTION AND BACKGROUND TO THE PROJECT

1.1 The “Respect” project involved primary prevention work to address violence against women and was the first example in Scotland of the use of an integrated approach to this issue. The staff delivered an educational package which had been developed by the Zero Tolerance Charitable Trust, which aimed to promote relationships based upon equality and respect, through raising awareness amongst young people. The work took place in 2 primary schools, 2 secondary schools and 4 youth work settings in Edinburgh and Glasgow in early 2001, and was carried out as a pilot project, in order to assess the impact of the initiative and to consider the potential for the future use of the material more widely in Scotland.

1.2 An evaluation of the project was carried out, using a number of methods, and this report summarises the findings of that research, pointing to the broad overall themes which emerged and their implications for work in the future. This report presents the findings relating to experiences of implementation of the project and its perceived impact, before summarising some of the key conclusions which emerged. It should be noted that the staff and young people involved in the project made many detailed suggestions in the course of the evaluation about the development of the material and the delivery of primary prevention work, and a full report of these comments has been prepared separately. This report, however, focuses upon the more general perceptions of the “Respect” project and the implications of the findings for primary prevention work in the future.

BACKGROUND TO THE “RESPECT” PROJECT

1.3 The development of the “Respect” pilot project was based upon the identification of the importance of undertaking primary prevention work with children and young people to address violence against women. Organisations which had been involved in work with women, children and young people experiencing violence and abuse had long recognised the need to raise awareness of this issue, and their views received considerable support in the findings of a range of research studies and other initiatives in the late 1990s. During that period, the profile of preventive work and service provision was raised, and primary prevention became embedded in the strategic approach to violence against women in Scotland.

Research Studies

1.4 A number of research studies highlighted issues relating to violence against women and the need for work with children and young people during the late 1990s. A 1998 research study by the Zero Tolerance Charitable Trust², for example, explored

² “Young People’s Attitudes Toward Violence, Sex and Relationships”, Burton, S., Kitzinger, J. with Kelly, L. and Regan, L. (1998)

the attitudes towards violence against women, sex and relationships of over 2000 young people aged 14-21 in Glasgow, Manchester and Fife. The report identified a range of views which were of serious concern, with the “widespread acceptance of forced sex and physical violence”, and findings such as that:

- 1 in 2 boys and 1 in 3 girls thought that it was OK to hit a woman or to force her to have sex in certain circumstances.
- Over a third of boys (36%) believed that they might personally hit a woman or force her to have sex.

1.5 In addition to this work, a number of other reports were produced during the same period which focused more specifically upon domestic abuse, with, for example, an exploration of the police response to domestic abuse³, a report exploring domestic abuse as a public health issue⁴, a report which examined service providers' responses to domestic abuse⁵ and a report⁶ which pointed to the need for partnership working to tackle this issue in Scotland. The Scottish Office also prepared an action plan⁷ recognising the links between different forms of violence against women and to gender inequality. Women's Aid also explored children's experiences of domestic abuse and refuge provision, and all of this work suggested the need for preventive work.

Other developments

1.6 In addition to the research which was carried out, a number of other relevant initiatives were also taking place. The Scottish Office, for example, developed a new media campaign relating to domestic abuse (which was continued by the Scottish Executive and supported by a telephone helpline). In November 1998, the Scottish Partnership on Domestic Violence was also established, with a remit to recommend a strategy to address domestic abuse in Scotland.

1.7 The Partnership recognised and emphasised the need for preventive work, particularly (although not exclusively) with children and young people and the National Strategy to Address Domestic Abuse in Scotland (published in 2000⁸) reflected the need for this. Amongst the many recommendations within the Strategy were, for example, the adoption of a primary prevention approach to policy development, the development of a national prevention strategy, the development of work with children of a range of ages in a range of settings, the involvement of specialist organisations in the training of teachers, the development of curriculum

³ “Hitting Home - A Report on the Police response to Domestic Violence”, Her Majesty's Inspectorate of Constabulary (1997)

⁴ “Domestic Violence” Scottish Needs Assessment Programme, Women's Health Network (1997)

⁵ “Service Provision to Women Experiencing Domestic Violence in Scotland”, Reid Howie Associates Ltd (1997)

⁶ “Guidance on Preparing and Implementing a Multi-Agency Strategy to Tackle Violence Against Women”, COSLA (1998)

⁷ “Preventing Violence Against Women”, The Scottish Office (1998)

⁸ “National Strategy to Address Domestic Abuse in Scotland” HMSO (2000)

materials for pre-school and formal education, the development of training materials for use with staff and the development of teaching programmes to address violence against women.

1.8 At a local level, multi-agency groups were being formed and new initiatives undertaken. At a national and international level, there was also an increasing recognition of violence against women as a violation of human rights. All of these developments ensured that the issue was high on the political agenda and all contributed to the establishment of a receptive climate in which the development of this pilot project took place.

1.9 Educational developments were also consistent with the development of the project, with the need identified, for example, for personal and social development to focus upon “values, qualities and dispositions”⁹. Similarly, the curriculum design guidelines¹⁰ stressed the need for the development amongst young people of respect and care for themselves and others and the development of social responsibility. Guidelines for health education¹¹ stressed the need to address physical, emotional and social health, and pointed to the importance of the development of positive personal relationships. A draft consultation document relating to environmental studies¹² also stressed the need to enable pupils to become informed about issues such as gender and diversity, equality of opportunity and their role in broader social issues.

THE DEVELOPMENT OF THE “RESPECT” PROJECT

1.10 All of these developments were consistent with the need for work with children and young people to address violence against women. Following the 1998 research, the Zero Tolerance Charitable Trust developed the first “Respect” initiative (a precursor to this package), aimed at young people. The initial materials focused upon the issue of “consent”, using postcards and posters aimed at young people and educational materials in the form of an informal youth work programme. This work was piloted in Bristol, West Dunbartonshire and Fife and was evaluated, with a number of suggestions made, including that an “integrated” package should develop, using the notion of a “Respect” project as the basis of this.

1.11 At the end of the summer 2000, the Zero Tolerance Charitable Trust sought and received funding from the Scottish Executive to develop a new “Respect” pilot project.

The aims of the “Respect” project

⁹ “The Heart of the Matter: Education for Personal and Social Development” LTS (1999)

¹⁰ “Curriculum Design for the Secondary Stages – Guidelines for Schools” LTS (1999)

¹¹ “Revised Guidelines for Health Education” LTS (2000)

¹² “Environmental Studies 5-14: Society, Science and Technology National Guidelines” LTS (2000)

1.12 The overall aims of the “Respect” pilot project were:

- To encourage healthy relationships amongst young people.
- To promote self-respect, respect for others and for difference.
- To challenge and reduce tolerance of violence against women amongst young people.
- To encourage a sense of social responsibility.

1.13 The more specific aims were:

- To promote positive skills for healthy relationships, based on equality and respect.
- To support equal rights for young men and women, boys and girls.
- To present alternatives to models of masculinity and femininity which encourage or condone coercion or abuse.
- To promote understanding of power relationships that provide the context in which abuse and victimisation occur.
- To promote the rights and responsibilities of children and young people as citizens.
- To encourage confidence, self-respect and emotional literacy in children and young people in preparation for adulthood and parenthood.
- To help children and young people know what help and support is available to them.

For the older participants (in secondary schools and youth groups) there was an additional aim:

- To provide accurate information about violence and abuse and try to challenge prevalent misinformation, stereotypes and attitudes that contribute to the acceptability of violence.

The materials

1.14 The Zero Tolerance Charitable Trust produced materials designed to address these aims, and the main focus of the project was upon the delivery of 7-8 sessions in each of the settings (secondary schools, youth groups and primary schools). Staff were provided with guidance and materials for each session, along with an outline of the intended objectives and suggested methods.

Secondary schools and youth groups

1.15 The materials for secondary schools and youth groups involved eight sessions covering a number of topics. Sessions 1 and 2 explored “the meaning of respect” and

“showing respect”. In **Session 1**, for example, there was a brainstorming of the meaning of “respect”, statements about respect were ranked (on branches of a tree) and rules for the project and the rights and responsibilities of participants were identified. **Session 2** then involved brainstorming about listening, an “active listening” exercise in groups of three, a “showing respect” role-play and a discussion of communication.

1.16 Sessions 3 and 4 focused on power and the misuse of power, and the sessions looked at examples relevant to young people, such as bullying, physical violence, and racial and sexual harassment. **Session 3** involved an exercise entitled “It’s Not Fair” (where the group was split arbitrarily and given materials of different quality to produce a poster) and “Difference and Discrimination”, where young people brainstormed those who may experience unfair treatment. **Session 4** involved brainstorming the meaning of “power”, followed by a written exercise and class discussion of power, as well as using a “graffiti wall” to identify bullying behaviour.

1.17 **Session 5** focused on providing accurate information about abuse and violence within relationships, identifying men as the main perpetrators of violence against women and girls. Young people were encouraged to explore their own attitudes to violence and abuse, through a quiz and discussion, followed by a brainstorming session about why women experiencing domestic abuse did not leave, then a discussion (or role-play) about responding to friends experiencing abuse.

1.18 **Session 6** then explored stereotypes of women and men and allowed young people to consider “messages” about girls and boys. The young people watched film clips or made a collage of “the ideal woman and man”, and this was followed by a discussion. **Session 7** looked at changes over time, and explored the concept of collective power to address inequality. Statements from a “Respect Timeline”, which reviewed changes to the status of women, were discussed, as were experiences of “Collective Power”. Finally, an evaluation session, **Session 8**, was held, to give young people a certificate to indicate that they had completed the course.

Primary schools

1.19 The primary programme covered broadly similar issues, using materials considered appropriate to the different age group. The first part of the primary curriculum focused on communication, and **Session 1** involved making the environment safe and comfortable and establishing rights and responsibilities. As with the older participants, this was done by brainstorming the concept of respect, ranking statements (the tree exercise) and identifying the rules, rights and responsibilities of participants. **Session 2** focused on mutual support and co-operation, and involved a “Rainstorm” exercise (where the group collectively generated and reduced a noise) and “Co-operative Jigsaws”, where the children compiled a jigsaw together without talking.

1.20 Sessions 3 and 4 encouraged children to respect difference, recognise prejudice and challenge discrimination. **Session 3** involved choosing (on the basis of appearance) between a nicely wrapped present which contained rubbish and an unattractive present which contained sweets. The session also involved the “It’s Not Fair” poster-making (described previously) and discussion. **Session 4** reviewed the ground rules before a name-calling exercise, where children identified and discussed names used to “name-call” and put insulting words in the bin. There was also an exercise entitled “Groups We Belong To”, where the teacher called out groups of people and the children identified those which they belonged to.

1.21 Sessions 5 and 6 explored bullying, racial, sexual and other forms of harassment in the context of power. **Session 5** involved “Talking About Power”, where the children discussed power and the use of power, before listing what they thought bullying was. They then considered a bullying scenario and wrote a letter to a fictitious child who had experienced bullying, or other children who had been involved. In **Session 6** groups discussed a range of situations and identified bullying or violence as a choice. There was then an exercise entitled “Just a Bit of a Laugh”, where the children decided whether statements were acceptable or unacceptable, and tried to persuade others to change their minds.

1.22 Sessions 7 and 8 examined how stereotypes influenced and limited opportunities, to allow the children to recognise and challenge sexism. **Session 7** identified and discussed girls’ toys and boys’ toys, and common descriptions and expectations of boys or girls. **Session 8** involved a group discussion of stereotyping scenarios and a “Confused Alien” exercise about stereotypical images of men and women and the messages and impact of these.

Presentation of the material

1.23 The material was packaged in a plastic carrying case along with a booklet outlining the background to the work, information on the aims and overall context, and details of each of the sessions in the programme. Staff also received resource cards containing contacts, scenarios, statements and other material integral to the work. The packs also provided information to teachers relating to issues such as, for example, child protection/confidentiality and statutory responsibilities; violence against women and children; working with boys/working with girls; questions and support for staff.

Other materials

1.24 In addition to these sessions, three posters focusing on the concepts of respect, difference and gender stereotypes were displayed in the participating settings. Bus sides were also used in each area. A CD Rom with 4 topics (a timeline; “myth or reality”; a quiz and “ZT FM radio”) was also made available for use with older participants. Finally, a large “Z” screen saver was developed, for use on the

computers in the settings involved. All of this material, taken together, formed the basis of the “Respect” pilot project.

Participants in the pilot project

1.25 The organisations involved in the pilot project were:

- Broughton High School, Edinburgh (through “friendship” groups and existing classes of between 13 and 20 young people in S4).
- St Paul’s RC High School, Glasgow (through largely existing S3 and S4 class groups of 15–22 young people).
- Abbeyhill Primary School, Edinburgh (through existing classes of P6 and P7) .
- St Bernard’s RC Primary School, Glasgow (through existing classes of P6 and P7).
- Pilton Youth and Children’s Project (through an existing boys’ group of nine 13-15 year olds and a self-selected girls’ group of three young women).
- Edinburgh City Youth Café - 6VT (through a mixed sex group of 16 young people aged 14-16).
- Glasgow Community Education Area 4 (through single sex groups of six young women and three young men and an existing young men’s group which met for only the first three weeks).
- City Centre Services, Glasgow (with two young people in their early 20s).

1.26 The project was overseen by a Steering Group, comprising representatives from the Glasgow and Edinburgh Education Services, Learning and Teaching Scotland, the Association of Directors of Education in Scotland, Her Majesty’s Inspectorate of Schools, the Scottish Executive and the Zero Tolerance Charitable Trust.

1.27 It was intended that the range of experiences in the different settings would provide a useful indication of the implementation and impact of this form of primary prevention work.

SECTION TWO: THE EVALUATION

2.1 As this was a pilot project, one of the main purposes was to identify the impact of the work and the potential for the future use of the materials. The need to conduct a detailed evaluation of the initiative, in order to identify these issues, was recognised at an early stage. This was commissioned and funded by the Scottish Executive.

AIMS AND RESEARCH QUESTIONS

2.2 The aims of the evaluation were to:

- Examine and evaluate the aims and objectives of the Zero Tolerance “Respect” integrated educational package.
- Examine and evaluate the implementation process of the Zero Tolerance “Respect” integrated educational package from the training of the teachers and community workers through to the utilisation of the package.
- Measure the effectiveness of the “Respect” integrated educational package in relation to the broad aims of raising awareness of issues on all aspects of male violence against women and girls.

2.3 A number of additional research questions were also identified, as follows:

- What are the main components of the educational package?
- How was the educational package implemented?
- What do the teachers and the community workers involved think about the educational package?
- What do the young people involved think about the educational package?
- Which tools, if any, within the educational package did the teachers, community workers and young people find most useful?
- How effective is the “Respect” integrated educational package in promoting respect and raising awareness of issues on all aspects of male violence against women and girls?
- What type of training did the teachers and the community workers receive and how effective was the training in enabling the teachers and community workers to deliver the materials?
- What monitoring and quality control mechanisms have Zero Tolerance built into the “Respect” educational package?

2.4 The key findings in relation to these questions are summarised in Sections 3-5 of this report. The full report, however, provides a more detailed account of the issues raised.

METHOD

2.5 The evaluation was carried out during, and immediately following, the implementation of the project in the early part of 2001. There was a need to explore the materials used, the ways in which they were used in practice and the perceptions of those involved. A number of research methods were used in combination in the evaluation, in order to assess both the process and outcomes. The use of both quantitative and qualitative methods enabled a full evaluation to be conducted, and the specific methods used are summarised below.

2.6 Data were gathered from:

- A brief review of other relevant current and recent work in Scotland and an examination of the materials used in the pilot project.
- Interviews with Steering Group members before and after the project.
- Interviews with all of the staff involved (37) at the start and 34 of the staff at the end of the project.
- Interviews with 81 children and young people at the start and 71 children and young people at the end of the project.
- Data from self-completion questionnaires circulated to all young people at the start and end of the project.
- Staff feedback forms completed after each session.
- Group discussions and debriefing sessions.

2.7 The interview and questionnaire data can be summarised as follows:

Participant type	Method	Number before	Number after
Steering group members	Interview	7	6
Secondary school staff	Interview	16	15 ¹³
Primary school staff	Interview	4	4
Youth group staff	Interview	17	15
Secondary pupils	Interview	30	25
Youth group members	Interview	21	18
Primary pupils	Interview	30	28
Secondary pupils /youth group members	Questionnaire ¹⁴	283	145
Primary pupils	Questionnaire	94	91

¹³ This number includes a Resource Worker in Glasgow who assisted in delivery of the project.

¹⁴ The main reason for the lower number of older participants completing the second questionnaire was that this was not administered by the schools in some groups, as a result of lack of time. There was also a higher number of young people started than completed the project (as a result of a drop off in class numbers as leaving dates approached).

Interviews

2.8 Initial interviews explored issues such as:

- Perceptions of the need for the initiative.
- Respondents' involvement.
- Links to other work.
- The nature of the work envisaged.
- Hopes and expectations for the pilot.

2.9 The subsequent interviews, upon completion, explored issues such as:

- Perceptions of the actual work.
- The nature of involvement.
- The materials which were used.
- The ways in which the work addressed the aims identified.
- Issues relating to implementation.
- The overall value and effectiveness of the work.
- Perceptions of the effects of the project.
- Views of lessons learned for the future development of preventive work.

Self-completion questionnaires

2.10 Self-completion questionnaires explored the views of the widest range of young people, and this was administered to those in the pilot groups at the start of the work and upon completion. In all cases (although the questions were different for the primary and secondary pupils), this was provided as a straightforward form which could be returned whilst retaining total confidentiality.

2.11 The questionnaires provided the opportunity to explore similar types of issues to those covered during the interviews (for example, in terms of their expectations of the project, perceptions of the materials and perceptions of the issues covered). The follow-up questions allowed young people to identify whether they believed that their own views had changed in any way, as well as exploring the views of a larger group of young people about their actual experiences of the project. The questionnaires also explored their general awareness of the issues both before and after the pilot, although it should be stressed here that it was never intended that this study should focus on the identification of attitude change per se as a measure of success, nor that it should attempt to attribute any change which was identified to the work carried out.

2.12 A similar questionnaire was developed for staff delivering the project, with staff asked to complete this anonymously following their face to face interviews.

2.13 There is a need for caution in the claims which are made for the “Respect” project based upon this data, and the limitations are acknowledged, but the information did raise (if not necessarily answer) a number of interesting issues. It also provided a clear insight into overall views of the project.

2.14 The timescale for the project did not allow extensive piloting of these questionnaires, but advice was sought from the project advisory group and educationalists in relation to the appropriateness of the materials which were developed, and the way in which they were administered, particularly to the younger age group.

Group discussions

2.15 A small number of group discussions were also facilitated at the end of the work. The Zero Tolerance Charitable Trust was involved in the arrangement of debriefing sessions with the staff in the schools, and these were attended as the basis of the staff group discussions (as it was considered that separate discussions would involve duplication). The secondary schools proved unable to undertake further evaluation work at the end of the process, as a result of time constraints and other commitments. Group discussions were facilitated, however, in the primary schools, with one group of boys, one group of girls and one mixed group, and involved a general discussion of their experiences and perceptions of the impact of the project, perceptions of what they enjoyed and their general views of the work.

Other self-completion material

2.16 Staff were also asked to complete a short record of each session during the implementation phase, in order to develop a “diary” account of the implementation of the work. In practice, Broughton staff suggested that this was not always possible within the constraints of their work (although a large number of staff did complete records and the numbers varied for each session). Again, the findings from these forms provided valuable additional material.

Examination of documents and materials

2.17 Finally, all of the documentation was examined, along with a brief review of other key current and recent work in Scotland.

2.18 The examination of the actual materials was a key aspect of the evaluation and a descriptive account was developed of the nature and content of the materials and the way in which they were used. A chronological account was also developed, providing a full account of the pilot process.

OVERVIEW

2.19 All of these methods allowed a comprehensive evaluation of the materials, process and outcomes of the Zero Tolerance “Respect” pilot. The range of views sought and the variety of methods used provided both quantitative and qualitative measures of the work, and helped to ensure that the perceptions of a high proportion of the participants were included in the evaluation.

2.20 Most of the data presented is primarily qualitative, and the value of the evaluation was in the richness of the data and the representation of the diverse opinions gathered. These opinions can assist with work in the future which will refine and improve the “Respect” materials and the delivery of the work, as primary prevention work in Scotland is taken forward.

SECTION THREE: PREPARATION FOR THE PROJECT

3.1 The main focus of the evaluation was on participants' experiences of the project, as a means of identifying the effectiveness of the materials and developments for the future. This included exploring their views of various stages of the project, and the first range of issues examined related to the preparatory stages and the early development of the project.

IDENTIFYING PARTICIPANTS

3.2 The first stage in the project involved identifying the participants and the Education Services in Edinburgh and Glasgow suggested to Zero Tolerance the schools and youth groups which ultimately became involved in the "Respect" project. The organisations discussed and agreed their participation and a Steering Group was brought together by the Scottish Executive to oversee the project, on the basis of members' appropriate expertise. This group met at various stages in the project, although it had a limited role in implementation (and some members would have preferred a higher level of involvement).

PREVIOUS EXPERIENCE OF RELEVANT WORK

3.3 Prior to the project, staff and Steering Group members identified the relevance of the "Respect" work to the organisations involved, and highlighted previous work which had been undertaken.

3.4 Education representatives and teachers noted the relevance of the work to initiatives in education, particularly those involving the personal and social development of pupils (such as sexual health work, "I can do anything days", personal development work in youth groups and the "Feeling Yes, Feeling No" package for primary schools, focusing on sexual abuse). The community education representative also pointed to links to work to address bullying, healthy lifestyles and avoiding crime. At a broader level, the work was also seen to be consistent with the citizenship agenda, consultation, empowerment of and listening to young people, "the inclusive school", new health guidelines and "the health promoting school", as well as to issues such as sustainable development. Around two thirds of the teachers felt that the "Respect" work related to broader priorities in education (although two felt that this was "way down the list of priorities").

3.5 Although it was found that, as anticipated, there had been little involvement in specific preventive work to address violence against women (with the exception of 6VT, which had used some of the initial materials previously, and St Paul's, which had been involved with an "Action Against Abuse" pack produced in Glasgow), most of the participants identified that they had been involved in some relevant work in the past. This included 87% of secondary school teachers and more than two thirds of youth workers, mostly in the types of area discussed above.

3.6 Similarly, although few young people had been directly involved in this type of preventive programme, most (89%) had been involved in previous discussions about relationships (predominantly in schools or with friends). In Broughton and the youth groups, most had been involved in discussions about relationships and violence, and half about equality. Around two thirds of the primary pupils had also been involved in previous discussions about issues such as the ways people might treat each other. In addition, some of the youth groups had extensive policies and most had a set of rules (even where they had no written policies), and in 6VT and PYCP there had been previous work carried out on, for example, anti-racism, sexual health and self-esteem.

3.7 Young people also reported being aware at the start of having seen publicity relating to issues which were relevant to the “Respect” project. Half of the older participants interviewed, for example, had seen previous publicity on the subject of equality between women and men and almost all had seen material relating to violence. A large proportion of the primary school pupils interviewed (83%) had also seen publicity about relationships. Although many examples of different types of publicity were given, the material reported most frequently was the TV advertising relating to domestic abuse (the most recent Scottish Executive “Behind Closed Doors” advert and previous advertisements). Almost all of the young people thought that what they had seen was effective. There was, therefore, some general prior knowledge, but little specific focus on this issue.

TRAINING

3.8 Many of the staff had undertaken training in the past which they considered relevant to the “Respect” project (all of the primary staff, three quarters of the youth workers and almost two thirds of the secondary staff). Few, however, had addressed the specific issues covered in the project, and although a small number had received training relating to the “Action Against Abuse” pack, most described having participated in training relating to issues such as child protection, bullying, sexual health, interpersonal skills, drugs awareness, anti-racism and other aspects of the personal and social development of young people.

3.9 The Zero Tolerance Charitable Trust developed training materials specifically to prepare staff delivering the project, and each staff group was given a one day training session, in order to:

- Ensure that they understood the background to, and philosophy of, the work.
- Ensure that they were familiar with the material, were given the chance to go through it and could consider how they might adapt it, as well as tackling any fears and concerns that they may have.

Overall perceptions of training

3.10 The general views of the training which was provided were positive, although it became clear that many of the staff believed that they already had a clear understanding of the issues involved, and relatively high proportions did not believe that the training had improved their understanding of the concepts of respect, discrimination, gender issues and power. Staff views of the outcomes of the training were as follows:

Table 3.1 Staff Views of training

Did the training	Yes		In part		No	
	n	%	n	%	n	%
Improve understanding of						
Concept of respect	11	30	9	24	17	46
Discrimination	10	27	5	14	22	59
Gender issues	13	35	6	16	18	49
Violence against women	18	49	7	19	12	32
Power	11	30	7	19	19	51
Explain materials/how to use them	19	51	7	19	11	30
Clarify the objectives of the project	26	70	6	16	5	14
Explained anticipated outcomes	19	51	4	11	14	38
Highlight areas of difficulty	24	65	7	19	6	16
Identify ways of overcoming difficulties	11	30	13	35	13	35
Let participants identify/discuss concerns	18	49	4	11	15	41

3.11 The main areas in which the training was seen to impact on the staff were in terms of clarifying the objectives of the project and highlighting areas of difficulty. Overall, however, almost all of the staff (97%) thought that the training was “good” (43%) or “OK” (54%), and only one member of staff said that they felt it was “poor”.

3.12 Positive aspects of the training were identified as:

- The opportunity to discuss the project as a group, or to meet other agencies involved.
- The provision of information relating to how to deal with disclosures and how to give information to young people who may need support.
- The quality of the information.
- The chance to clarify views.

Areas of concern

3.13 Potential areas of concern following the training, however, related to the relatively high number of staff who felt that the training had not fully explained the materials, the number who felt that it had not explained the anticipated outcomes and the number who felt that they had not had the opportunity to highlight concerns or identify ways of overcoming difficulties.

3.14 There were also some concerns identified from the views expressed by staff at the start of the work, with a number of areas of inconsistency which suggested that not all of the staff were clear about the approach of the project.

3.15 Almost a fifth (19%) of secondary teachers at interview, for example, expressed concern at what they perceived as an “anti-male” approach, and the self completion survey also identified inconsistencies in staff views of issues such as discrimination and harassment (where 44% of staff stated that they agreed sometimes with the statement that “there’s no harm in a bit of fun, even if it is not politically correct”). There were also some staff who did not agree that “girls and women experience more harassment than boys and men” or that “men are violent to women much more than women are violent to men” or that “it is mostly women and girls who experience abuse and mostly men who abuse them”. More than a fifth of the staff (22%) believed that, at least sometimes, “girls and women can provoke violence and abuse because of how they dress or behave”, two thirds that (at least sometimes), that alcohol or stress can “make men violent”. Around one in six of the staff disagreed (at least sometimes) that “when women say no to sex it always means no”. Whether or not these variations had an impact upon the delivery of the project is impossible to measure, but they point clearly to the need to ensure their clarity prior to delivery of the materials.

Improvements to training

3.16 Suggested improvements to the training included:

- Greater opportunity for staff to reflect upon their own views and how their attitudes might impact upon delivery.
- A greater focus on either issues or materials (with no overall consensus).
- Consideration of issues affecting specific groups of children (e.g. from black and minority ethnic groups).
- Assumption of professional expertise, and less focus on practical techniques.
- Availability of materials prior to training.
- Consideration of the length of the training.
- Identification of strategies for dealing with emerging attitudes or issues.
- Improvements to the venue.

OTHER PREPARATION IN THE SETTINGS

3.17 Following the training, there was some variation in the work which was done with other staff, parents and young people in the settings prior to the project's implementation. (There was no requirement for this). Some youth groups and schools, for example, sent letters or informed parents. Preparation with young people (where this took place) was generally limited to responding to queries about the posters and launch.

3.18 The lack of in-depth preparation was reflected in the findings that young people had only a general awareness at the start of the project of the type of work which was to take place. Older participants were aware, for example, that the project was generally about "boys and girls" and "respect" (and around half mentioned that it related to "domestic abuse") but they did not have more detailed information. In the primary schools, the focus was on the schools' involvement in a new project and a general perception (reflected in responses from children at interview and in the self-completion questionnaires), that the work was about:

"relationships, getting on with each other ... learning to treat others the way you would like to be treated."

3.19 There was a general view that the young people would learn more about the content as the project progressed, and the staff did not generally believe that there was a need for additional preparation (with the exception of Broughton, where it was suggested that there should have been more work with staff who were not delivering the project). Around half of the young people interviewed, however, believed that more preparation could have been done with them prior to the start of the work, particularly in terms of giving them more information.

EXPECTATIONS AND THE NEED FOR THE PROJECT

3.20 Despite limited information, there was a high level of enthusiasm for the project at the start, with around 90% of young people (in all settings) looking forward to it. The only concerns identified were about the issues which might emerge (particularly the prospect of talking about personal issues), or the attitudes of other young people. A total of 95% of older participants and 90% of younger participants responding to the self-completion questionnaire, however, stated that the project was a good idea, and all members of the Steering Group, all staff and almost all of the young people believed that there was a need for this work.

Young people's views

3.21 This was borne out in some of the views which were identified at the start in the self-completion questionnaires from children and young people. It was found, for

example, that although primary school pupils had a relatively high level of understanding of some issues (such as listening to other people, not hitting people and helping people with problems), there was less consensus in relation to how to respond to others' behaviour. Almost a third believed that it was OK to "treat other people badly if they treat you badly first" and there was also evidence of gender stereotyping in relation to some issues, as well as clear issues in relation to the types of behaviour perceived to be "fun". More than 1 in 7 boys, for example, thought that it was fun to "make fun of people", almost three quarters of boys thought that it was fun to "whistle at girls" and almost two thirds believed that it was fun to "scare people".

3.22 Amongst older participants, there were also areas of concern, with just over half who believed that "you should listen to other people even if you're not interested in what they're saying". A fifth agreed, or sometimes agreed, that "when you are annoyed, you have to take it out on other people" and more than half agreed, or sometimes agreed, that "if people treat you really badly, you should treat them badly back". There were also gender stereotyping issues, and 20% of respondents agreed, or sometimes agreed, that people should be treated differently because of their sex, with almost two thirds (61%) who agreed, or sometimes agreed, that "women and men are good at different things and they should stick to them". More than a third (39%) considered that "it is important for young men to be strong and not to show any weakness". There was a marked difference between young women and young men on all of these questions, with young men demonstrating a very high level of gender stereotyping.

3.23 In relation to harassment, around a fifth (21%) agreed, or sometimes agreed, that "calling people names if they're different from you is just for a laugh". There was also evidence of inappropriate views of violence against women, with more than half (57%) who did not agree, or did not always agree, that girls and young women experienced more harassment than boys and young men (and 22% totally disagreed). A quarter of young people agreed to some extent that "rape, domestic violence and other kinds of abuse are very rare" and three quarters (74%) that "girls can provoke violence and abuse because of how they dress or behave". Around a third (37%) did not always agree that "men are violent to women much more than women are violent to men" and over half did not always agree that "there is never an excuse for men to be violent to women". 42% believed that there were circumstances in which "you can understand why men are violent to women when you know what happened to them" and more than a third (39%) did not believe that "it is mostly women and girls who experience abuse and mostly men who abuse them". Only 56% agreed that "when young women say no to sex, it always means no". Again, there were gender differences in perception of these issues.

Issues affecting young people

3.24 As well as the existence of these attitudes which were identified, the issues facing young people also lent support to the need for the project. There was a general view that it is currently “really difficult to be a young person”, and participants identified issues for primary pupils relating to “self-esteem”, “dealing with differences and reconciling differences”, “friendships ... and the trust of friends” and becoming “sexually aware”. Many of these issues were reiterated for older participants, along with concerns about their image and appearance, the formation of values and attitudes, and specific issues for girls and young women, such as rights, non-consensual sex, personal safety and the lack of respect from boys. Pressure on young people to have sex was the issue identified most often as facing young people by older participants, but there were issues for all young people in relation to the development of self-esteem, confidence and making the right choices. It was also acknowledged that some young people experienced abuse and other forms of violence, and a number mentioned bullying, drugs and alcohol, fighting and gangs.

3.25 The schools and youth groups were seen to be appropriate settings for the delivery of the project, and all of the staff believed that they should have a role in this type of work. All of the young people interviewed (and 88% of questionnaire respondents) also believed that schools and groups should have a role in this, and both staff and young people pointed to the major role of school education in young people’s lives. It was also suggested that the atmosphere and flexibility of youth groups was conducive to this type of work.

3.26 All of these perceptions, therefore, established the context in which the work would take place, the preparation undertaken and the clear need for the type of work which formed the basis of the “Respect” project.

SECTION FOUR: IMPLEMENTATION OF THE PROJECT

4.1 Following exploration of the preparation for the project, the implementation was examined, and the majority of views of implementation were positive and supportive. Alongside this general perception, however, a number of suggestions for the future were made in relation to the use of the materials and the practical arrangements which were in place. These provide useful guidance in terms of “what worked”.

THE LAUNCH EVENTS

4.2 The project was launched simultaneously in Glasgow and Edinburgh on 31st January 2001, with both launch events having presentations by politicians (Jack McConnell, the then Education Minister in Glasgow, and Jackie Baillie, the then Social Justice Minister in Edinburgh) and Zero Tolerance staff, and input from pupils (in the form of drama or dance).

4.3 It had been intended that the launches would generate publicity and raise awareness of the project and the Steering Group members and Zero Tolerance staff were largely happy with the launches. Positive aspects of these were identified as being the involvement of the young people, the involvement of high profile Scottish Ministers and the awareness raising undertaken in the schools.

4.4 Almost half (44%) of staff, however, were not happy with the launches, however, and only a third of the older participants enjoyed the experience. Although all of the Glasgow primary pupils enjoyed it, many Edinburgh primary pupils did not and there was an identifiable difference between perceptions of the Glasgow and Edinburgh events, with many more of those who attended in Glasgow having enjoyed the launch. Difficulties identified related to the lack of publicity achieved, the “dryness” of the Edinburgh launch and the need for “more colour” and “razamatazz” and a perception that the launch had been anti-men (and had particularly upset one of the Broughton staff). There were problems in both settings with the exclusion of the primary school pupils in the discussions with visitors after the events.

PREPARATORY AND SUPPORTING MATERIALS

4.5 In terms of the actual delivery, however, all of the staff were broadly happy that the materials were useful, with the suggestion that they all gelled together as a coherent message.

The CD Rom and “Z” Screensaver

4.6 Many of the young people had not seen the CD Rom, but perceptions amongst those who had seen it were largely very positive, and all of those interviewed

and many of those completing questionnaires considered it to be effective (with young women more likely than young men to express a positive view). All but one (95%) of the staff delivering the project who saw the CD Rom were happy with it.

4.7 Positive comments included that it was user friendly, “quite stylish”, interactive, “fun” and professional. Staff generally believed that the young people had particularly enjoyed the quiz, the radio talk-in and the timeline and two thirds of the young people identified the quiz as being the part which they had enjoyed most. All but three of the young people interviewed identified something that they had learned from the CD Rom, including facts about domestic abuse and historical information.

4.8 Less positive comments (made by a small number) were that the timeline was a “bit boring”, that the graphics could have been better (in one case) and that the music did not work (in another case). Three suggested that the information focused upon how boys treated girls, and two that the questions were too basic. It was also suggested that it was quite short, that it focused only on heterosexual relationships and that it could not be used as part of the lesson. One staff member pointed to an incorrect reference to a support organisation. It was also noted, however, that the CD Rom should be used alongside the other materials and was not “an end in itself”.

4.9 A specific issue arose with the fact that the content of the CD Rom meant that it was unable to be used in the two Roman Catholic schools in Glasgow (although the pack itself was approved). All of the material was passed to the Catholic Education Commission for further comment once the project was underway, but approval could not be provided during the implementation phase.

4.10 There was a very low level of use and awareness of the screensaver.

Posters and bus sides

4.11 There was a high level of awareness of the posters and bus sides by the end of the project. Over 90% of all older participants and most of the primary pupils had seen posters (although there remained 38% in St Bernard’s primary school who had not). All of the Steering Group members and around three quarters of staff and young people had seen the bus sides.

4.12 Almost all of the young people of all ages considered the posters to be effective (with a higher proportion of young women than young men who responded in this way). The staff were also largely happy with these (85%). The poster stating that “boys must always be tough, girls just need to be pretty, says who?” was mentioned most frequently as the one which children and young people thought was the best. All of the Steering Group respondents and almost all (92%) of the staff were happy with the bus sides and the majority of older participants and around 80% of primary pupils considered them to be good.

4.13 Positive aspects of the posters and bus sides were that they were:

- Plain and striking, with a clear message.
- “In your face” and powerful.
- Inclusive, involving males and females and people from black and minority ethnic groups.
- Promoting a message of respect, equality and avoidance of stereotyping.
- A useful means of awareness-raising (community-wide in the case of the bus sides).

4.14 Concerns with posters and bus sides were that:

- Views may have moved on, and they may not have offered sufficient challenge or may reinforce existing views if taken out of context.
- Some pupils may find the messages difficult to understand, particularly if they were unaware of the project.
- The posters were not sufficiently eye-catching or were too “glamorous” for the target group.
- The posters arrived very late.
- The bus sides were more easily seen on red buses than others, and were only on one side of a bus, with the bus sometimes moving away before there was time to absorb the message.

THE SESSION MATERIALS AND THEIR DELIVERY

4.15 The main content of the project focused on the sessions themselves and the overall view from most of the staff in all settings was that the session materials had worked well, and they had enjoyed delivering them. Some staff stated that they had “enjoyed every session” and 91% of older participants interviewed and 69% of those responding in the self-completion questionnaires had enjoyed taking part. Young women were markedly more likely to have enjoyed taking part than young men, but the overall response was positive. 91% of primary pupils completing questionnaires also enjoyed the project.

4.16 Young people suggested that the work had been fun, and, most commonly, that they had enjoyed having an opportunity to discuss the issues and that it was different from their usual work. The highest proportion of older and younger participants believed that the project had been better than they had expected and few were able to identify any parts of the work which they did not enjoy.

4.17 A very small number of staff had a less positive overall experience of delivery, and one of the groups of young men in Glasgow dropped out of the project after the third session, but these were the exception. Only one member of staff did not enjoy

taking part, and although others pointed out that different groups reacted in different ways, and they were sometimes more and less comfortable, most enjoyed delivering the project overall.

The content of the sessions

4.18 The highest number of older participants, when asked to identify the session which they enjoyed best stated “most” or “all of it” and when asked to identify which session they enjoyed least said “none of them” (and one added “and that’s amazing for school”). Only around a fifth of young people (19%) were able to identify any sessions which they did not enjoy.

4.19 The establishment of rights and responsibilities at the start was seen as important in all settings, although it was noted that neither the first nor the last sessions had been particularly memorable to the older participants, and this was seen as important in the context of the overall impact of the project.

4.20 For both older and younger participants, the practical sessions worked particularly well and the “It’s Not Fair” (poster making) exercise and graffiti wall, as well as the co-operative jigsaws (in the case of primary pupils), were identified as particularly popular. The highest number of staff and many young people identified the poster making as having worked particularly well, demonstrating discrimination and allowing young people to talk about their own experiences. The graffiti wall was also one of the young people’s favourite sessions. It was suggested that these findings could help to inform the future development of the first and last sessions, with a need for a focus on more creative and practical tasks from the outset.

4.21 Views of the inclusion of role-playing and brainstorming exercises were more mixed, and some youth groups and schools found role-play more difficult, either because participants were considered to be too young, embarrassed by the content or the materials sometimes went over their heads. A number of older participants, however, remembered the role-playing as one of the methods which they had enjoyed.

4.22 The variations which were used generally worked well (with evidence of the youth groups and some schools using a range of different variations to different sessions). Examples included turning the role-play into a “Jerry Springer” show, changing scenarios, using videos (e.g. Bob the Builder as an example of gender issues), drama based sessions, introducing discussions around other subjects (e.g. body language) and, in one case, making shields on the subject of respect. Staff also used some of the variations which were suggested in the materials.

4.23 Most of the sessions were reported as having achieved their objectives (wholly or partly) and many generated wide-ranging discussion of the issues raised in the

project. With the older participants, for example, the discussions covered issues such as the identification of situations that could trigger violence, discussions of how the group related to and respected each other, racial tensions, feelings resulting from not being listened to, being different and treating people differently and issues relating to virginity and peer pressure, “sexually abusive insults”, male sexual or violent abuse of power, feeling unequal, general stereotypical images and pressures on young people. Primary pupils also discussed a range of issues, including equality, racism and asylum seeking and issues affecting boys and girls, as well as their own experiences of these.

Issues raised and the further development of materials

4.24 Many participants made detailed suggestions about the ways in which the individual sessions could be improved, and these have been presented in the main report.

4.25 The only sessions with which particular difficulties arose, however, were the graffiti wall with the older participants and the name-calling exercise with the younger groups.

4.26 With the graffiti wall, for example:

“many pupils succumbed to the temptation to insult others in their class on the wall when I discussed this, all pupils involved claimed it was a laugh.” (secondary school teacher)

There was also a more fundamental issue raised in relation to the use of a continuum of “seriousness” of bullying with the wall.

4.27 The teachers in both primary schools identified name-calling as a very difficult session for them, for a number of reasons. Staff were not sure that the children had learned anything from the session and were also unsure about how far to allow children to go in identifying words which they would never normally be allowed to use in the school. There was a concern that the discussion in this session had the potential to generate some complaints from parents.

4.28 In terms of more general issues raised, some staff also suggested that they had found some of the views which the young people expressed to be difficult (with a number reporting, for example, homophobia and racism) and they had not always been sure of whether, or how, to challenge these views (and had not always done so). This was a particular issue in the session which focused on violence and abuse, with examples of young people laughing in inappropriate circumstances or retaining inaccurate perceptions of violence against women after the session. It was suggested that, in the future, there was a need for clarity for staff in terms of the types of issues which may arise and the best means of addressing these.

The resources

4.29 In terms of the actual resources provided, all of the Steering Group members and almost all (94%) of the staff were happy with the content of the materials, and the same proportion believed that the materials could be used in other schools and youth groups. Almost all of the young people liked the resource cards which accompanied the sessions. General comments included that the material looked appealing, was of a high quality, durable, flexible, contained a wide variety of materials and was well laid out and easy to use. Young people said that the cards had stimulated thinking and discussion, provided facts, helped them to understand things, had “stories and interesting advice”, as well as being colourful and easy to read and able to be taken home.

4.30 The only less positive comments made overall were that the materials were perhaps less “revolutionary” than had been anticipated and “slightly predictable”. On a more practical level, staff suggested that the lack of flip-charts, Blu-Tack, scissors, coloured pens and other material had caused problems, and that some of the sessions had also required them to make or bring their own materials (e.g. video clips, worksheets, ice-breakers, graffiti walls) which was “just another thing to do”, with a lack of time and opportunity to prepare this. Staff in the Catholic schools also had to check carefully through any material used (such as magazines) for adverts or articles which were unsuitable, or might prompt complaints from parents. It was also noted that some of the materials had been given away to pupils, and a new pack would be required for each new group.

4.31 In terms of suggestions made, staff pointed to the need for the material to be flexible and for the staff to improvise with the project (both to meet the needs of young people in the groups, and to respond to other demands which arose, particularly in the schools). It was also noted that it was important to ensure that the material did not become too directive, and that the explanatory material might benefit from more explicit links to “emotional intelligence”, as well as being suitable for young people with a range of skills and levels of academic achievement and relevant (in terms of the scenarios) to young people’s experiences. It was suggested that there should have been less written material on some of the resource cards (and a smaller number of scenarios from which to choose). One youth worker suggested that it needed “funked up” a bit, and a small number suggested that there should be greater clarity of when to use variations.

4.32 It was also noted that a wider mix of materials and media could be included, and the need to explore young people’s views was also stressed. For the young people, it was suggested that a memento (for example, a keyring) as well as stickers, badges and “wee extras” would be useful.

Practical issues

4.33 Although, overall, the materials worked in all of the settings, there were also a number of practical issues identified in relation to “what worked” which help to provide guidance for the future implementation of the project.

Staffing

4.34 It was suggested that experienced guidance staff were the most appropriate to deliver this project in the secondary schools, although a small number of secondary school staff respondents suggested that other staff could also become involved, where they had an interest in the issues.

4.35 Some settings involved others in the delivery of the material (for example, a student, one of the older participants and an Education Resource Worker in the Glasgow schools), and this was positive (although the importance of their understanding the issues discussed was noted). It was also suggested that it would have been useful, in some of the sessions, for outside organisations to have delivered a specific session (for example, a gay and lesbian organisation or Women’s Aid).

4.36 All of the staff were happy with those who had delivered the project in their own organisation, although two of the youth workers had concerns about this material being delivered by school staff and two of the youth group members stated that they were glad that they had not undertaken this with a teacher from their school. 96% of the primary pupils and all of the young people in the secondary schools and youth groups stated that they had been happy to talk with the member of staff who took their group and that, generally, the staff were considered easy to talk to.

4.37 It was also seen to be important for the staff involved to be sensitive and experienced (as there may be “a minefield of issues” and they needed to be “able to think on their feet”). It was stressed that the staff should never be forced to deliver the material and that no-one with “extreme views” should be involved. Within these parameters, it was suggested that the project could involve a wider range of staff in the schools and could successfully involve students and other staff in delivery, with appropriate training.

Selection of groups

4.38 Three quarters of the staff were happy with the way in which selection of the groups had taken place. There was a clear preference amongst the majority of young people to work in groups of friends (with almost three quarters of secondary and two thirds of primary respondents expressing a preference for this), but 93% of young people overall were happy with the combination in their group, whether or not it was a friendship group. It was noted that there were benefits and drawbacks for staff of working with unknown groups in schools, but the main requirement was for staff to discuss and agree the means of identification of groups at the start. In youth groups, it was generally considered easier to work with groups which already existed than to

convene new groups. It was also noted that 6VT provided refreshments and reimbursed bus fares, which had enabled and encouraged young people to participate.

Composition of the groups by gender

4.39 More than three quarters (77%) of secondary pupils expressed a preference for a mixed-sex group, in order to hear different points of view. Slightly over half of those in the youth groups, however, expressed a preference for a single-sex group (pointing to difficulties in talking in mixed groups), whereas the majority of the primary pupils (57%) believed that it did not matter whether the groups were boys only, girls only or mixed. Whatever the composition, however, all of the young people interviewed (both male and female) were happy with their groups in terms of the gender mix.

4.40 Around three quarters of the staff (76%) were satisfied with all aspects of the composition of the groups. A number of staff suggested that the material worked well in a mixed group, and that the groups could be split into single-sex groups if required. A number suggested that it was important to have a good balance of boys and girls, and noted that the quieter young women generally participated most fully in small groups.

4.41 Some specific issues were also raised in relation to difficulties with young men in both age groups, whether in a mixed or single-sex group. A member of secondary school staff who reported a particularly poor experience of delivery of the project suggested that:

“I knew the boys hated it, although they may have got more from it, but I hated teaching it”,

and a further female staff member also pointed to some antagonism from young men. One of the primary school classes also had problems where the boys had started “mucking about”.

Age of participants

4.42 The primary school staff were clear that P6 and P7 pupils were an appropriate age group for the use of these materials, as they were beginning to stereotype, but were still sufficiently young to change their views.

4.43 In secondary schools and youth groups, the involvement of young people aged 14-16 was also seen as appropriate, but it was suggested that the material (in a youth group setting) could also be relevant to older participants. It was seen to be less appropriate for younger people, however, and it was suggested that the boys involved in one Glasgow group (which had not continued) had been slightly too young.

4.44 Many staff pointed to the need for a comprehensive programme which would begin in primary school and continue in the early years of secondary (S1-3) as well as in S4 (by which time their attitudes were seen to be fairly clearly formed).

The size of groups

4.45 Although there was a wide variation in the sizes of groups involved (from 2 young people in one case to 19-20 in others, and often more than 20 in the primary schools), it was found that 74% of the staff were happy with the size of the groups. Amongst the young people, 89% of primary school children felt that the group sizes were “about right” and 96% of young people in secondary schools believed that their group sizes were “about right”.

4.46 Groups of 12–15 were seen to be most appropriate in secondary schools and 6-8 in a youth group. In primary schools, it was suggested that groups smaller than whole classes might be preferable, but were unlikely to be possible.

Length of sessions

4.47 Where aspects of sessions were less successful, many staff in both primary and secondary schools suggested that this was because “there was never enough time to do them”, with the result that some had to miss parts of the project or to move very quickly through some of the activities. As one suggested:

“the temptation also if you are running out of time is that you tell the correct answer, rather than it being student-led”.

4.48 There was also seen to be some inconsistency in the denseness of the content of the sessions, and where a session involved substantial reading, it was suggested in primary and secondary schools that the time allowed was sometimes insufficient. It was noted that a lot of the sessions had a “natural break” and could have been done in two shorter sessions.

4.49 Additional work (such as the completion of the evaluation questionnaire) also reduced the time available and the size of classes contributed to the overrunning of the sessions in primary schools. Primary school and youth group staff had some flexibility, however, in delivering the sessions over a longer period, but secondary staff suggested that there should be more scope to continue their work in future lessons, particularly where this related to vital issues (such as the session with older participants relating to violence against women, where this was central to the project but experienced time constraints).

Timing

4.50 The timing of the work was a major area of concern and many staff identified some problems with this (even where they were generally happy). This was a particularly problematic issue for the secondary schools, where the project coincided with preparation by S4 for exams and with course choices, causing stress for staff and pupils alike. In St Paul's, there was an additional issue which related to the small amount of notice which staff were given prior to participation and to the project coinciding with the lead up to a move of school building. Youth group staff suggested that better weather in the spring could also have deterred people attending in the evenings, and the Easter break was disruptive. It was generally agreed that the winter months were the most appropriate time for the delivery of the project.

4.51 The timing of the "Respect" sessions within the day was also highlighted as important, and both secondary schools agreed that the morning groups worked better than afternoon groups, which were seen to be "much harder work".

The space used

4.52 The layout and setting were also found to be important to the delivery of the project, and classrooms were not always ideal for the work, either because they were too small for the purpose, did not have the appropriate atmosphere, were not sufficiently private, were not available regularly or additional space could not be provided. The space available to youth groups was more appropriate, and the groups with their own accommodation had comfortable rooms and informal spaces. The youth groups in primary schools used the staff rooms and other areas in the school, allowing staff to treat the young people like adults and to have an informal and relaxed discussion.

4.53 Despite the differences in experience, and the perception that the space was not always ideal, most of the staff (79%) and almost all of the young people in all of the settings (93%) were generally happy with the space used. The staff adapted their delivery to suit the space available, and although the rooms were "not always the biggest and not the best" no major problems were reported.

Provision of support

4.54 It was always recognised that this project may raise personal issues for some of the participants, and it had been intended from the start that this should be provided primarily through existing mechanisms in each of the settings (i.e. the guidance staff in the schools, the primary teachers and the youth workers) as well as through referral, where appropriate, to other organisations. No time was built in specifically for the provision of support.

4.55 Staff also mentioned that young people had been given access to helpline numbers and more than half (57%) of the primary school pupils interviewed and 70% of older participants stated that they had been given information about where they could get help.

4.56 Almost half of the staff (44%) were aware of young people who had required support during the project, and issues had arisen in all but two of the settings, with staff aware of young people who had experienced sexual abuse, domestic abuse, other issues in their home circumstances, problems with self-esteem, bullying and other experiences which made them “vulnerable”.

4.57 Staff described using their judgement in relation to the content of sessions where young people faced personal issues, “keeping an eye on” individual young people and checking with specific young people that they were coping at different stages in the project. In one case a member of staff contacted Zero Tolerance, through which specialist professional support was provided.

4.58 It was also recognised that staff themselves may require personal support, and most believed that they had access to additional advice from Zero Tolerance staff, as required. In Glasgow, the Guidance Adviser was also available for support, and staff had access to support from each other. This was generally through “ad hoc” arrangements, with only youth groups setting aside time specifically for discussion of the work before and after the sessions. There was little contact between Zero Tolerance staff and those delivering the project during implementation, and some secondary school staff stated that this would have been useful. (The general role adopted by Zero Tolerance, however, was seen as appropriate by the Scottish Executive, who emphasised the need for ownership of the process by the schools.)

4.59 Only 6 staff (mostly youth workers) were aware of any colleague who had required support, but the session relating to violence against women did raise personal issues for two of the staff, who had had direct experience of domestic abuse. A total of 13 staff (38%) stated that they would have found additional support useful (particularly in the secondary schools), in the form of regular meetings or “a regular spot to talk about experiences”.

The evaluation

4.60 Staff expressed some concerns about the time involved in the evaluation process, and had neither been aware of the level of input required nor had they anticipated the time required for the questionnaires, completion of session reports and interviews. Almost all of the issues raised related to practical arrangements for the evaluation with the only issues raised in relation to the content of materials being a concern (from two staff) that some of the young people may have had some difficulty understanding the self-completion questionnaires.

4.61 All of these findings will help to inform the design or amendment of the materials and arrangements for this type of work in the future.

SECTION FIVE: THE IMPACT OF THE PROJECT

5.1 The findings described in the previous section focused upon experiences of the use of the material itself, which was found to have worked in the range of settings. It became clear that the project had the potential to be used in the future, taking account of some of the practical considerations and issues raised. Given that the material was useable, it was also important to consider its impact on those involved, and this section summarises the findings of the evaluation in relation to the project's "success".

THE MEASUREMENT OF "SUCCESS"

5.2 It was recognised from the start of this evaluation that the focus of the research would be largely upon participants' own perceptions of the impact of the project, rather than on any objective measurement of tangible "change". The limitations of attempting to measure attitude change (and the fact that this may be impossible to detect, or may have an impact at a later stage), and the potential to attribute change to the "Respect" project were recognised. Many participants stressed the need to bear the limitations in mind and to recognise that the project would neither try, nor be able, to "solve all the problems".

5.3 Although some of the views of children and young people after the project were considered, therefore, this was primarily to highlight some of the areas in which work should continue to focus in the future. The main measures of the project's impact and outcomes were identified by staff and young people as:

- Perceptions of the benefits of the project.
- Whether participants enjoyed the work.
- The ways in which participants believed that it affected them.
- Perceptions of achievements and whether the work could or should continue in the future.

Overall perceptions of the benefits of the project

5.4 The overall perceptions of the value of this project were very positive. All but one of the Steering Group members and 85% of the staff believed that this had been a successful project. Almost all of the participants enjoyed taking part, and the benefits varied for different organisations and individuals.

Steering Group members

5.5 Steering Group members identified benefits to their own organisations, often at a strategic level. LTS pointed to the project having provided the opportunity to take forward many of their views about the content of the curriculum and the appropriate

outcomes for young people. For ADES, it was considered important to be aware of developments in preventive work and to ensure that Directors of Education remained up to date with these. The Scottish Executive noted that a project such as this began to implement some of the actions identified strategically as being required to tackle violence against women and, for Zero Tolerance, the work provided an opportunity for appropriate input to organisations which were receptive to preventive work.

The organisations involved

5.6 For the schools, respondents noted the effect of the project on developing a supportive school ethos which, in turn, had an effect on discipline and relationships within the school, as well as allowing staff to “tackle an issue that needs tackled”. For the youth groups, there were also seen to be benefits in promoting the message of Zero Tolerance and in taking part in high profile work.

5.7 At the end of the project, respondents in most of the settings believed that there had been some limited impact on the organisations (with the exception of one primary school). Almost three quarters of the older participants identified some benefits to their organisations and, in 6VT, staff and young people suggested that there was evidence of some impact on the wider youth café, as the project had had a high profile. Youth groups pointed to a general perception that the project had been a good experience for the group and that the information which the young people had been given could be shared with others. A number of primary pupils believed that pupils’ behaviour had changed or might change in the future, and secondary schools noted a more general awareness of “respect” issues.

Staff delivering the project

5.8 It was suggested that the learning had been good for the staff who had delivered the project and the materials had provided them with a good, well-presented and structured resource which they considered could be used again in the future. Staff were enabled to think critically about issues which they may not generally have the opportunity to consider, with the chance to increase their own knowledge and understanding. A number of secondary staff pointed to the development of staff skills and greater understanding between staff and pupils (and the spin-off benefits for the staff of changes in the behaviour of the pupils and the overall ethos of the school). One group of staff also suggested that their experience of the project had made the staff group more cohesive, as a result of their common experiences.

5.9 Some of the young people (for example, 43% of the primary pupils interviewed and 59% of primary self-completion respondents, as well as 26% of the older participants interviewed and around a third of older participants responding in the self-completion questionnaires) believed that there had been some perceptible

difference in the staff, with examples including teachers “shouting less and listening more”, or pupils getting to know the staff better.

5.10 In the small number of cases (3) where the staff were less certain of the benefits of the project, the concerns related to the shortage of time to address the issues and the attitudes of the pupils. For most staff, however, the fact that the issues had been raised at all was beneficial in itself.

The young people who participated

5.11 Staff and Steering Group members suggested that the project gave pupils the opportunity to look critically at their own views. The staff also suggested that some of the young people had changed, becoming more comfortable, confident and more equipped to talk about relationships and to challenge each other. It was suggested that the project had provided them with greater insight, increased awareness or confidence and allowed the development of healthier relationships. It was also suggested that the project might deter some young men from using violence in the longer term. Although some staff in all settings noted that the current behaviour of the young people may not always reflect their awareness of the issues, it was agreed that it was positive that they had, at least, been exposed to discussion.

5.12 Young people were consistent in their perceptions of the benefits of the project to them, with three clear areas emerging:

- The opportunity to make them aware of the issues.
- Encouraging them to treat each other properly through sharing ideas and information.
- The opportunity to begin to prevent violence and abuse in future.

5.13 After the project, almost all of the staff respondents believed that there was evidence of some impact upon the young people who had been involved, in the form, for example, of their enthusiasm to continue to discuss the material, the fact that the materials continued to be displayed in the settings and had not been vandalised, nor dropped on the floor, and the development of awareness raising and understanding.

5.14 86% of the primary school pupils interviewed and 78% of self-completion questionnaire respondents believed that they had changed as a result of the project. By the individual issues:

- 60% of primary respondents to the self-completion questionnaires believed that they had changed their mind about how people talked and listened to each other.
- 77% believed that they had changed their mind about what girls should be like and what boys should be like.

- 64% said that they had changed their mind about which things were fun.
- 68% believed that they had changed their mind about how people treated each other.

5.15 Almost half of older participants believed that they had changed personally in some way, particularly in terms of having more information about issues like domestic abuse and the ways in which they believed that they would interact with others in future. A number of young people suggested that there may be longer term effects for them, and many pointed to the need for the work to continue in the future in order to be effective.

Addressing the objectives

5.16 In addition to these perceived benefits, when perceptions of the project's achievement of its overall stated aims were explored, it was found that:

- 28 (82%) of the staff and over three quarters of young people (79%) believed that the project had helped to encourage young people to develop healthy relationships.
- All but two of the staff (94%) and all but one of the young people interviewed (98%) believed that the project had helped to promote respect for self, others and difference.
- A slightly lower proportion (although still over three quarters) of the staff and a high proportion of young people (91%) believed that the project had helped to challenge and decrease the tolerance of violence against women.
- Most (82%) of the staff and 88% of young people believed that the project had helped to encourage a sense of social responsibility.

Other learning outcomes

5.17 In terms of other learning outcomes:

- 81% of the young people in secondary schools and youth groups and 86% of primary pupils interviewed believed that they had learned more about respect for each other.
- 89% of primary school pupils interviewed (although a slightly smaller proportion, at 77%, of those in the self-completion questionnaires) and a total of 84% of older participants interviewed (and 70% of those in the self-completion questionnaires) believed that they had learned more about communication.
- 77% of older participants interviewed and 76% of those in the self-completion questionnaires (and more young women than young

men) believed that they had learned more about equality. More than 80% of primary pupils believed that they had learned more about boys and girls and being equal.

- More than three quarters of participants believed that they had learned more about power.
- Only the older participants were asked if they had learned more about violence and abuse, and almost all of those interviewed (93%) and a high proportion of those responding in the self-completion questionnaires (80%), believed that this was the case.

Impact on others

5.18 Although the main impact of the project was on those involved, it was also noted that there was often some awareness amongst others in the settings who were not taking part. In the youth groups, particularly, young people who were involved would discuss the project with others who were not.

5.19 It was also noted that the project had provided an opportunity to raise the issues in the wider community, as well as among parents. The opportunity for the ethos to “spread out” to the community was acknowledged and it was argued that, in the longer term, work such as this could have an effect on reducing violence against women. (It was noted, however, that the project would have a bigger impact on the wider community if it was “rolled out”.)

THE CONTINUING NEED FOR THIS WORK

5.20 Although a range of benefits were identified, there was also evidence of the continuing need for this work to be undertaken, both in the views of some of the young people after the project and in perceptions of some of the constraints of an eight week input.

The views of young people

5.21 It has already been noted that it was always recognised that there may not be identifiable changes to the views of some of the young people by the end of the project, and that the impact of the project may not be evidenced at that stage in either their attitudes or behaviour. Although these views at the end do provide evidence of the continuing need for this type of work with young people, they are not indicative of problems with the project.

5.22 In terms of indicating continuing need, however, it was found that although there had been a rise in the proportion of children who suggested that it was appropriate to “treat other people the way you want them to treat you” and a drop in

the proportion who suggested that it was OK to “take it out on someone else if you’re annoyed”, there remained evidence of gender stereotyping. There was, for example, a substantial drop in the proportion of girls who suggested that it was OK for a girl to be “strong and powerful” or “brave and independent”.

5.23 In addition, although it was found that the proportions of both boys and girls who thought that most of the inappropriate behaviours could be fun had fallen (albeit slightly in some cases), there was a rise in the proportion of boys who considered that it could be fun to “call people names” and there remained a significant proportion of boys who considered it fun to “whistle at girls” and “scare people”.

5.24 Similarly, with older participants, although there were some positive changes, there were still examples of stereotyping and other problems. In terms of positive changes, for example, there was a relatively large rise in the proportion of young women who disagreed with the statement “if someone treats you really badly, you should treat them badly back”. There was also a drop in the proportion of young men who agreed with the statement that “women and men are good at different things and they should stick to them”; an increase in those who believed that “girls and young women experience more harassment than boys and young men” and a fairly large rise in the proportion of young people who agreed that “when young women say no to sex it always means no”. There was also a large rise in the proportion of young women who disagreed with the statement that “girls can provoke violence and abuse because of how they dress or behave”.

5.25 There was, however, evidence of outstanding issues to be tackled, particularly with young men, in relation to the acceptability of discrimination and abuse of power. Two thirds of young people (66%) still believed that “girls can provoke violence and abuse because of how they dress or behave” and more than a third (rising to 45% of young men) believed that “you can understand why men are violent to women when you know what happened to them”. There was also a major gender difference in relation to perceptions of the statement that “when young women say no to sex, it always means no” with 24% fewer young men than young women agreeing at the end of the pilot. There was evidence of attitudes (particularly in relation to violence against women) which demonstrated a lack of awareness of the issues amongst some of the young people and pointed to the continuing need for this and other primary prevention work as part of an overall national focus on these issues.

Constraints

5.26 The constraints of the project were also seen to indicate the need for the work to continue, with the delivery of an eight week project to specific age groups constituting “a drop in the ocean” in the context of the general circumstances of young people and the range of other messages and influences on their lives.

5.27 Many of the staff recognised that young people were confronted with messages at home and within their peer group, which, it was suggested, may be stronger than these messages for them. The messages of the project challenged some of the assumptions in “mainstream culture”, and many staff described the difficulty of changing entrenched attitudes, particularly amongst men and boys. In the light of this, it was suggested that this work should be only one part of developing a range of support for young people, over a period of time, with links to, and input from, more specialist organisations.

Overall views

5.28 There was a clear message from respondents that this project should continue. All of the Steering Group respondents, 94% of the staff respondents, 95% of the older participants interviewed and 81% of older participants who completed questionnaires, as well as over 90% of primary school pupils, believed that the project should continue.

5.29 All of the Steering Group respondents and 97% of the staff also believed that the project should be developed more widely throughout schools and youth groups in Scotland, taking account of the issues raised in the evaluation. The most common reasons for the perceived need to continue focused on the overall quality of the resources which had developed and the importance of the issues covered. The Zero Tolerance staff and two Steering Group respondents also indicated the need to empower girls and young women, and to challenge boys and young men. Some staff also noted the consequences of not undertaking this type of work, particularly in terms of the findings of previous Zero Tolerance research into young people’s attitudes about acceptable behaviour (borne out by some of the findings).

5.30 There was a perceived need to see this work as part of a multi-faceted prevention agenda and strategy, provided at different stages in a school career and linked to other work (such as the general anti-violence message and work to address other forms of discrimination). There was also a perceived need to ensure that this work became increasingly mainstream and long term, and that work was also undertaken with adults. It was also suggested that this would require the issues to be considered in training for teachers and youth workers, to ensure that staff delivering the work were clear about its theoretical basis. It was also recognised that it would require, in the longer term, additional materials which could be used with other age groups and with young people in other settings.

5.31 It was clear that there was a strong overall commitment to continuing this type of work with young people in Scotland. The perceptions of those involved provided a wealth of information and the pilot project provided a valuable means of testing, refining and developing what was clearly a high quality programme.

SECTION SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1 A number of conclusions and recommendations were drawn from the evaluation material, and a brief summary is provided below.

OVERALL ISSUES

6.2 The findings relating to **overall issues** suggested that:

- There was a shared view and evidence from previous research and this study of the need for preventive work in schools and youth groups in Scotland. There was a high level of enthusiasm for this work and almost all of those involved believed that it had been a successful pilot.
- Participants identified benefits in terms of their own personal experience, the benefits to their organisation and the wider benefits to society. The “Respect” project also linked well to teaching themes and Government priorities.
- Most believed that the project had achieved its objectives and there was evidence of perceptions of change in young people and staff as a result of their participation in the project.
- There remained, however, many areas of concern in the views and attitudes of young people, with a need to continue to address these strategically and systematically and the limitations of an eight week project acknowledged. The main constraints related to external factors, such as other influences upon young people in the wider community.
- The “Respect” materials appeared to offer an appropriate means of continuing primary prevention work in the future, having developed materials which, with amendments to address the issues raised, would be usable and appropriate in schools and youth groups.

6.3 Amongst the recommendations relating to **overall issues** were that:

- Primary prevention work should continue in Scotland, with initiatives such as this undertaken in schools and other settings throughout the country, using consistent materials which complement the National Strategy.
- The best means of extending this project Scotland-wide should be considered, and the appropriate arrangements made, in consultation with relevant organisations. A coherent plan and timescale should be developed to take this work forward, with sufficient preparation time allowed.

- The work should be part of an overall approach to addressing violence against women which will require other forms of work in other settings, overseen by the National Group which has been established to address domestic abuse in Scotland, and developed to include the widest range of young people.

THE NATURE OF THE PROJECT AND MATERIALS

6.4 The findings relating to the **nature of the project and the materials** suggested that:

- The areas covered in the training explored the themes of the project, and the information provided was high quality and well-resourced.
- Almost all of the staff were happy with the training which they received, with no major problems, although there were some for whom the training did not improve their understanding and a group of staff who did not fully accept the theoretical basis of the work.
- There were some issues raised in relation to the launch events and their relevance to young people, and there were some problems with the late delivery of the materials.
- The materials which were produced linked to the aims, and there was evidence of perceived success in relation to the aims of the project and to other learning outcomes, although it was noted that there was a need for caution in expecting or measuring actual change.
- The materials were well-presented and attractive. Staff noted, however, that they would require regular replacement and the need for staff to identify and provide some of their own materials was raised as a potential problem.
- The supporting material (posters, bus sides and CD Rom) were generally considered to be of a high quality and effective, although some, particularly staff, felt that they lacked the immediate impact of the 1990s Zero Tolerance campaign. The CD Rom could not be used in Roman Catholic schools and the “Z” screensaver was not widely used.
- There was a general perception that the materials could form the basis of a project which would be transferable to other schools and youth groups (taking account of comments and suggestions), with none of the environments incompatible with delivery.

6.5 Amongst the recommendations relating to the **nature of the project and the materials** were that:

- Appropriate expert training should always be provided to staff who will be involved in the project, focusing on some of the areas identified in the report, and strengthening the focus on violence

against women (exploring staff views of the issue of violence against men, and providing guidance on challenging inappropriate views amongst young people).

- Material should be provided to staff well in advance of the sessions and the issues raised by staff in relation to the venues used should be considered and addressed.
- An appropriate means of marking the start of the work in each setting should be identified, but this need not necessarily involve a formal launch.
- The materials should be developed, in consultation with appropriate staff and organisations, taking account of the detailed comments made within the main report. The existing project and the materials should remain the basis of the work, building upon this useful and useable structure.
- The most cost-effective means of replacing material after each delivery of the initiative should be identified and any additional resources required for the sessions (e.g. posters, magazine articles, clips, etc.) should be provided.

THE SESSIONS AND PRACTICAL ISSUES

6.6 The findings relating to **the sessions and practical issues** suggested that:

- The general perceptions of the sessions were positive, with most achieving their objectives and few causing major difficulties. Where there were problems, these were identified and the suggestions made will be useful in identifying developments.
- The practical sessions (e.g. the graffiti wall, jigsaws and poster-making) were identified as having been enjoyed most and having generated discussion, although there were more mixed views of the role play and brainstorming. Variations to some sessions were developed, generally successfully.
- Timing was a key issue in almost all of the sessions, in terms of the length of the sessions, the timing of the project in the school day and the timing in the year.
- In terms of gender, there appeared to be a general consensus that a well-mixed group worked well, with the option of breaking into single-sex groups for some sessions. The male-only or predominantly male groups generally worked least well (although this was successful in a youth group, suggesting that this would not preclude the use of the material in single-sex schools).
- There appeared to be some benefits to working with known groups (although there was no clear requirement for this and delivery was possible with known and unknown groups). Although many young

people expressed a preference to work in groups of friends, no problems were identified where this was not undertaken.

- It was possible to deliver this project in a classroom setting, although there were benefits in having access to additional spaces, and the informality of youth group settings also had benefits.
- It was considered appropriate that this project should be delivered by guidance staff, primary teachers and youth workers, although others could also be involved successfully.
- The delivery of the project worked well with 14-16 year olds and with P6/P7. The material for older participants was also successful with those over 16, but less so with some of those under 14 (e.g. some of the younger participants in youth groups). It was possible to deliver the material to a wide range of group sizes.
- Some staff and young people required personal support, demonstrating the importance of protecting all of those involved in the project.

6.7 Amongst the recommendations relating to the **nature of the project and the materials** were that:

- The ordering and content of the sessions should be considered in the light of the detailed comments and amendments should be made on the basis of the suggestions identified.
- Staff should be given sufficient time to prepare for the project, and it may be appropriate to develop a checklist of preparatory work and effective practice.
- Consideration should be given to the provision of examples of “ice-breakers”, increasing the practical content of the sessions, removing or amending problematic sessions and examining the length of the sessions. Alternatives to role-play should be included and guidance should be developed to help staff to address inappropriate attitudes.
- A checklist of practical issues and guidance for quality delivery should also be developed, covering all aspects of the work (e.g. the space used, the involvement of other staff, timing, group composition, age groups, etc.)
- The gender and friendship mix should be considered to ensure that this does not inhibit participants. Where groups are mixed, there should not be one gender which heavily outnumbers the other and any occasions on which single-sex discussions might be beneficial should be identified.
- The project should be delivered in a school term which suits the other demands upon staff and pupils, and there are benefits to schools in delivery early in the day.
- The material should be used primarily with pupils in S3 and above, and with P6/P7.

- The optimum group size in youth groups appears to be 6–8, while in schools this is around 12–15 (although it is possible to deliver the material successfully to larger and smaller groups).
- There should be a clear acknowledgement that this project may raise issues for staff and young people. Every setting should review its support procedures and ensure that everyone involved in the delivery of the project is fully familiar with them.

OVERVIEW

6.8 It should be reiterated that although a number of recommendations for development have been identified here, the evaluation concluded that these must be seen in the overall context of a project which was widely perceived to be well-designed, well-received and much needed. This can form the basis of the essential primary prevention work which should be taken forward with young people in Scotland.

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