



AN INDEPENDENT EVALUATION OF RAPE CRISIS SCOTLAND'S SEXUAL VIOLENCE PREVENTION PROJECT

FINAL REPORT

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Summary

Introduction

The Sexual Violence Prevention project was set up by Rape Crisis Scotland (RCS) in April 2013. It followed a consultation which identified a need for national support to coordinate and support prevention work with young people in Scotland and to develop a national sexual violence resource pack.

With funding from Lankelly Chase, RCS employed a Sexual Violence Prevention Co-ordinator to develop the work including the production of a resource pack. They then obtained two year funding from the Scottish Government's Early Intervention Fund to enable the appointment of Prevention Workers (working 21 hours per week) to deliver the resources to young people in schools and youth settings. The project has involved nine Rape Crisis Centres in Aberdeen, Dundee, East Ayrshire, Fife, Lanarkshire, Scottish Borders, South West, the Western Isles and Edinburgh (which joined in April 2014)¹

DMSS Research was appointed in June 2013 to provide an independent evaluation of the project. Methods have included qualitative interviews, analysis of session feedback forms from young people, teachers and youth workers and a specially designed pre and post survey tool - *Teenage Attitudes to Sex and Relationships Scale (TASAR)* to measure changes in knowledge and attitudes among young people attending three workshop sessions.

The impact of the project

The evaluation² showed that the delivery of workshops from the Sexual Violence Prevention resource pack project had a significant impact on young people's knowledge and attitudes. As a result of attending three workshops, the vast majority of young people increased their knowledge of how sexual violence and abuse can affect people, what the law says sexual violence is and where people who have been raped or sexually assaulted can go for support. For example, prior to the workshops 53% of young people agreed or strongly agreed with the statement *I know what the law says sexual violence is*, but afterwards 89% did so and the 'not sures' had decreased from 39% to 10%.

Attitudes also changed significantly, with the data suggesting that the workshop sessions were successful in raising young people's awareness of sexual violence, the importance of equality and consent in healthy relationships, and that the responsibility for sexual violence lies with perpetrators rather than victims.

¹ Highlands also joined in December 2014 but there was insufficient time to include them in this evaluation

² Impact findings are based on 1,211 matched pairs of questionnaires— where the same individual young people completed the measure immediately prior to attending their first workshop and again at the end of attending their third workshop.

The findings show that in relation to a number of attitudes a third of young people changed their opinions after attending three workshops and that in most cases boys were more likely to change their opinions than were girls. In most instances, this was partly because boys had more distance to travel from their pre-workshop views to those most consistent with the messages of the workshops.

The findings also suggest some ways in which high quality sexual violence prevention workshops can nudge attitudinal change in positive directions:

- Girls' attitudes can be strengthened in terms of their agreement that 'no' always signals lack of consent, and their refusal to 'blame the victim' in cases of rape. Their confidence in their own views can be increased.
- Boys' confidence in their understanding that relationships should be equal and not involve girls 'pleasing' boys, or being coerced by them, can be strengthened, as can their understanding of the pressures on them as boys to have sex in order to meet the expectations of others.
- Workshops can decrease the number of young people who are unsure whether good sex is always consensual sex or whether 'no' always means 'no.'

Young peoples' views on the workshops

The impact of a programme is linked to its quality and acceptability to participants. Based on almost 4,500 responses to feedback forms, it is evident that Prevention Workers have been very successful in engaging young people, with 92% agreeing or strongly agreeing that the group leader made them feel included in sessions.

Young people were also clear that it is important for them to have education on these issues. 94% agreed or strongly agreed that they should. And those young people who received three workshops felt even more strongly about the importance of such education afterwards. When asked in interviews whether they thought adults were right to be concerned about young people and relationships, young people overwhelmingly agreed that these concerns were legitimate and gave examples of their own concerns, which were similar to those of adults. But how sessions were delivered was also important to young people. They identified the importance of the sessions being delivered by someone approachable, with relevant expertise, and independent of the school. The workshop leader not being a teacher at the school seemed especially important.

Views of teachers and youth workers

Our interviews suggest that there are a number of common issues that are priority concerns for schools. These include worries about early sexualisation and inappropriate/abusive sexual relationships, sometimes compounded by the use of alcohol and drugs. Young people's use of social media is a big concern, including bullying. These concerns have been

reflected in the choice of session topics delivered in schools, with workshops on '*What is sexual violence*' and '*Social Media*' being particularly popular.

Views of teachers were also collected via interview and post session feedback. The 222 responses to feedback forms from teachers and youth workers showed that they experienced the sessions as well planned (99% agreed or strongly agreed with this). 93% agreed that the sessions had clear links to the Curriculum for Excellence.

Teachers reported high levels of engagement from young people in the sessions (97% agreement that this was the case) and 99% agreed that the materials were age appropriate.

There was over 90% agreement from teachers across all sessions that they had achieved the identified learning outcomes.

Qualitative feedback suggested that teachers shared the views of young people about the value of such sessions being delivered by someone from outside the school.

1. Introduction

1.1. Background

Rape Crisis Scotland (RCS) is the National Office for the Rape Crisis Movement in Scotland working alongside the thirteen local Rape Crisis Centres. As well as direct support, information and advocacy to survivors, friends and family, RCS's key aims include challenging prejudicial views, improving services for survivors and working towards the elimination of sexual violence in all its forms.

The Sexual Violence Prevention project followed a consultation by RCS with its member centres and external stakeholders which identified a need for national support to coordinate and support prevention work with young people in Scotland and to develop a national sexual violence resource pack. RCS secured funding from Lankelly Chase for a National Sexual Violence Prevention Coordinator to develop this and funding was subsequently secured from the Scottish Government's Early Intervention Fund to employ part-time Prevention Workers to deliver the resource pack with young people in schools and other educational settings. The original bid was for eight Centres (Aberdeen, Dundee, East Ayrshire, Fife, Lanarkshire, Scottish Borders, South West and Western Isles) with Edinburgh added later, making nine in total. (The Highlands Centre joined in December 2014 but there has not been time to include them in the evaluation). The funding has run from June 2013 to March 2015 and has included the costs for this evaluation.

The first five months of the project (June to mid October 2013) was lead in time to enable the new Prevention Workers to be recruited and trained in the delivery of the National Sexual Violence Prevention Pack. The project has therefore been implemented over 17 months, to March 2015, and the evaluation relates to this period.

1.2. Aims of the project

The RCS Sexual Violence Prevention project has **four core aims**:

- To improve national and local strategic approaches to the prevention of sexual violence.
- To improve strategic partnerships between rape crisis centres and local agencies to foster shared approaches to sexual violence prevention and support for direct interventions by centres.
- To ensure that young people have access to a safe space and sound information to help them develop the skills to negotiate consent to sexual relationships.
- To increase the role of young people in shaping interventions in relation to sexual relationships.

1.3. About the evaluation

The primary **focus of the evaluation** has been to assess how far the project aims have been met and to:

- Develop an evaluation framework that can support quality of delivery.
- Assess the outcomes of sessions delivered and how far they help achieve the objectives of the Curriculum for Excellence.
- Identify lessons learnt from the project.
- Identify best practice for wider dissemination in order to influence education policy and practice within schools, authorities and nationally.

The evaluation started with the development of a **‘theory of change’** for the project, summarised as follows:

Positive change in the attitudes, behaviour, knowledge and well-being of young people can be promoted through preventative education on sexual violence which provides young people with sound information, a safe space to discuss issues of consent and safety in sexual relationships and increased access to support. The Sexual Violence Prevention Project can increase young people’s access to such education and support in the nine participating areas through the delivery of materials drawn from the prevention pack developed by Rape Crisis Scotland, by trained Prevention Workers. The Project can also contribute to a more consistent implementation of prevention initiatives across Scotland by providing local partnerships with specialist knowledge on sexual violence, promoting local partnership working and facilitating dialogue between local and national developments. The Project can increase young people’s contribution to sexual violence prevention by proactively engaging them through schools and youth organisations.

Appendix A shows the theory of change framework setting out the intended long-term and intermediate outcomes of the project and the activities planned to achieve them.

In July 2014, we produced an interim evaluation report on progress over the first year. This provided an account of the activities being delivered by the nine Rape Crisis Centres involved in the project, an assessment of the achievement of early outcomes and a review of lessons learned from establishing and developing the project.

This final report focuses on the extent to which the project has achieved its intended outcomes by March 2015 and provides an assessment of the impact of the project.

1.4. Intended outcomes by March 2015

The theory of change set out the following desired outcomes by the end of its initial funding period:

- Participating young people have improved attitudes, knowledge and behaviour in relation to sexual violence.

- Young people have increased and sustained access to a safe space and sound information to help them develop skills to negotiate consent to sexual relationships
- Partnerships between schools and local Rape Crisis Centres are strong and sustainable.
- Participating schools have increased awareness of the importance of preventing sexual violence and have integrated sexual violence prevention into their policies and curriculum.
- Local partnerships have a shared coherent approach to sexual violence prevention and support.
- Young people's involvement is well integrated into policy and practice development in the participating areas.
- Young people's views are more strongly represented in national strategy.
- The Prevention Pack is widely used and highly regarded as representing best practice in sexual violence prevention.
- Funding has been identified to continue the work of the Prevention Workers in each of the nine areas.

1.5. Evaluation methods

Our methods have consisted of the following:

- Development of the theory of change framework and an evaluation plan.
- Initial data gathering from informants in each of the nine Rape Crisis Centres to clarify delivery plans, intended local outcomes and any contextual issues likely to affect delivery.
- Survey tools to collect feedback from young people (and teachers/youth workers) on the individual training sessions delivered.
- A pre and post measure used with young people completing three or more workshops.
- Fieldwork in six Rape Crisis Centre areas including interviews with prevention workers, managers, groups of young people who had received workshop sessions and teachers or youth workers. In two areas the fieldwork also included an observation of a session delivery.
- Additional interviews and observations focusing on young people's involvement and policy influence.

2. Project delivery

2.1. The Prevention Pack

Developing a pack of materials that could be delivered to young people was obviously an essential prerequisite for the project and this was successfully achieved within the planned timescale so that by the time Prevention Workers came into post (mainly in September/October 2013) the Prevention Pack was ready for them to use.

The National Sexual Violence Prevention Pack contains seven themed sessions covering: consent; defining sexual violence; gender; how we can help prevent sexual violence; impacts and supporting survivors; sexualisation and pornography; social media. Specific sessions across these seven themes have been developed for four age groups: S1-S2; S3-S4; S5-S6 and 18 to 25 year olds. In an ideal world, young people would have the opportunity to experience the full programme of seven topics. In reality, the number of sessions has been negotiated with schools and youth groups. At the start of the project it was agreed that, where possible, Prevention workers would aim to get a series of at least three sessions with the same group of young people, but it was recognised that one-off sessions might have to be delivered in order to forge relationships with schools and build up commitment to a fuller programme over time.

Our interviews with Prevention Workers and teachers in June 2014 indicated that the Prevention Pack is very successful in providing workers with relevant and good quality materials to use with young people. Interviewees suggested that schools have particular concerns which the pack usefully addresses e.g. about social media, pornography on the internet, consent and the law. Teachers who had attended sessions were very complimentary both about the delivery by the prevention workers and the content of the materials which were described as age-appropriate, and engaging for young people. The use of up to date examples is valued e.g. song lyrics and media clips which are relevant to young people.

Teachers were particularly pleased with the explicit links between the materials in the pack and the Curriculum for Excellence. This clearly 'ticked a box' for them and helped convince schools that the sessions would be worthwhile.

Prevention workers themselves have been very positive about the materials in the pack, the quality of which has enhanced their confidence to promote the work to schools and youth groups. Our interviews suggest that the Pack has been delivered with a high degree of consistency across all areas (therefore ensuring programme fidelity). There are some adaptations that workers have made to reflect the needs of particular groups and comments about some exercises working better than others in some contexts, but overall the pack is endorsed as fit for purpose, and the feedback from young people themselves (discussed in section 4) supports this.

In two areas we were able to observe the delivery of sessions with young people as part of our fieldwork. Both sessions resulted in considerable engagement and provided a clear illustration of the Pack being suitable for delivery by different people to diverse groups

2.2. The Prevention Workers

Most of the Prevention Workers were in post by mid October 2013. Five have remained in post throughout: Dundee; East Ayrshire; South West; Lanarkshire and the Western Isles. In Fife, the worker went on maternity leave and attempts to recruit for maternity cover were not successful. In the Borders the original worker left and there was a gap in staffing with a new post-holder starting in May 2014. In Aberdeen the prevention worker was seconded to a change-management role in the Centre after a year and recruited temporary cover for the prevention work. Edinburgh joined the project during the course of year one with a worker starting in April 2014. Highlands joined in December 2014.

Prevention workers have come from a variety of backgrounds including teaching, youth work, psychology and counselling/therapy. Some had a prior link with their Rape Crisis Centre but others had no previous experience of this area of work. These differences are reflected in some variation between areas in what has been delivered and how the project has developed. However, what is more notable is the consistency between areas in terms of how the prevention workers are viewed by representatives of schools/youth groups. This has been universally positive (see section 5).

Prevention workers were provided with training on the prevention resource pack and the CEOP Thinkuknow Level 1 training. There have been regular prevention worker forums to share experiences and develop practice during the course of the project. Additional support and training received locally by Prevention Workers from their Centre has varied and in many Centres the prevention work is a separate strand of activity which requires some deliberate effort to integrate. The support from other prevention workers around the country has been important and workers have valued the contact through the practitioner's forum. The role of the Project Co-ordinator at RCS has also been pivotal and Kathryn's availability and style of support has been greatly appreciated.

2.3. Delivery of Prevention Pack sessions to young people

2.3.1. Number of sessions delivered to schools and youth groups

Quarterly monitoring between October 2013 and March 2015 shows that the project has delivered sessions to 8412 young people in 79 schools and 22 youth agencies. The age breakdown was as follows: S1-2: 16%; S3-4: 55%; S5-6: 27%; Age 18-25: 2%. The gender breakdown was 50% girls and young women and 50% boys and young men.

Our interviews suggested several factors which can enable or hinder the process of getting workshop sessions delivered in schools and youth groups:

•**Timing:** negotiate delivery in schools is more difficult at certain times of the year – it is important to get the sessions into the timetable for the year as it can be difficult for schools to squeeze anything extra into the curriculum. This made it particularly difficult to negotiate more than a one-off session in some schools, especially during year one. By year two, many workers were in a stronger position to be selective in choosing schools who agree to longer programmes.

•**Flexibility:** willingness to fit in with schools' requirements seems to be important. Some schools have preferred to go for breadth (providing a single session to a lot of pupils) rather than depth. In the first few months of the project this meant occasionally running sessions with large groups consisting of more than one class, running sessions as part of health days, offering taster sessions etc. Some workers initially adopted the strategy of saying 'yes' to virtually every request in order to get known and build relationships.

•**Credibility:** getting known and developing a positive reputation is important – schools and teachers talk to each other. Successful strategies have included getting involved in networks, giving talks to groups of staff (e.g. PSE teachers) and working with people who have an already established reputation (e.g. local health promotion staff). The local reputation of the Rape Crisis Centre itself can be a factor in lending credibility.

•**Persistence:** workers' willingness to keep on trying seems to pay off. Examples include the delivery of taster sessions in schools to encourage them to engage, and maintaining contact with named people (e.g. the PSE leads) in schools.

•**Relationships and networks:** Equally important is making the links with the people who can smooth the way into schools. We found some area differences here. A couple of workers said it was important to have the Education Department on-side and that this had really helped them gain access to school. A couple of others said that direct contact with individual schools worked better for them. Making use of existing networks such as the multiagency Violence against Women Partnerships had been effective for some e.g. in some areas Women's Aid were already working in schools and were willing to collaborate.

•**Understanding the local context:** it is helpful to have an awareness of which schools and partner agencies are likely to be supportive and open to engagement, what pressures and constraints they are under and what factors are likely to influence them. If the worker doesn't have this local intelligence themselves, it helps if their Centre manager has it.

•**Knowing when to say no:** workers commented that sometimes it is important to be selective about what they agree to. The materials in the pack are primarily designed for mainstream classroom delivery. They have also been used successfully with youth groups in out of school settings. However, they have not been designed for use with groups of young people with additional support needs (such as young people with learning disabilities).

•**Experience and confidence:** Most of the above factors are contextual rather than individual. In other words, each area has its own history and cast of characters which influences the progress of the work whatever the skills and experience of the individual worker. Nevertheless, experience and confidence of individuals can make a difference – workers who have done similar work before are more likely to know what will be effective both strategically and in terms of direct delivery to different groups of young people. Certainly, some prevention workers were clear that their previous experience (as teachers, youth workers etc) was important to their confidence and credibility.

2.3.3. Priority topics

Throughout the project, certain topics have been consistently more commonly requested by schools. The most popular single session topics have been *‘what is sexual violence?’* followed by *‘social media’*, and *‘consent.’* *‘Sexualisation’* was also popular in the first year, with *‘gender’* being less so, although in year 2 there have been more gender sessions delivered. *‘Sexualisation and pornography’* features less strongly because it is geared to the older age group. The least popular sessions have been *‘impacts and support’* and *‘how can we help prevent sexual violence.’* The topics requested by schools highlight their concerns and what they regard as relevant. Our interviews with teachers suggest that schools are particularly concerned about the risks faced by young people who are becoming sexually active at a young age, who are accessing much of their information about sex from the internet and whose expectations may be increasingly shaped by pornography and the portrayal of sexual relationships in youth culture. They expressed concern that young people do not understand what constitutes sexual violence – and in this regard their concern was sometimes as much for the boys *‘getting into bother’* because of their behaviour as it was for girls at risk of sexual violence. Several teachers commented that they thought it was important for young people to know what the law says because they do not necessarily think that some of their behaviour (e.g. sexting) is wrong. The use and abuse of social media is a concern for schools. Several mentioned having involved the police in incidents (mainly of passing round pictures). They also noted that older teaching staff can lack the confidence and knowledge to address the use of social media with young people – hence the appeal of bringing in this expertise from outside.

3. What has been the impact on young people?

3.1. Design and use of the pre-post measure (TASAR)

A key purpose of the evaluation was to assess the impact of the programme on young peoples’ knowledge and attitudes. To do this Prevention Workers were encouraged to negotiate the delivery of a series of three sessions with the same groups of young people where possible so that we could implement a pre and post measure.

A wide variety of measures have been developed to assess attitudes towards gendered violence – physical and sexual - and other forms of interpersonal violence and coercion.

Many focus on specific forms of violence against women, and some focus on particular dimensions of responses to violence such as attitudes and knowledge, empathy, or willingness to provide support or to intervene. Several measures provide more general, and relatively short, instruments with which to measure attitudes towards men's violence against women. There are also various measures of attitudes towards gender roles and gender relations. However, many of these are based on scales which are 30 to 50 years old and therefore may not always reflect contemporary gender relations. In addition, most have been developed in North America and contain language and assumptions which may be culturally specific.

At the outset of this project we conducted a review of available measures of attitudes to sexual violence – particularly those that had been used to explore attitudes to 'date rape', consent and equality in male-female relationships and including some short and relatively recent measures of gender stereotyping which seemed appropriate to adolescents, such as those used by Foshee *et al.*³ (Instruments accessed in the development of the RCS scale are detailed in Appendix B). We were concerned to use a measure that would adequately reflect the core learning outcomes of the RCS Preventing Sexual Violence pack. The pack includes seven sessions, but pre-post measures were intended to be taken before and after *any* three workshop sessions, so we needed a measure that reflected knowledge and attitudes which were intended to be affected across the board and avoid those which were session specific.

We concluded that there was no suitable 'off the peg' solution and therefore designed a 15 item measure drawing on items previously used in a number of validated scales but adapted to reflect the specific intervention and context. The evaluation has therefore served to pilot this *Teenage Attitudes to Sex and Relationships Scale* (TASAR scale) and a revised version of the scale is one of the outputs of the evaluation (Appendix C).

The scale is a 15 item Likert scale composed of statements to which respondents are asked to respond (on a five point scale) to indicate how strongly they agree or disagree with each statement:

Strongly agree Agree Not sure Disagree Strongly disagree

The scale includes three items which are intended to capture increases in young people's knowledge:

- *I know what the law says sexual violence is*
- *If a friend told me they had been raped or sexually assaulted I would know where they could go for support*
- *I understand how sexual violence and abuse can affect people*

³ Foshee, V., K.E. Bauman, X.B. Arriaga, R.W. Helms, G.G. Koch, and G.F. Linder. (1998). An Evaluation of Safe Dates, an Adolescent Dating Violence Prevention Program. *American Journal of Public Health*, 88, pp. 45-50.

One item asks for young people's views on whether people their age should have sex and relationship education:

- *I think young people my age should have education about sex and relationships*

The remaining 11 items are attitudinal statements as follows:

- *I think it's important for a girl to please her boyfriend*
- *A boy should not tell his girlfriend what to do*
- *When boys get really sexually excited they have to have sex*
- *If a girl is raped when she is drunk she is partly to blame*
- *Good sex can only happen when both partners are up for it*
- *When a girl says 'no' to sex she doesn't always mean it*
- *If a girl sends her boyfriend a picture of herself it's OK for him to send it to his friends*
- *If a friend was pestering, 'sexting' or sexually harassing someone I would tell them they should stop*
- *Boys sometimes feel pressured to have sex when they don't really want to*
- *I would not laugh at a joke about rape*
- *I wouldn't have sex just to please someone else*

The measure was initially piloted in Dundee with two groups of young people in different contexts (school and youth group). Cognitive testing was undertaken through group discussions and a number of changes were made as a result of the young people's responses and feedback. Some items were removed and replaced e.g. '*It's OK for a boy to say no to sex*' was replaced with '*Boys sometimes feel pressured to have sex when they don't really want to*' and the term '*sexual bullying*' was replaced with '*sexually harassing*'. Also some modes of expression that young people had found confusing were simplified e.g. '*I would think twice before laughing at a joke about rape*' was changed to '*I would not laugh at a joke about rape*'.

At the end of February 2015, the pre-post dataset contained 1,211 matched pairs of questionnaires— where the same individual young people have completed the measure immediately prior to attending their first workshop and have completed the same measure at the end of attending their third workshop. The dataset represents measures completed by 625 girls and 584 boys (two young people did not identify themselves as either).

Table 1: Young people completing pre and post questionnaires by school year/age

Year/age	Number	Percent
S1	7	0.6
S2	42	3.5
S3	596	49.0
S4	239	19.7
S5	261	21.6
16-18	58	4.8
18-25	11	0.9

Statistical tests (Chi-square tests) have been run to see if the scores for all young people at follow-up were statistically significantly different from the scores at baseline. This was the case in 13 of the 15 items on the TASAR Scale (see discussion in 5.2.2 below), and in 11 of the 13, significance was at the highest level ($p < 0.00$). Table 14 at the end of this section presents the responses to all statements by number and percentage and reports the p value for each.

Sub-group analyses were undertaken by school year/age and by gender. The data suggested that S3 students might be more likely to change their views and to report increased knowledge than were older students (the S1 and S2 samples were too small to include in this analysis) but only a couple of the differences were significant⁴. There were many significant differences by gender and these are reported below.

3.2. Findings: Impact on Knowledge

I know what the law says sexual violence is

Prior to the workshops 53% of young people agreed or strongly agreed with this statement and 89% after – representing significant change ($p < 0.00$)⁵. After three workshops the ‘not sures’ had decreased from 39% to 10%.

Table 2

I know what the law says sexual violence is: All responses

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Pre	18.5%	34.5%	38.6%	7.0%	1.5%
Post	45.5%	43.8%	9.7%	0.9%	0.1%

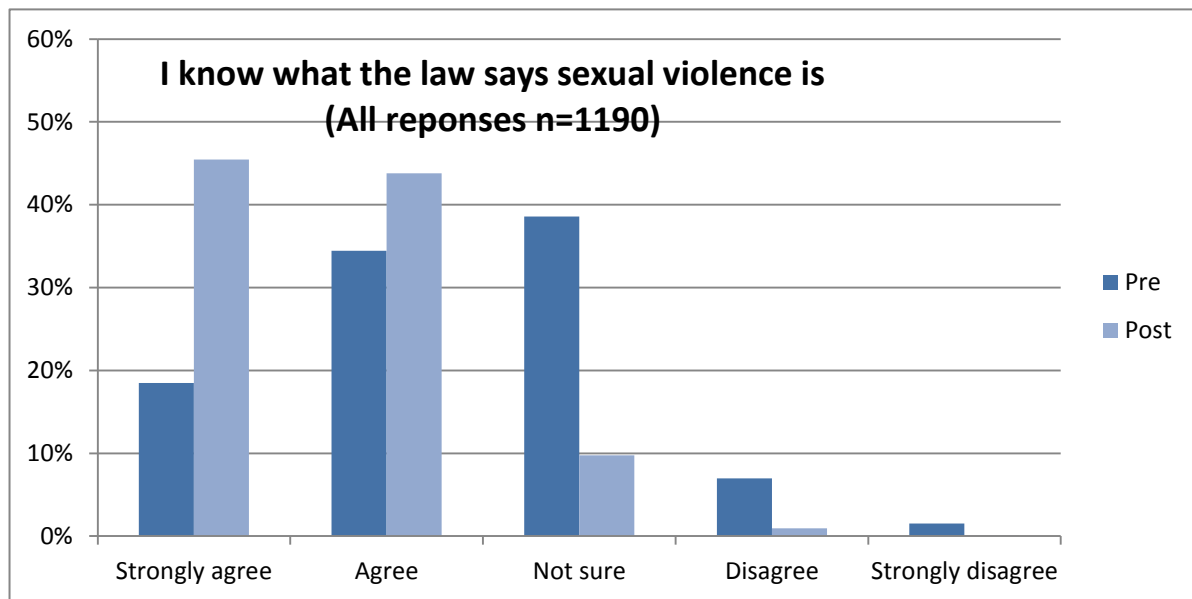
⁴ These were in relation to ‘If a girl is raped when she is drunk she is partly to blame’ and ‘When a girl says ‘no’ to sex she doesn’t always mean it.’ There were statistically significant increases in the number of S3 students disagreeing with these statements.

Table 3

I know what the law says sexual violence is
Responses by gender

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Boys					
Pre	20.6%	38.4%	33.0%	5.9%	2.1%
Post	41.2%	46.6%	10.9%	1.0%	0.2%
Girls					
Pre	16.7%	30.9%	43.6%	7.9%	1.0%
Post	49.1%	41.5%	8.6%	0.8%	0.0%

There was a significant difference between boys and girls: girls were more likely to change their mind over the course of the programme, with 63% agreeing more with this statement following the programme, compared to (a still substantial) 48% of boys. However, this is likely to be largely the result of boys being more confident than girls of their knowledge at the outset, with 59% of boys agreeing that they knew what the law says prior to participating in the workshops compared to 48% of girls.

Chart 1: Pre and post responses to 'I know what the law says sexual violence is'

If a friend told me they had been raped or sexually assaulted I would know where they could go for support

Prior to the workshops, almost half (45%) the young people agreed or strongly agreed with this statement (although only 13% of them strongly agreed). Confidence was similar with 46.6% of boys agreeing as opposed to 43.2% of girls. After three workshops 85% agreed with this statement and the 'not sures' had declined from 36% to 11%.

Chart 2: Pre and post responses to 'If a friend told me they had been raped or sexually assaulted I would know where they could go for support':

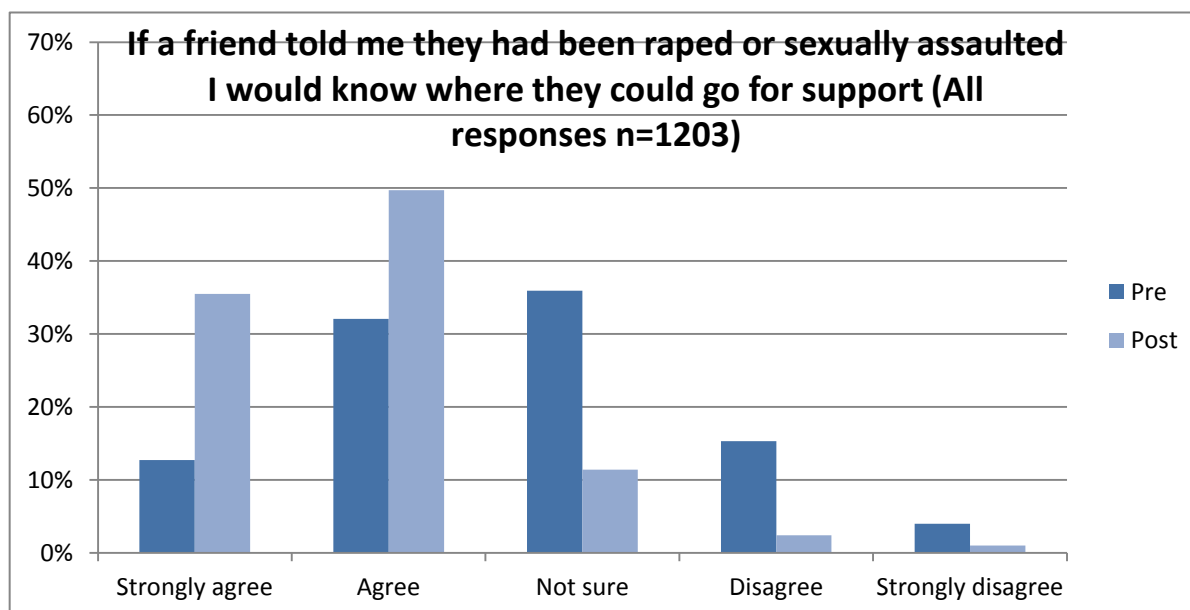


Table 4: If a friend told me they had been raped or sexually assaulted I would know where they could go for support: Change score by gender

	Disagreed more after the programme	No change	Agreed more after the programme
Girls	7.2%	30.0%	62.8%
Boys	9.5%	34.8%	55.7%
Total	8.3%	32.3%	59.4%

More than half of all young people agreed more with this statement after the programme, with girls just a little more likely to have changed their opinion.

I understand how sexual violence and abuse can affect people

Pre workshop confidence was extremely high in relation to understanding the effects of sexual violence with 88% of young people agreeing or strongly agreeing with this statement (with 43% strongly agreeing). 94% of young people were in agreement with the statement post workshops. However, there were some gender differences with almost half of girls (49.4%) strongly agreeing pre workshops compared to 36.8% of boys. Post workshops differences were also in terms of the strength of agreement with 63% of girls strongly agreeing compared to 48.2% of boys.

Chart 3

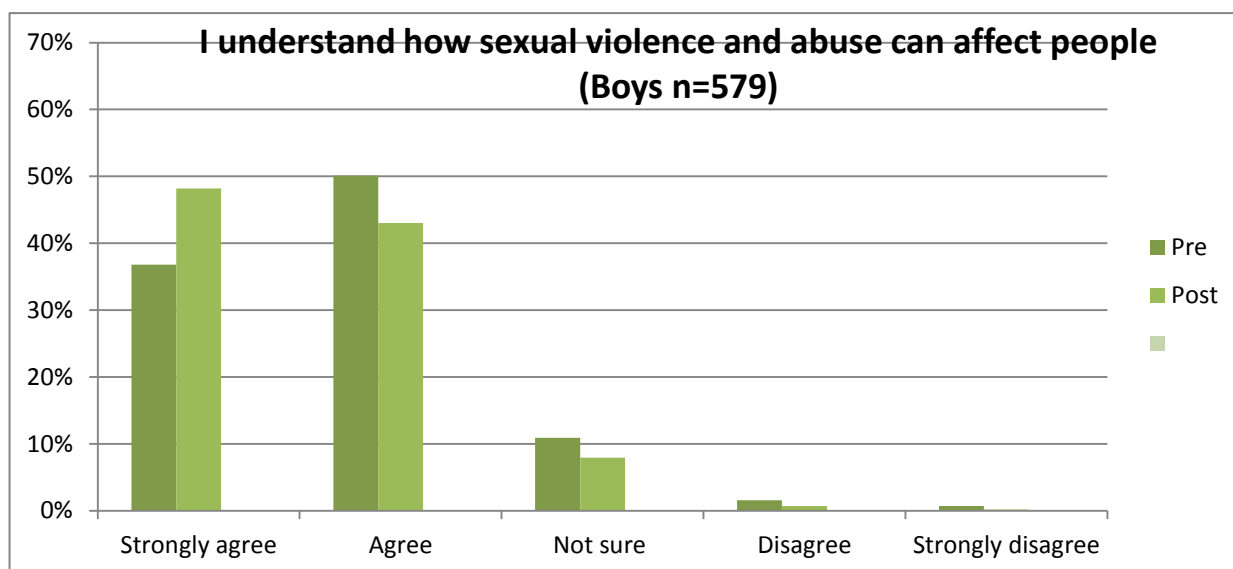
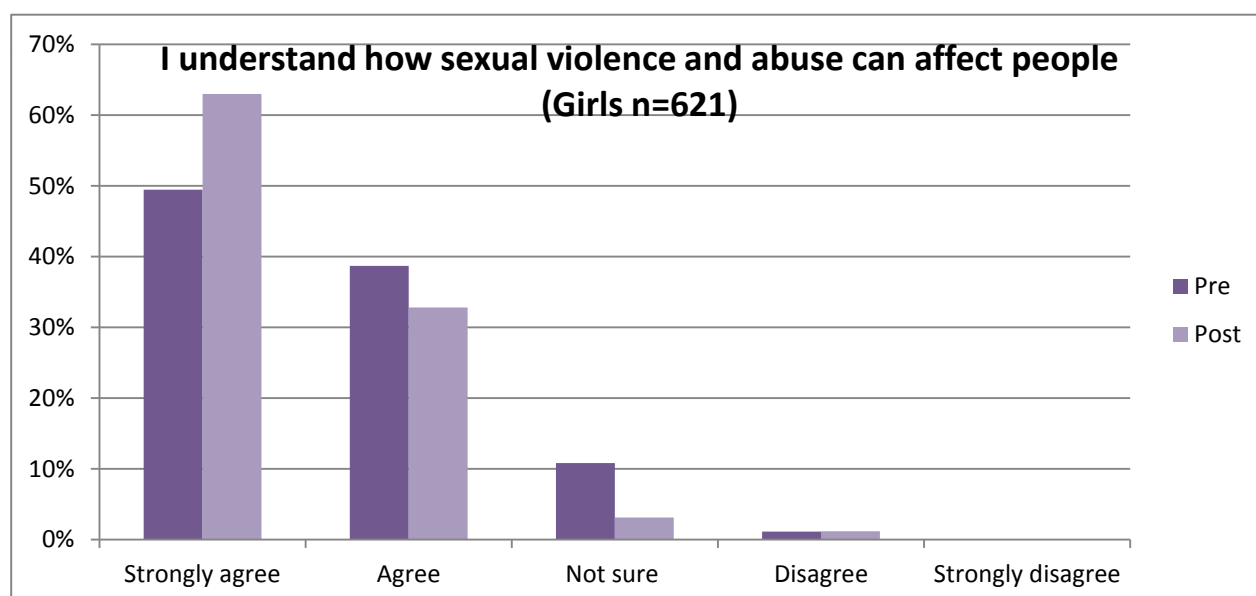


Chart 4



There is always a danger with questions of this type that what is being assessed is people's *confidence* in their own knowledge/understanding rather than *actual* knowledge/understanding. Put simply: people do not know what they do not know. However, we followed up the issues of young people's understanding of the effects of sexual violence in our group interviews and found them to be articulate in their responses to a question about the possible impacts. They mentioned a number of emotional responses and behaviours which are not uncommon amongst survivors of sexual violence e.g. not going out, wearing baggy clothes, not trusting other people, self-harm and depression (some gave a very gloomy prognosis). It seems likely that representations of the experience

of rape and sexual abuse and its consequences in TV dramas and high profile cases have actually made young people quite knowledgeable about the psychological impacts of violence and abuse.

3.3. Findings: Impact on Attitudes

I think it's important for a girl to please her boyfriend

Prior to the workshops 52.8% of boys strongly agreed or agreed with this statement and only 15.8% disagreed or strongly disagreed. After three workshops their views had changed considerably with 40.9% then agreeing or strongly agreeing and 32.6% disagreeing/strongly disagreeing with this view.

Girls were less likely than boys to agree with the statement in the first place (30.3% did so while 28.1% disagreed) but their views also changed. After workshop three only 20% agreed with the statement but over half (54.4%) either disagreed (36.4%) or strongly disagreed (18%) with it.

Chart 5

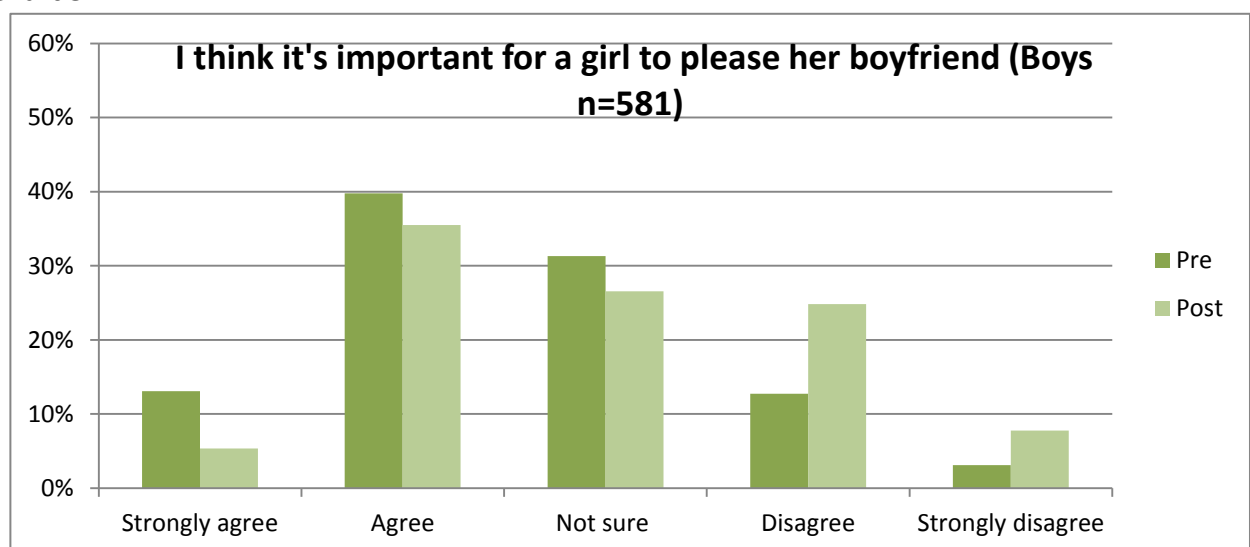
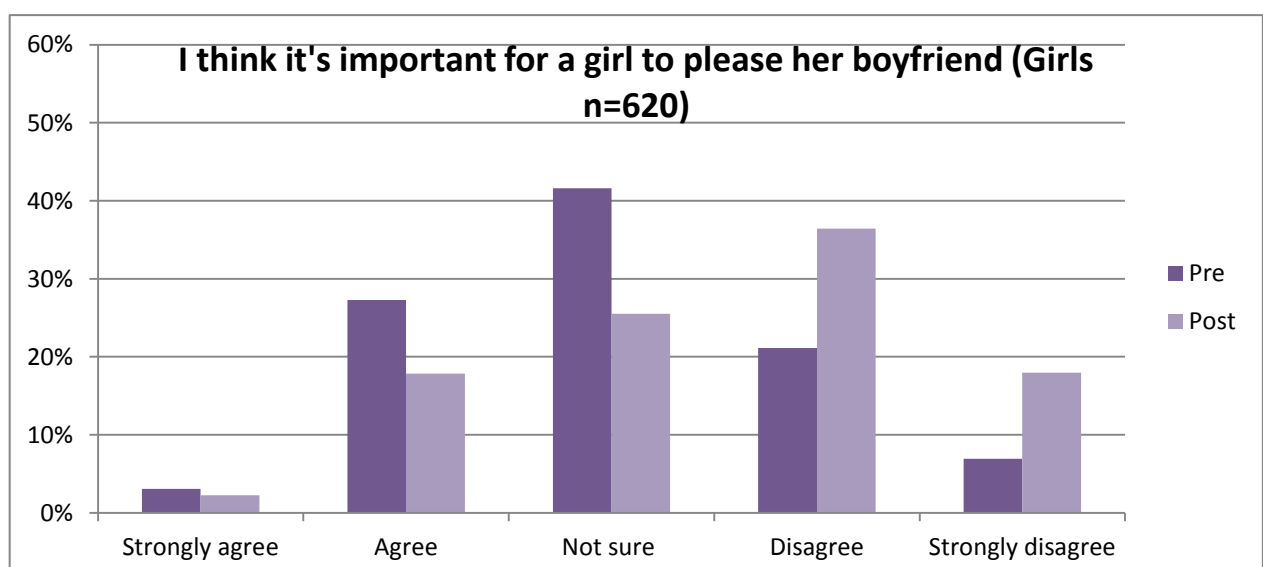


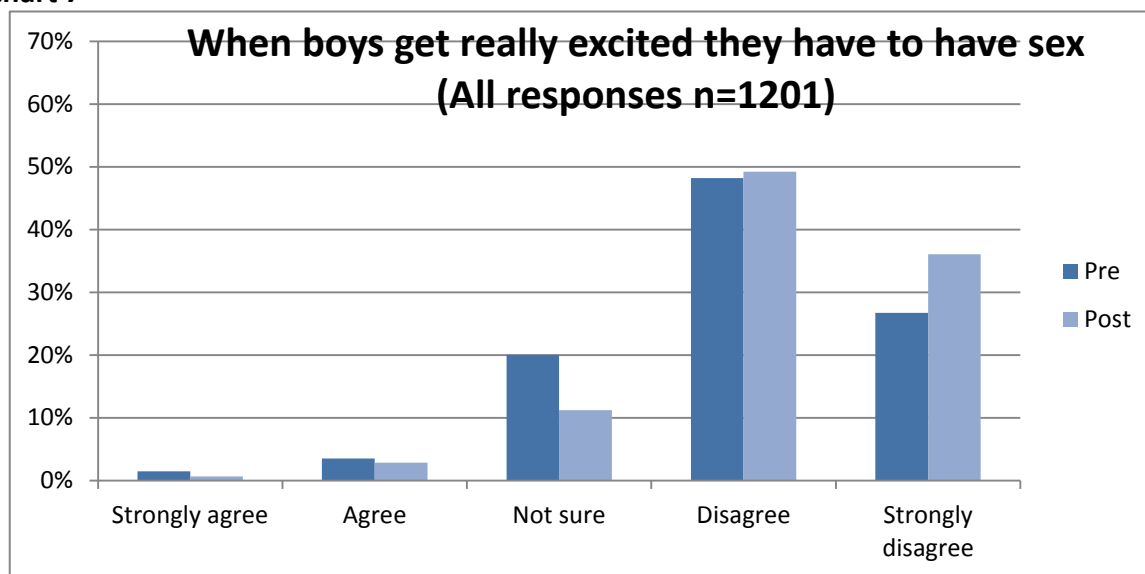
Chart 6



When boys get really excited they have to have sex

Only 8.6% of boys and 1.9% of girls agreed that this was the case prior to the workshops suggesting that perhaps the myth that male sexual needs require satisfaction is not current amongst the majority of teenagers in Scotland (although research suggests gendered expectations are still important). However, there was significant change after the workshops in terms of reduction in 'not sure' responses and increase in numbers who strongly disagreed with the statement.

Chart 7



If a girl is raped when she is drunk she is partly to blame

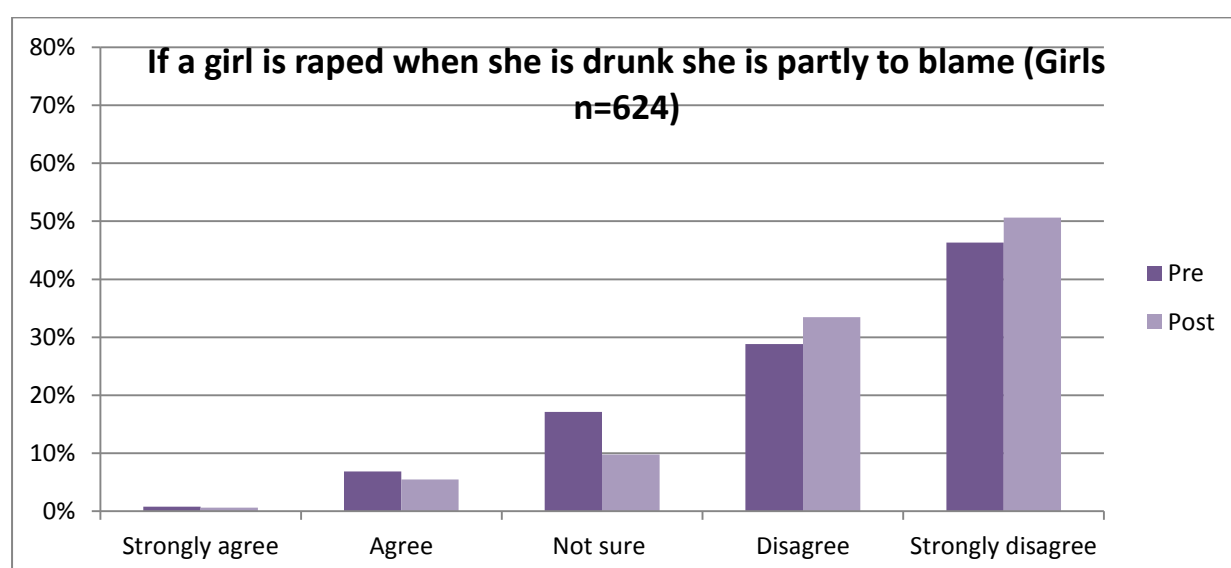
16.7% of boys agreed or strongly agreed with this statement prior to the workshops and 15% afterwards. Such a view was far less common amongst girls (with around 7% in agreement with it both pre and post workshops). As Chart 8 illustrates, it is the strength of girls' views that increased over the course of the workshops.

It is interesting that boys were more likely to change their opinion over the course of the programme than were girls. 30% of boys disagreed more with the statement after the programme compared to 25% of girls – but 24% of boys and 18% of girls agreed with it more than they had done previously. This demonstrates the fact that discussion and exploration of ideas and attitudes in workshops such as these is not a matter of indoctrination. In discussion with peers, previously held views may be modified and individuals become less certain rather than more.

Table 5: If a girl is raped when she is drunk she is partly to blame: change score by gender

	Disagreed more after the programme	No change	Agreed more after the programme
Girls	25.1%	57.2%	17.7%
Boys	29.8%	45.8%	24.4%
Total	27.4%	51.7%	21.0%

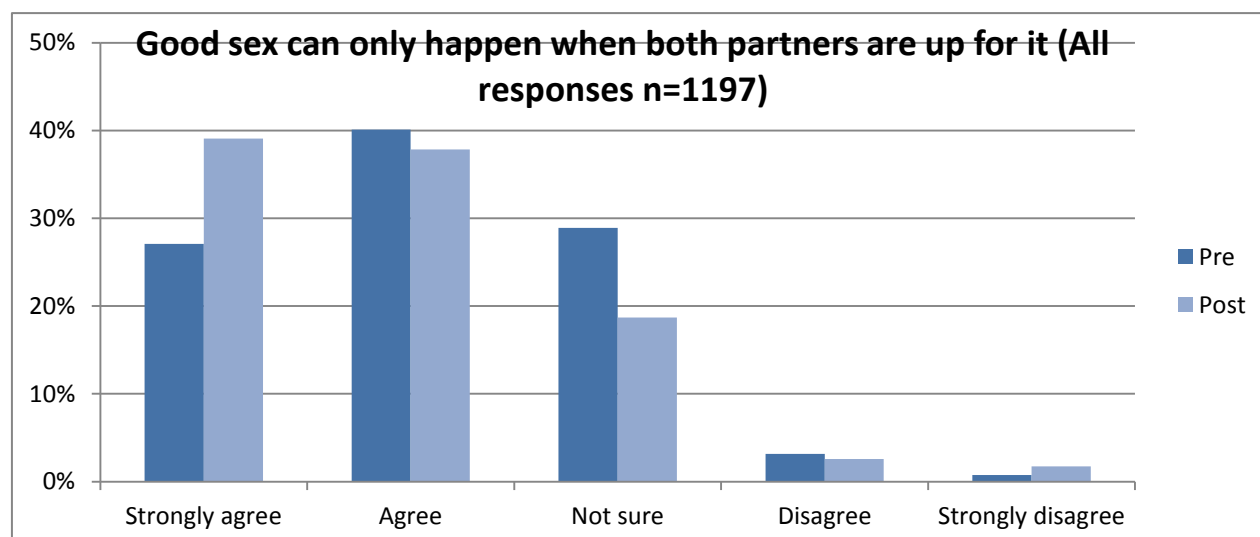
Chart 8



Good sex can only happen when both partners are up for it

Pre workshops 67% of boys and girls agreed or strongly agreed that this was the case – but 29% of them weren't sure. Post workshops 77% agreed with the statement and 19% were 'not sures'. Overall, about a third of young people agreed more with this statement after the programme.

Chart 9



When a girl says 'no' to sex she doesn't always mean it

46% of boys disagreed with this statement at the outset as did 58% of girls. In both cases there was change after the workshops with 60% of boys and 71% of girls disagreeing with it. Overall more than a third of all young people disagreed more with this statement after the programme. However, 12% of young people held the belief that 'no' does not necessarily mean 'no' after the workshops.

Table 6: 'When a girl says no to sex she doesn't always mean it': Responses by gender

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Boys					
Pre	3.6%	11.7%	38.6%	25.6%	20.6%
Post	3.5%	9.3%	27.9%	29.6%	29.8%
Girls					
Pre	2.6%	8.2%	31.4%	26.4%	31.4%
Post	2.4%	8.2%	17.8%	29.7%	41.9%

Chart 10

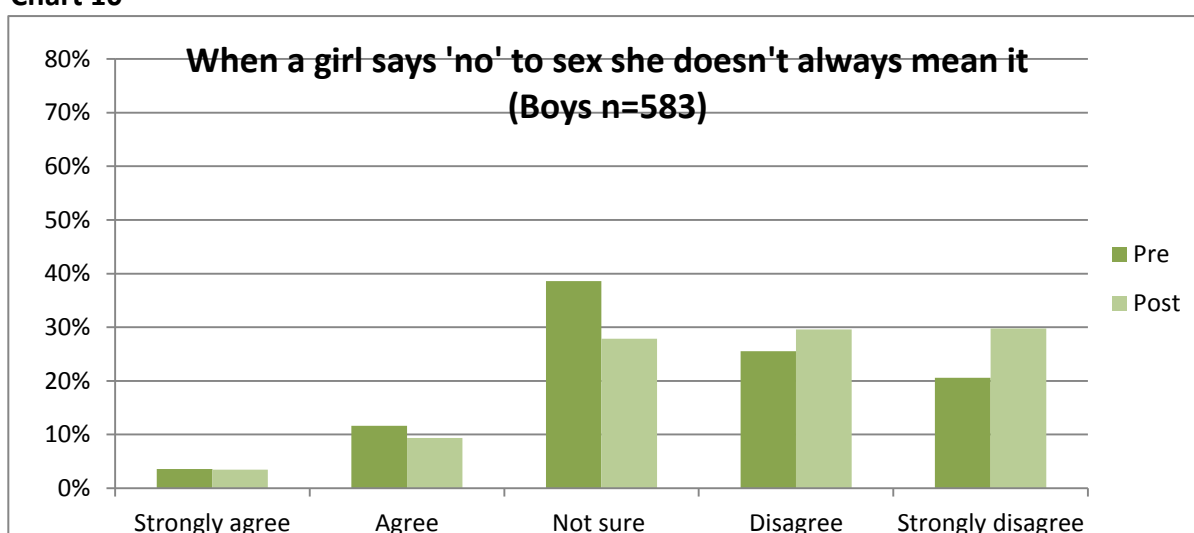
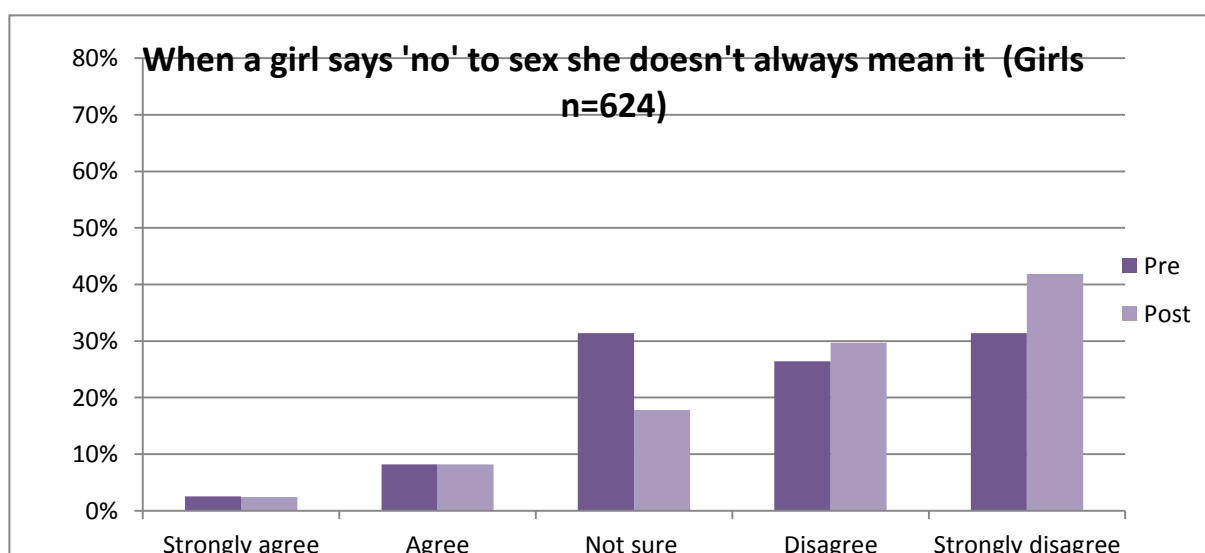


Chart 11



If a girl sends her boyfriend a picture of herself it's OK for him to send it to his friends

There were high levels of disagreement with this statement with over 90% of young people disagreeing with it both before and after the workshops. Overall, there was not a lot of change in this attitude probably due to a ceiling effect (i.e. most young people disagreed with it to begin with so there was not much room for change.) However, there was a gender difference in the strength of disagreement with girls more likely to strongly disagree that this behaviour was OK.

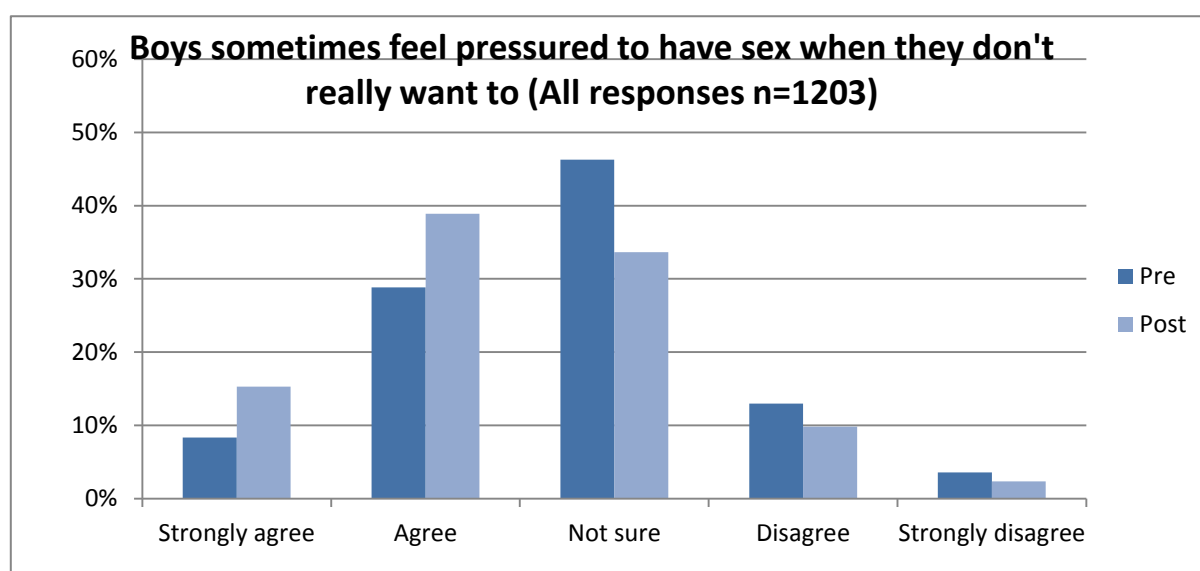
Table 7: If a girl sends her boyfriend a picture of herself it's OK for him to send it to his friends

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Boys					
Pre	1.2%	2.4%	4.6%	30.0%	61.7%
Post	1.9%	2.1%	6.4%	29.5%	60.1%
Girls					
Pre	1.4%	0.3%	1.1%	14.6%	82.5%
Post	0.8%	1.0%	1.6%	12.9%	83.7%

Boys sometimes feel pressured to have sex when they don't really want to

There was significant change in opinions on this item with 37% of young people strongly agreeing or agreeing that boys sometimes feel pressured to having sex when they don't really want to before attending any workshops and 54% afterwards. At the outset 31% of boys agreed this was sometimes the case (as did 43% of girls). After three workshops, 50% of boys agreed with the statement (and 58% of girls). The proportion of young people who were unsure as to whether they agreed or disagreed with this statement fell from 46% before to 34% and more than one third agreed more with this statement after the workshops.

Chart 12



I would not laugh at a joke about rape

60% of boys either agreed or strongly agreed with this statement both pre and 64% post workshops. 86% of girls agreed with the statement pre workshops increasing to 90% post workshops. Boys were more likely to change their minds – with 27% agreeing more with the statement but 22% agreeing less after the workshops. As Charts 13 and 14 show these findings suggest a considerable gender gap in attitudes to this statement and, as over half the young people did not change their views at all, there is a suggestion of particularly entrenched gendered perspectives in relation to ‘seeing the funny side’ of sexual violence.

Chart 13



Chart 14



I wouldn't have sex just to please someone else

Again there appear to be strongly gendered differences of opinion in relation to this statement. 52% of boys agreed with it pre workshops increasing to 62% post workshops.

With girls 80% agreed pre workshops and 85% post workshops. The strength of agreement amongst girls is heartening but as the majority of young people at S3 are unlikely to be as yet sexually active it tells us what these young people think rather than what they do (or will do in the future). Boys were more likely to change their minds, with over a third of them (36%) agreeing more with this statement after the programme, compared to a quarter of girls (25%) doing so.

Chart 15

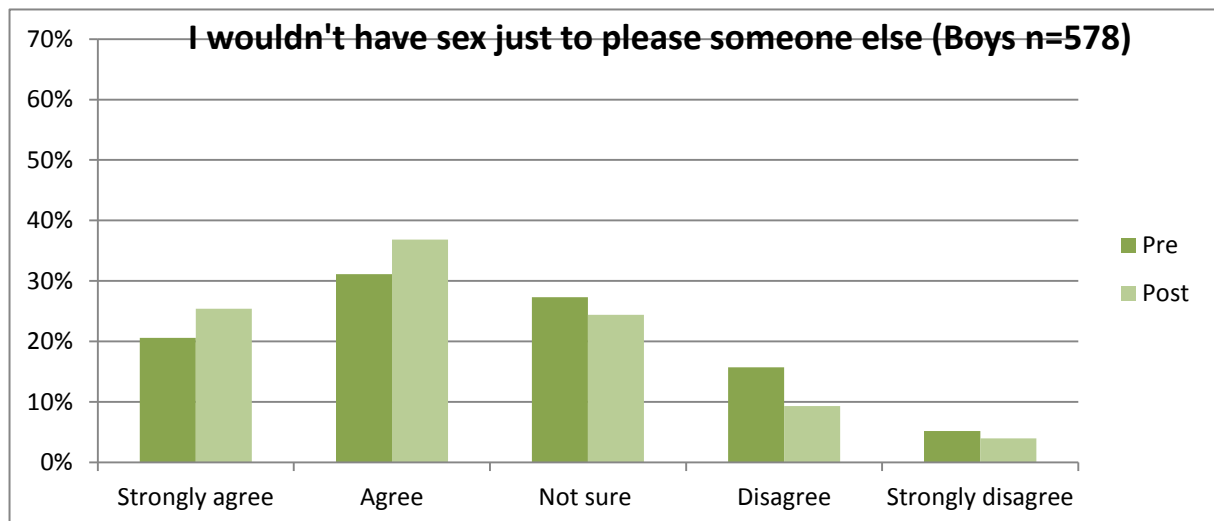
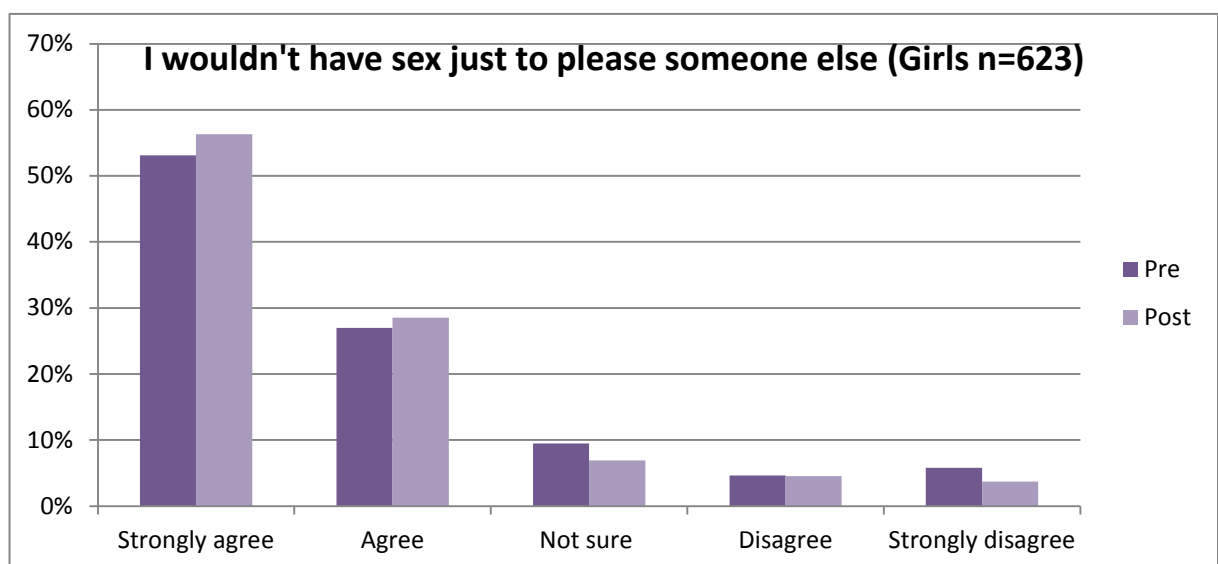


Chart 16



3.4. Discussion of pre and post findings

These findings suggest some very positive things about the attitudes of young people. At the outset the majority were unconvinced by the idea that once sexually aroused men need to have sex, and more than half rejected the idea that a girl who says 'no' might not mean what she says. Young people also had very clear views about 'sexting' being unacceptable

(as well as illegal) and a sense of responsibility in terms of making their disapproval clear to others.

While it is relatively easy to increase knowledge, attitudes are harder to influence and attitudinal change is difficult to measure. This pre-post data gives a strong indication that participating in three sexual violence prevention workshops can considerably increase young people's knowledge of the law and of sources of support for those affected. This is the case despite high levels of initial confidence, particularly amongst boys, that is perhaps unjustified.

The findings show that in relation to a number of attitudes a third of young people changed their opinions after attending three workshops and that in most cases boys were more likely to change their opinions than were girls. In most instances this was in part because boys had more distance to travel from their pre-workshop views to those most consistent with the messages of the workshops.

The findings also suggest some particular ways in which high quality sexual violence prevention workshops can nudge attitudinal change in positive directions:

- Girls' attitudes can be strengthened in terms of their agreement that 'no' always signals lack of consent, and their refusal to 'blame the victim' in cases of rape. Their confidence in their own views can be increased such that telling a friend to stop 'sexting' becomes more likely.
- Boys' confidence in their understanding that relationships should be equal and not involve girls 'pleasing' boys, or being coerced by them, can be strengthened, as can their understanding of the pressures on them as boys to have sex in order to meet the expectations of others.
- Workshops can decrease the number of young people who are unsure whether good sex is always consensual sex or whether 'no' always signals lack of consent.

Table 8: Pre-Post Responses – All young people

Do you agree or disagree with the following statements?							
	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Response Count	P value
I think it's important for a girl to please her boyfriend -							
Pre	8%	33%	37%	17%	5%	1119	p<0.00
Post	4%	26%	26%	31%	13%		
A boy should not tell his girlfriend what to do							
Pre	45%	39%	7%	6%	4%	1205	p<0.00
Post	55%	35%	4%	3%	3%		
When boys get really excited they have to have sex							
Pre	1%	3%	20%	48%	27%	1201	p<0.00
Post	1%	3%	11%	49%	36%		
If a girl is raped when she is drunk she is partly to blame							
Pre	2%	10%	21%	29%	39%	1200	p<0.00
Post	1%	10%	15%	34%	41%		
If a friend had been raped I would know where they could go for support							
Pre	13%	32%	36%	15%	4%	1203	p<0.00
Post	35%	50%	11%	2%	1%		
Good sex can only happen when both partners are up for it							
Pre	27%	40%	29%	3%	1%	1197	p<0.00
Post	39%	38%	19%	3%	2%		
When a girl says 'no' to sex she doesn't always mean it							
Pre	3%	10%	35%	26%	26%	1201	p<0.00
Post	3%	9%	23%	30%	36%		
If a girl sends her boyfriend a pic of herself it's OK if he sends it to his friends							
Pre	1%	1%	3%	22%	73%	1195	p<0.05
Post	1%	2%	4%	21%	72%		

If a friend was sexting/harassing someone I would tell them they should stop								
Pre	40%	41%	15%	2%	2%	1202		
Post	39%	43%	14%	3%	2%			
Boys sometimes feel pressured to have sex when they don't really want to								
Pre	8%	29%	46%	13%	4%	1203	p<0.00	
Post	15%	39%	34%	10%	2%			
I would not laugh at a joke about rape								
Pre	41%	32%	16%	6%	4%	1199	p<0.01	
Post	42%	36%	12%	7%	3%			
I wouldn't have sex just to please someone else								
Pre	38%	29%	18%	10%	6%	1194	p<0.00	
Post	42%	32%	15%	7%	4%			
I understand how sexual violence and abuse can affect people								
Pre	43%	44%	11%	1%	<0.5%	1189	p<0.00	
Post	56%	38%	5%	1%	<0.5%			
I know what the law says sexual violence is								
Pre	18%	34%	39%	7%	2%	1190	p<0.00	
Post	45%	44%	10%	1%	<0.5%			
I think young people my age should have education about sex and relationships								
Pre	42%	45%	11%	1%	1%	1196	p<0.00	
Post	55%	35%	8%	1%	<0.5%			

4. Views of young people

The above findings are a very good indication of the impact of the programme. But to understand impact it is also important to collect feedback about the quality and acceptability of the programme. We have done this in two ways: through immediate post session feedback forms completed by young people who had received one or two sessions; through interviews with groups of young people to obtain a more in-depth understanding of their views and experience of the programme.

By the end of March 2015, Prevention Workers had entered around 4500 feedback forms from young people. Table 9 shows the number of these by area and topic.⁶ For the purposes of this report we are presenting the findings from feedback forms relating to the four topics for which we have the most data: *'What is sexual violence?', 'Consent', 'Social Media' and 'Sexualisation'*.

⁶ In two areas (Dundee and Lanarkshire) fewer one off workshops were run in favour of programmes of three sessions

Table 9: Number of young people completing feedback forms for one-off sessions by area and topic between Sep 2013 and Mar 2015

Topic	Aberdeen	Borders	Dundee	E. Ayrshire	Edinburgh	Fife	Lanarkshire	SW	W. Isles	N/K	Total
Consent	207	96	20	13	439	0	12	21	0	0	808
Gender	54	0	0	284	167	0	0	22	0	0	527
What is sexual violence?	491	4	0	145	115	160	0	224	2	0	1141
Sexualisation	271	0	0	119	0	0	0	0	199	0	589
Sexualisation and Pornography	8	67	0	0	0	0	14	0	0	0	89
Social Media	261	87	1	267	14	77	0	203	181	0	1091
How can we prevent SV?	83	0	0	19	67	0	0	40	0	0	209
Impacts and Support	0	0	0	0	9	0	0	0	31	0	40
Totals	1375	254	21	847	811	237	26	510	413	0	4494

4.1. What young people learned from one off sessions

Single session feedback forms were designed to obtain feedback relevant to the learning outcomes for each topic. Immediate post-session feedback suggests that young people felt they had learned a lot from attending individual sessions. Chart 17, for example, shows that the vast majority of young people reported greater knowledge and understanding as a result of attending a session on 'What is sexual violence'. 94% agreed or strongly agreed with the statement 'I understand more about how people can be affected by sexual violence' with similar high percentages agreeing with the other statements in the chart.

Chart 17: Feedback from young people participating in sessions on 'What is sexual violence?' (N=1141)

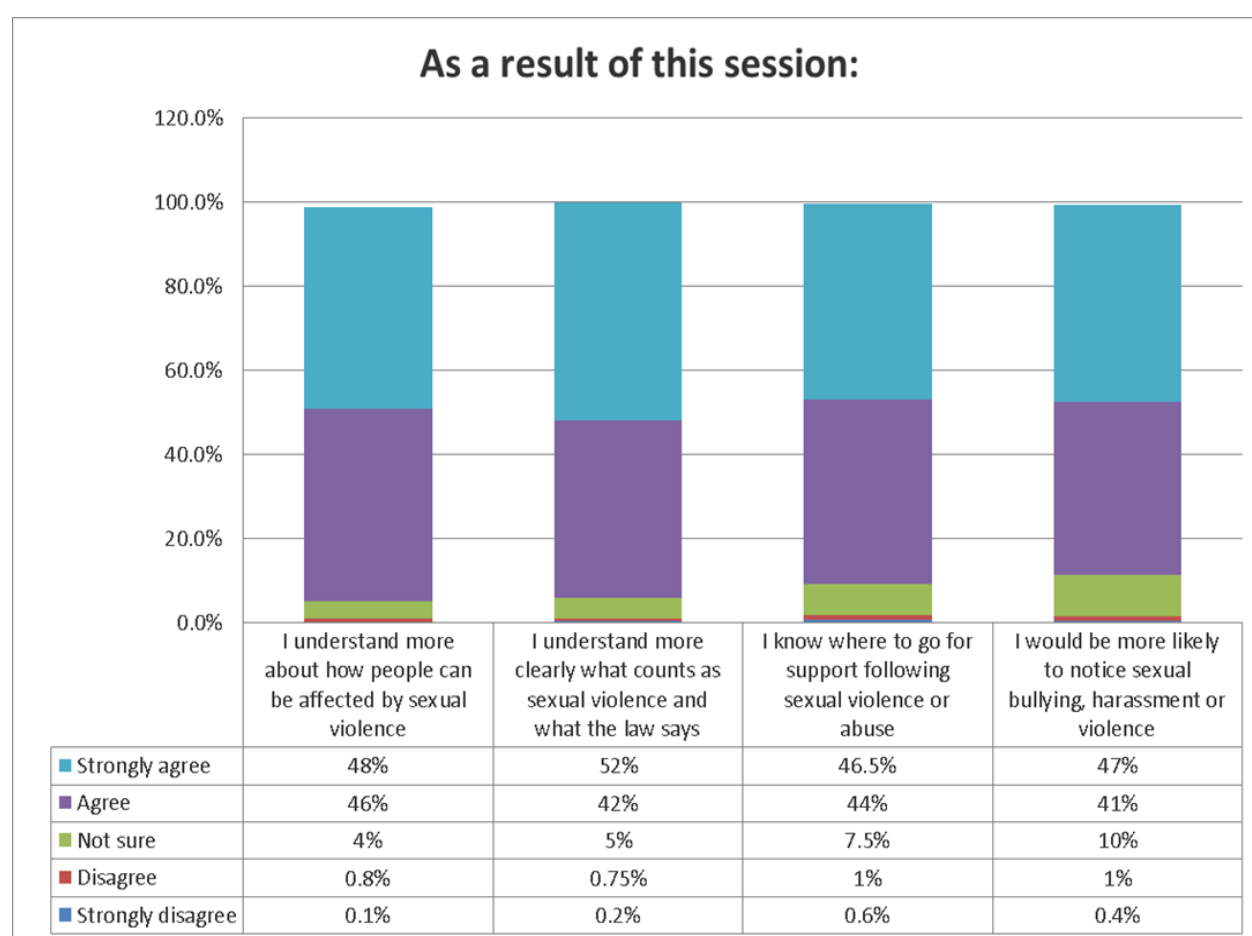


Chart 18 shows similar findings for the young people attending a session on 'consent'. For example, 94.5% agreed or strongly agreed with the statement 'I understand more clearly what counts as sexual violence and what the law says'.

Chart 18 Feedback from young people participating in session on Consent (N=808)

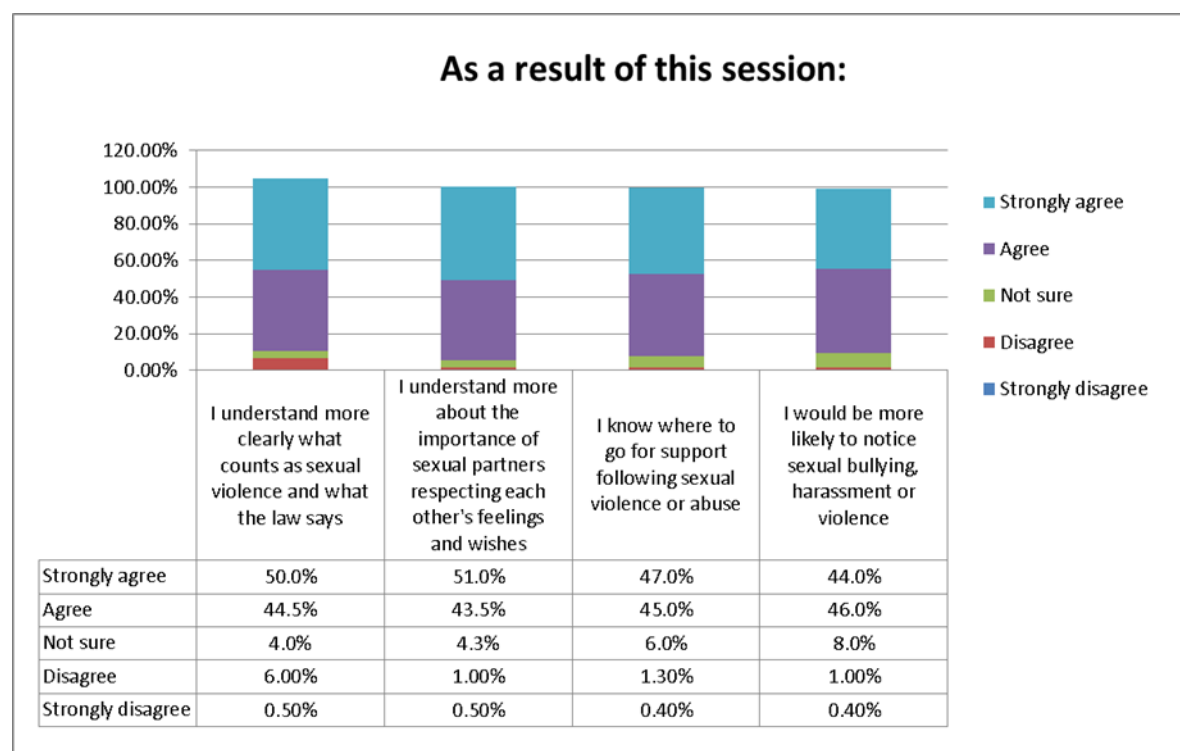
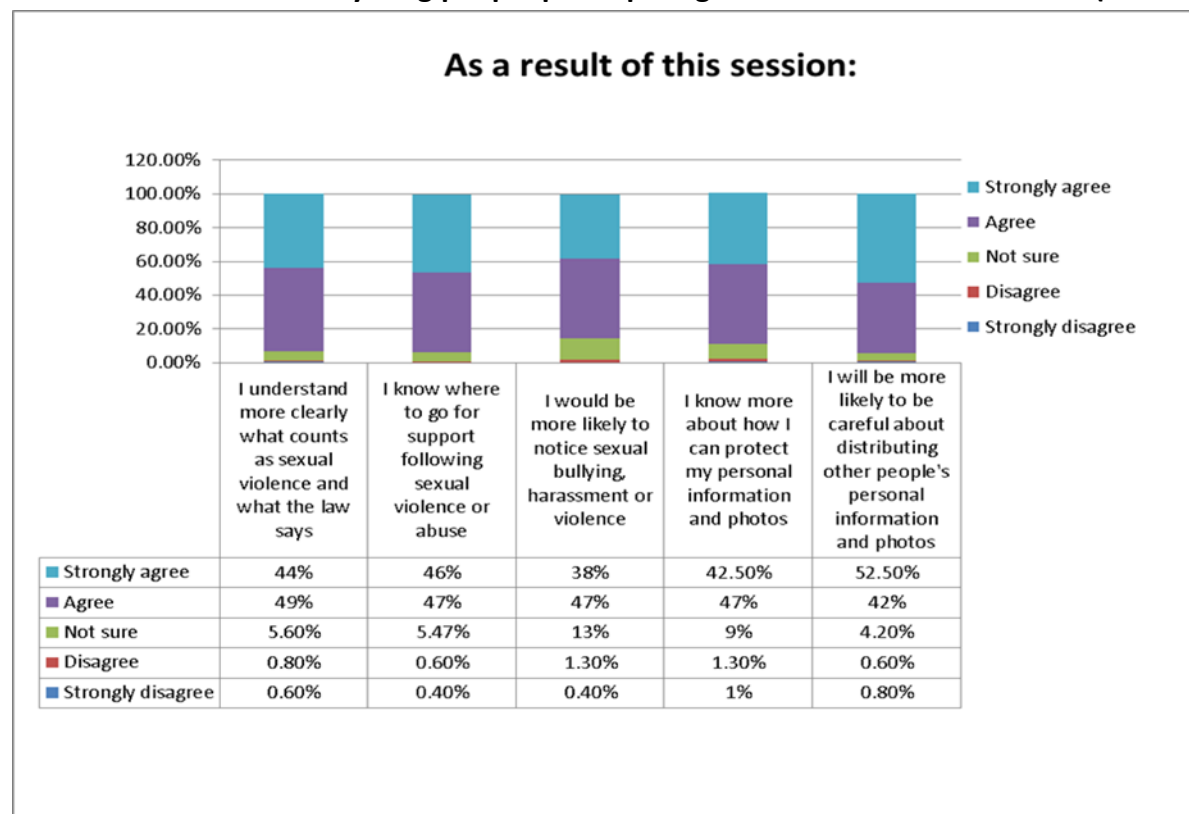


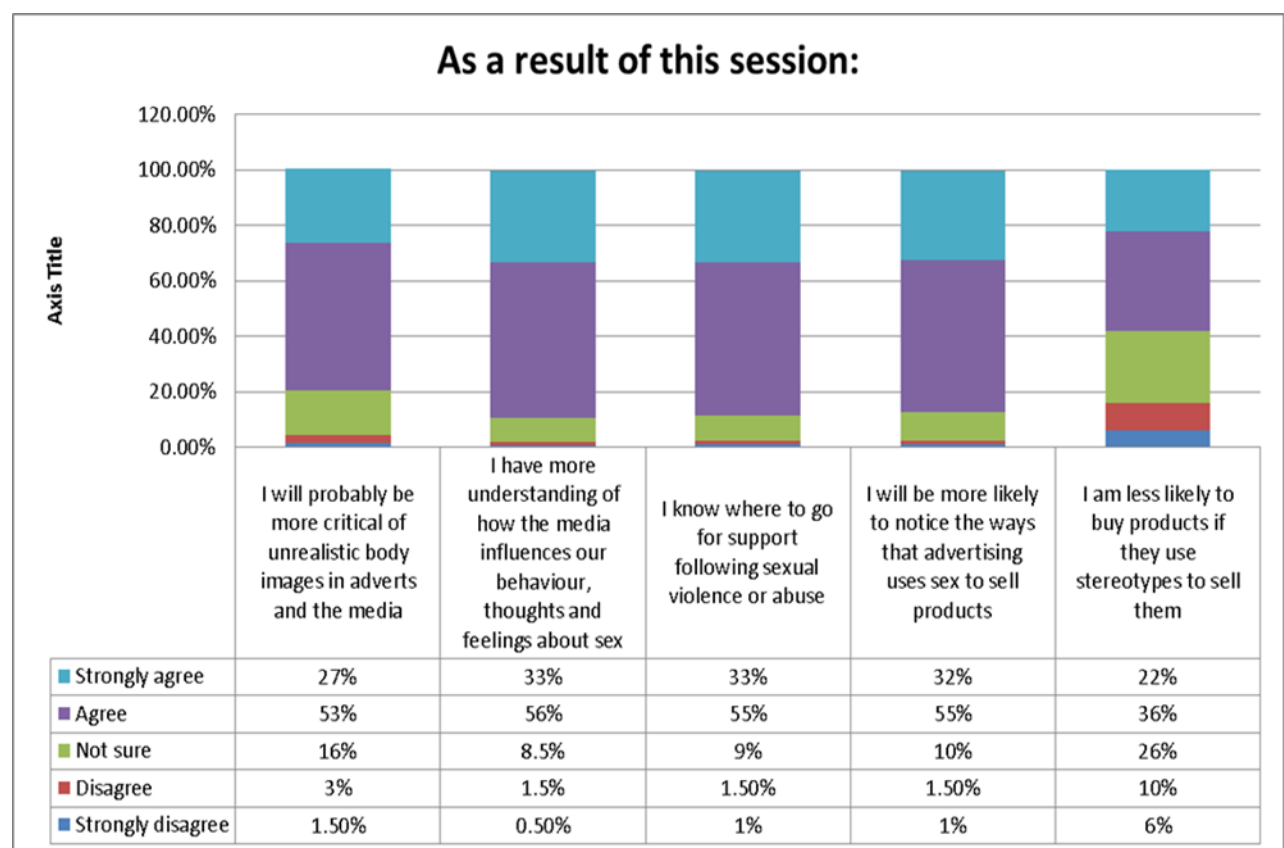
Chart 19: Feedback from young people participating in sessions on Social Media (N=1091)



Again, chart 19 which shows responses from young people attending sessions on social media, suggest that the sessions are successful in increasing knowledge. For example, 89.5% of young people agreed or strongly agreed with the statement *'I know more about how I can protect my personal information and photos.'*

Young people's feedback on the sexualisation sessions was slightly more ambivalent. As Chart 20 shows, 89% agreed with the statement *'I have more understanding of how the media influences our behaviour, thoughts and feelings about sex'*. However, fewer (58%) agreed with: *'I am less likely to buy products if they use stereotypes to sell them'* and 16% disagreed or disagreed strongly with the same statement – suggesting that increasing knowledge and awareness is one thing, changing young people's consumer behaviour quite another!

Chart 20: Feedback from young people participating in sessions on sexualisation (N=589)



4.2. What young people remembered

The above charts represent what young people thought they had learned immediately after sessions. Through our interviews, we were interested to find out what young people still remembered and what learning had remained with them.

Appendix D shows the number of young people interviewed in each area and includes gender and year group. Almost all the young people we interviewed had attended a series of three workshops which had taken place during the term prior to the interview around 2-4 months previously.

During our interviews we asked a series of questions to obtain young peoples' views on what they remembered about the workshops, what they had learned, whether it had changed any of their attitudes or behaviour and any ideas for improving workshops in the future.

How much young people remembered varied according to their age and how long it had been since they attended workshops. The things young people spontaneously remembered were often related to the video clips:

The videos – about taking advantage when someone is drunk

A couple of groups mentioned a clip from East Enders and several remembered the Rhianna song lyrics:

Looking at different songs to see if they were appropriate – like Rhianna lyrics. Didn't understand that the lyrics were like that – quite surprised they were so dirty.

Others remembered looking at magazine covers and some young people remembered specific information being given about the law:

What's legal and what's against the law. It was mostly new to us.

Rape and sexual assault. If someone doesn't give consent it's rape.

Some remembered the general aim of the sessions:

It was about how relationships should be – how boys should be treated by girls and girls by boys.

Some remembered having to fill in evaluation forms.

When they were asked in group interview what they had learned, the immediate response from some young people was that they had not learned anything new – that they knew it all already. However, as discussions proceeded, a number of examples emerged. Some of these were about the law:

What was new? Girls can't rape a boy. Before that I thought it could be both ways.

Didn't realise some things were illegal – like slapping bum in the street. If you said no, then it's rape – don't think most boys realise that – feel that most don't take it seriously.

Taking and keeping a photo can be illegal

Consent – you can get charged with the slightest thing if she's drunk

Young people often said they had learned about places to go for support:

Learned that there's a place you can go for help anonymously.

There are places you can go to talk to people like K – they're all over the country.

Some young people talked about learning more about the kinds of abuse and how it affects people:

Not all sexual abuse is physical – it can be mental.

Boosts your confidence to talk about it if it's happened to you.

Several groups said that the issue of sexual exploitation had been new to them.

4.3. Views on the effects of sexual violence and what is a healthy relationship

We asked groups of young people some specific questions about aspects of the workshops, including what they thought were some of the consequences for people of being victims of sexual violence. Young people showed a good level of awareness in relation to this issue:

You wouldn't want to leave the house; wouldn't want to tell parents; would be afraid of it happening again.

It would be with you for the rest of your life. Feel powerless. Can feel let down by friends. Feel guilty for letting it happen.

People will be anxious that it will happen again. People put up a front because they think other people will know. Feel anxious and isolated.

We also asked young people what they thought a healthy relationship was like – and how they would know if a friend was in a healthy relationship. Again, young people showed considerable insight:

Where both parties trust each other; Knowing each other full; Honest with each other

When neither is telling the other what to do. When it seems equal. No dominance. Symbiotic relationship where both benefit.

Would spend time together; would go places; they wouldn't be desperate – they'd be having safe sex; they'd be talking to each other – texting each other and seeing each other a lot.

If the boy is not afraid to show he's happy to be with her cos he likes her, not just his bird. Girl would seem comfortable. If her friends are friends of his too.

4.4. Views on the quality of session delivery

The feedback forms included two questions common to all sessions – one of these was to capture the extent to which young people felt included in the session. Table 10 shows responses to an overall 'quality' question – did group leaders make young people feel included and able to join in. 92% agreed or strongly agreed that they did.

Table 10: The group leader included me and I felt able to join in when I wanted to N=4494

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
48%	44%	7%	0.8%	0.3%

The young people involved in the group interviews were similarly positive about the session leaders' approach to including them. There were a number of recurring themes from the interviews that suggest the following issues are important to effective delivery:

- **Being independent of the school:** Young people felt very strongly that it was beneficial having someone coming in from outside to run the sessions and were clear that this was better than a teacher in the school:

Not being a teacher. Teachers judge you. Personally I wouldn't ask a teacher anything.

They treat you not like a teacher – not so embarrassing.

Normally sessions are with teachers and nobody wants to open up to them in case they tell another teacher. H good cos she was from outside and didn't have preconceptions.

More comfortable talking to someone you won't see again

- **Having expertise and being approachable:** Young people liked the fact that prevention workers seemed comfortable with the subject area and you could ask what you wanted:

Having someone from outside is good because they're professional – they deal with it all the time.

The discussions in the workshops were more in-depth. Could ask questions.

- **Taking account of the concerns of boys and girls:** There was some discussion in the groups about whether having a male and female facilitator would be better in

helping boys and girls to feel equally involved. Only one of the groups had been single sex, but the girls in this group were very positive about this:

Liked being all girls – we're more mature than the boys our age. With boys we wouldn't be able to be so open. M being a girl as well – we can ask her stuff. M coming into school would be OK but still single sex – boys would respond better too if it was just them. Less embarrassing.

This viewpoint was supported by young people in a school where young leaders (from year 6) had been involved in facilitating group discussions as part of the prevention worker's sessions with year 4's. They were extremely positive about this model of delivery but reported that the age/gender dynamic could mean younger students were shy with older young people of the opposite sex. They thought single sex groups would help, but the younger boys thought it was also important to keep the benefits of boys and girls talking together, as this rarely happens in ordinary school life:

Thought the workshops were good – useful in thinking about what relationships should be like – made it easier to talk between boys and girls.

Their suggested solution was to have some separate group discussion then bring the boys and girls back together:

Bit difficult when it was an older boy with younger girls etc. Balance re level of maturity. Think single sex groups might be good e.g. just watched a video that if you tell a boy they'll tell his mates – so hard for a male group leader with a group of girls. Would be good to have single sex groups then bring them together.

- **Getting the timing right:** We asked several questions to find out what young people thought about the relevance and appropriateness of the sessions. Young people of all ages mostly thought the sessions were appropriate to their age groups, but a common observation was that they should have had similar sessions at a slightly younger age, with year 3 being the optimum age according to some groups:

A year earlier would have been good – some of the law stuff would be good to have in year 2, but some things we wouldn't have got so much out of it.

4th years felt awkward – wondered if 3rd year might be more open to it.

It would definitely be good for 3rd years – not sure if it would be better to go younger.

- **Group size:** Young people generally thought that smaller groups were better in order to involve people more – it was felt that larger groups gave people too much opportunity to 'opt out' of discussion.

- **Interaction:** Some young people wanted more time for the sessions – they felt it had been a bit rushed. Others felt the sessions had seemed a bit repetitive. Young people liked sessions that had been interactive – they were less keen on paperwork:

There was lots of shuffling of bits of paper in groups – didn't engage everyone.

I remember discussing Rhianna songs – it made you think.

4.5. Do young people think these issues are important?

A second question common to all session feedback forms gauged young people's views on whether they should have education on these issues.

Table 11 shows that young people overwhelmingly agree that this should be the case: 94% agreed or agreed strongly.

Table 11: I think young people my age should have education about these issues N = 4494				
Strongly agree	Agree	Not sure	Disagree	Strongly disagree
61%	34%	4%	0.5%	0.4%

There were similar findings from young people who completed a programme of three or more workshops. 91% of young people completing three or more RCS sexual violence prevention workshops thought that young people their age should have education about sex and relationships. Pre workshop, 85% of young people agreed or strongly agreed with this statement – post workshops it was 91%. There were few differences by gender although after the workshops girls were somewhat more likely to agree strongly (52% as compared to 47% of boys).

During our interviews we asked young people where they usually got information about sex and relationships. Young people were largely disparaging about the sex education they had received in school. Several did not remember having any and others thought that sex education from teachers was not very helpful:

If we did we can't remember. Had it in science in S1. Teacher not the sort of person you'd talk to about things

Had done a bit in PSE before but very little. Hardly any sex education – only one session. Think there should be more sex education. Should be done by people who are trained.

Some young people said they got some information from parents, but the majority said that most of their information came from the internet or friends:

How do most teenagers find out about sex? Rumours; from friends in school; info from TV; internet; some from guidance but you know that already.

On-line. Not much you can do about it – it's advertised everywhere. Type one wrong word and you get to it.

Also from each other as well – find it on-line then discuss it with each other

What you hear socially from friends mainly – stories from mates

Google. Not really about relationships but certainly about sex

We asked young people whether they thought adults were right to be concerned about young people and relationships. They overwhelmingly agreed that these concerns were legitimate and gave examples of their own concerns, which were similar to those of adults:

Photos of girls passed round boys. School now quite strict and came down on it quite heavily. In 1st and 2nd year it was happening a lot but police and school dealt with it – they took phones off everyone. Still think that boys don't realise it's wrong or that it's upsetting.

Are adults right to be worried? Yes. Especially the amount of stuff available on line. The porn. It makes boys think that sex should be like that.

Parents are very naive – they think that if they go on facebook they'd know what was going on.

5. Views of teachers and youth workers

The views of teachers and youth workers were similarly gathered via feedback forms completed at the end of each session. These asked about the planning and organisation of sessions, relevance of the content and their observations on the response of young people to the workshop. By the end of March 2015, 222 feedback forms had been completed by teachers or youth workers (predominantly teachers). In addition the views of teachers and youth workers were obtained via a small number of interviews (N=9) carried out in June 2014 as part of year one fieldwork. These interviews were largely carried out in the schools where we also interviewed groups of young people (see Appendix D).

5.1. Why teachers/youth workers wanted the programme

In interviews we explored why teachers had wanted the workshops delivered. There were some common themes across all areas. Interviewees were concerned that young people were involved in unhealthy/violent relationships and that both boys and girls needed more information and support about what is appropriate and not appropriate, as well as what is legal and not.

Had a number of students experiencing sexual violence and wanted to give boys some information to help support the girls.

Wanted group to realise what is and is not acceptable.

Getting pupils to think about their behaviour; to recognise what is and is not acceptable – questioning that seen within the home; and how to seek help with what they are living with/exposed to that is not acceptable.

Asked what had appealed to them about this programme, teachers were complimentary about the relevance and age-appropriateness of the materials in the pack:

Thought materials were very suitable to age group e.g. lyrics to songs they listen to; and video clips were “bang on for the group”.

Some teachers said that there had been previous work on sexual violence/healthy relationships in their schools but this was largely through PSE classes and for most this was the first intervention from outside, specifically on these topics. A few referred to input from other external agencies e.g. on domestic abuse and sexual health nurses. Some teachers liked the programme because they could see how it fitted with what they were doing already and they appreciated someone coming in from outside to complement this:

Happy to have external speakers in to back up the messages with input other than what is provided by staff in school.

Was very impressed with layout of pack and resources. ... Currently staff do work on domestic abuse in school over a number of year groups about power and control, how to seek help and the impact domestic abuse can have on families. The pack tied in well with what is already being delivered within the curriculum.

The specific benefits of the programme being delivered by someone external to the school were highlighted by teachers:

Having it delivered by someone other than staff, with up to date, relevant materials designed for them makes a difference. They are more receptive to that, and having someone who is out there and had the experience of working with women, who can draw on that has more impact.

Feel it's important and needs to come from outside. This is a very small school so it's too difficult to do sex ed as a teacher – sex ed one day and history the next – too awkward.

5.2. Priorities and hoped for benefits

Our interviews suggest that there are a number of common issues that are priority concerns for schools. These include worries about early sexualisation and inappropriate/abusive sexual relationships, sometimes compounded by the use of alcohol and drugs. Young people's use of social media is a big concern, including bullying. The following comments give a flavour of these concerns:

Sexual violence, abuse of legal and illegal highs and alcohol. Bullying through social media.

Section on Social Media really important as lot get bullying through social media.

With increase in amount of social media and interactions online, seeing increased amount of chat online and inappropriate/unacceptable language being used/photographs being requested/distributed.

Couple of years ago started to think about sexualisation in schools – horrified at what was in the media. Phones – young people taking photos of themselves in yr 1.

Consequently, when asked what benefits they hoped to see from the programme, teachers commonly talked about wanting young people to have greater awareness and for this to impact on their choices and behaviour. Some hoped that it would positively impact on the attitudes and values of young people:

To change some outcomes and some values overall especially with the boys.

Hoping to challenge attitudes – create a culture where they respect each other. These things are not always tackled. How young people dress, raising consciousness – it's not just a laugh to share photos etc – it can be serious and against the law.

A sense of morality. When it's OK to have sex and when they shouldn't. Avoid them getting into bother. They're getting little guidance at home and a lot from porn sites.

Some also hoped that young people would learn more about the support available to them:

I hope young people would be more likely to contact agencies such as WRASAC should they require their services. L coming in and students getting to know a face helps with that.

5.3. Views on session planning and delivery

As part of the session feedback forms, respondents were asked to tell us how far they agreed or disagreed with the statements in Table 12:

Table 12: Views of Teachers (1)

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Response count
I had sufficient information about the content of the sessions in advance	112 (51%)	82 (37%)	12 (5.4%)	14 (6.3%)	1	221
The session was well planned and organised	146 (66%)	73 (33%)	3	0	0	222
The session had clear links to Curriculum for Excellence 'Relationships, Sexual Health and Parenthood' outcomes	135 (62%)	67 (31%)	15 (7%)	2	0	219
I would be interested in further sexual violence prevention sessions in future	143 (65%)	68 (31%)	8 (4%)	1	1	221

The above table shows that teacher satisfaction was extremely high with 99% of teachers agreeing or strongly agreeing that sessions were well planned and organised, 93% agreeing that the session was clearly linked to the Curriculum for Excellence and 96% being interested in having more sessions in the future. These really are rave reviews and the only area for improvement would be trying to ensure that all teachers had sufficient information in advance (although even in this area 88% agreed that they had). Prevention workers were aware that where arrangements had been made with a head of department or pastoral lead, advance information had not always been passed on to the relevant classroom teacher and that direct contact with the teacher concerned was preferred wherever possible.

As part of our interviews we also asked about the planning and organisation of sessions and again teachers were very positive:

Advance planning has been great – communication via email or phone. She always got back if there was anything to discuss.

Was very good. Had initial meeting with me and depute. Had a further meeting to decide on sessions we wanted. Had good email communication.

The organisation – at the start she produces a laminated information sheet to let us know what she is covering, she checks that out with us immediately. She is calm, everything is measured, it is planned, the materials are excellent.

In the early meetings she was very organised – in all aspects not just delivery, that is what makes a difference as teachers we don't have time to chase people.

Teachers and youth workers who were present during a session were also asked to indicate how far they agreed or disagreed with the following statements:

Table 13: Teachers' views (2)

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Response count
The young people seemed engaged in the session	140 (63%)	76 (34%)	5 (2%)	1	0	222
The materials were appropriate for their age and stage	153 (69%)	67 (30%)	2	0	0	222
The materials were relevant to all the young people in the group	151 (69%)	58 (26%)	10 (4.5%)	0	0	219

Teachers reported high levels of engagement from young people in the sessions (97% agreement that this was the case) and 99% agreed that the materials were age appropriate with only a few teachers unsure whether the materials were relevant to all young people in a session.

Again, our interviews reinforced this very positive view of appropriateness and relevance of the materials in the Prevention Pack:

Materials really good, very professional especially having all the links which are there to click onto.

Really appropriate for their age and covered all subjects we wanted covered.

Pitched at the right level for S3. Although hard hitting the resources support everything in relation to their age and types of relationships.

Materials are current and keep pupils attention. Interactive with different activities which is very good.

Interviewees were also very complimentary about the quality of session delivery by prevention workers:

Very good, very patient. Well organised. She always checks if there is anyone with issues in class where she may touch a nerve. She is delivering a difficult topic, uses appropriate language, and I can see the pupils sitting back and thinking "Oh I never thought of that". Eg Grand Theft Auto –women being described as hookers, and lyrics of songs and the negative terms used to describe women.

We are delighted with her she is one of the best presenters we have ever had in...- We are quite hard to please and have been very impressed ... Her manner and approach is second to none. Every class she has been in every teacher has been very impressed by her and she has been well received by the pupils... She is very aware of

what is going on and being able to target certain people and also knows when to back off.

She has that thing that just draws the pupils in. There was a girl today who read out in class she would never read out in class – she hates speaking out with a passion. This morning one girl asked “Are we getting that lady again, because we missed her last week”. They were really pleased she was coming back.

I have a lot of silly boys in my class and there is not a peep out of them – that speaks volumes, and a couple of pupils have stayed behind to ask questions and take leaflets – they don’t very often do that.

5.4. Learning outcomes

The feedback forms also asked teachers how far they agreed with specific statements reflecting the learning outcomes of each session. For example, in relation to the session on consent they were asked whether the session had helped young people:

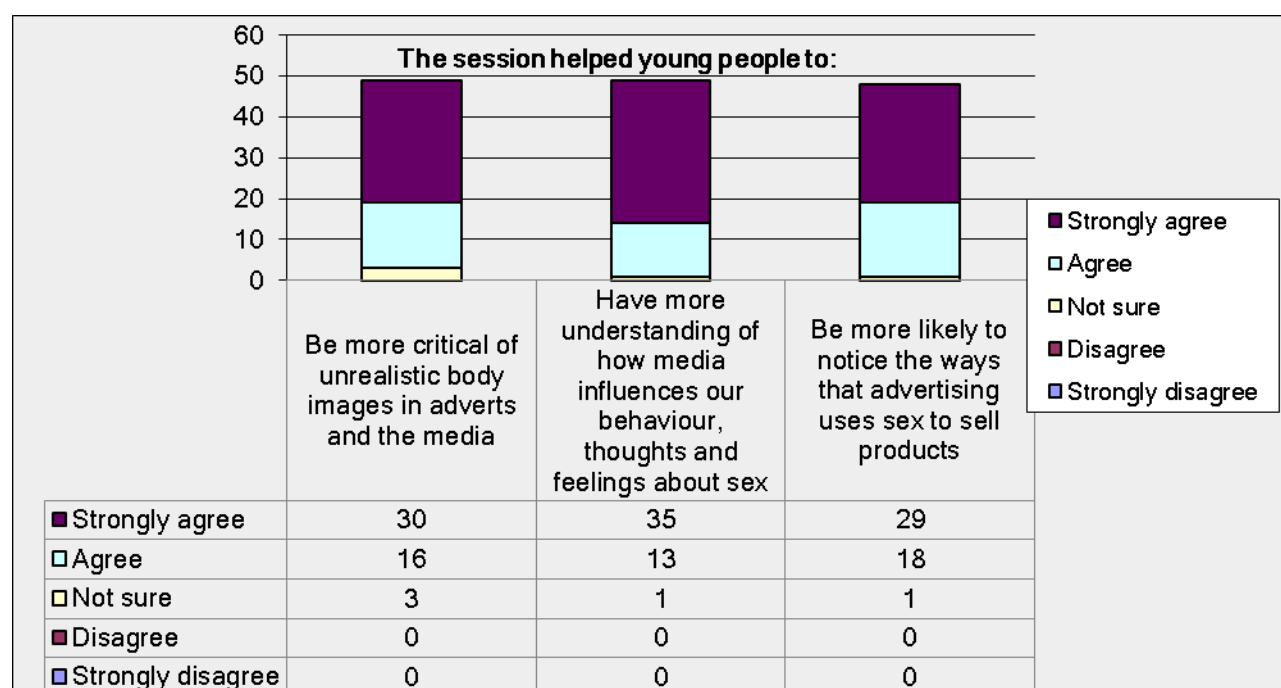
- *Understand what counts as sexual violence and what the law says*
- *Understand the importance of sexual partners respecting each other's feelings and wishes*
- *Know where to go for support following sexual violence or abuse*

For the session on sexualisation, they were asked whether it had helped young people:

- *Be more critical of unrealistic body images in adverts and the media*
- *Have more understanding of how media influences our behaviour, thoughts and feelings about sex*
- *Be more likely to notice the ways that advertising uses sex to sell products*

There was over 90% agreement from teachers across all sessions that they had achieved the identified learning outcomes. For example, the chart below shows the responses from the 50 teachers/youth workers who completed feedback forms after sessions on *Sexualisation*:

Chart 21: Teacher/Youth worker feedback on learning outcomes from sessions on Sexualisation



During our interviews we asked teachers to reflect on the learning that young people had retained since the sessions. They gave several examples where they thought young people’s thinking and attitudes about issues had changed:

Made them think about things differently – e.g. getting drunk and at risk.

Throughout the course there have been changes of attitudes within the boys. Towards the end some of the comments from the boys were surprising, e.g. “If any of my friends were doing that I would be telling them”. “He’s just a beast, he shouldn’t be doing that”. The boys were quite vocal about that not being acceptable. Thought this was encouraging. The boys seemed more protective in their ideas. Was really surprised how much more mature the boys were by the end of the sessions.

Raised awareness in terms of language used and learned behaviour/attitudes at home and recognise behaviours that are wrong.

6. Partnerships, networks and local and national influence

Our interviews with prevention workers and their managers indicate that the work is known about and supported by relevant multi-agency partnerships in each area. Centres are linked with Domestic Abuse and Violence Against Women multi-agency partnerships, for example, and most of the prevention workers attend these and provide updates about their work. Workers’ quarterly reports suggest that over the course of the year they have been involved in a range of presentations to groups and networks (by end March 2015, 120

meetings/presentations were reported to have taken place with partner agencies and local strategic groups). Workers and managers frequently mentioned positive links with other voluntary sector organisations which had been helpful in getting the work to groups outside mainstream schools (e.g. young carers). In the early interviews, the support of partner agencies was cited as an important enabler by several of the workers and managers.

Prevention workers have also been actively engaged in raising issues of sexual violence in various local partnerships and in relation to public health, community safety, child protection, youth services and education. For example, the worker in Aberdeen has raised the absence of sexual violence in the Community Safety Strategy and in Dundee the worker has ensured that for the first time sexual violence was integrated into a Community Safety Stay Safe programme. In the Borders a worker attending the Youth Services Subgroup for Hawick led to discussion of the need for a consistent youth service approach to sexual violence, in particular in relation to issues of consent and the use of social media, and a request for a legal factsheet for professionals and young people.

Other workers have met with or delivered presentations to their local Child Protection Committees and liaised with numerous education, youth and children's agencies, health strategic groups, sexual health services and various local youth agencies.

Nationally the RCS prevention co-ordinator has sought to feed the experience of local workers into the national strategy *Equally Safe: Scotland's Strategy on Violence Against Women and Girls*. Presentations have been delivered to numerous national groups and bodies including the VAW MAP coordinators, the CSE sub group of the Scottish Child Protection Committee Chairs' Forum, With Scotland, the EIS and the Scottish Guidance Association for guidance teachers to increase awareness of and support for programmes. In a meeting with Shona Robison MSP young people highlighted the mismatch between the intention of the Curriculum for Excellence to ensure good sex and relationship education and the actual educational provision for young people in Scotland.

The RCS prevention co-ordinator has also actively participated in the development of the Scottish Government Teenage Pregnancy and Parenting Strategy, in particular by providing evidence of the importance of a gender-based approach and the role of gender inequality as a key factor underpinning unwanted teenage pregnancy.

7. Young people's involvement

In most areas there has been consultation with young people to inform delivery and some direct engagement with young people in a variety of forms outwith the prevention sessions themselves. Examples include the involvement of young people in choosing sessions and advising on the suitability of the materials for delivery to their peers. Those involved in this way include a group of young carers in East Ayrshire, young offenders and young people at a YMCA in Lanarkshire. In Dundee, work with a local dance company involved young people in a 'flashmob' performance alongside Rape Crisis, Women's Aid and Barnardo's service users.

The prevention worker in Aberdeen supported members of Aberdeen City Youth Council to develop a sex and relationships peer education initiative and has provided training to both university students intending to challenge sexism on campus and to student sexual health educators.

The programme has also included the development of two sustained initiatives linking programme delivery and enhancement to the participation of young people. Each has involved in-depth work with a specific group of 'older' young people. In Lanarkshire, this has formed a central part of a whole-school approach in John Ogilvy High School to preventing and addressing sexual violence and some group members going on to help develop a young people-led campaign. In Edinburgh, it has involved young people from Leith Academy articulating and communicating prevention messages through drama to audiences ranging from their peers to MSPs.

Case study: Advocating healthy relationships in a Hamilton High School

Hannah Brown came into post in Lanarkshire with an agenda to work 'with and alongside' young people and develop a truly participative approach to sexual violence prevention. She had been inspired by previously having worked in the activist based Vancouver Rape Relief and Women's Shelter and interested in what could be learned from the Mentors in Violence Prevention (MVP) model recently introduced to Scotland from the USA.⁷ Part of her commitment to a highly participative approach comes from the belief that real cultural change comes from 'bottom up' rather than 'top down' influences; that young people are in the best position to know what works to change attitudes and behaviour amongst their peers and that sustainability of the programme is most likely to be achieved if it is fully embedded in schools and wanted and 'owned' by young people themselves.

Lanarkshire is massive and there's only me. I wanted to find a way of not just spreading awareness but making that spread sustainable.

In the programme's first year Hannah linked up with the year 6 'leadership team' of one of the local High Schools. The team met with her to discuss the prevention programme and how they could support its introduction in their school. To this end, they attended a parent-teacher evening on social media delivered by Hannah and intended to introduce the programme to parents and win their support. The leadership team then spent time working through the workshop materials before they joined Hannah in the workshops for year 3's and facilitated the groupwork sessions involved. The team was also encouraged to take an 'active bystander' role – particularly in noticing and challenging the 'normal and everyday' forms of sexual harassment in school.

⁷ The MVP model is a gender violence, bullying, and school violence prevention approach that encourages young men and women to take on leadership roles in their schools and communities. The training is focused on a "bystander" model that empowers each student to take an active role in promoting a positive school climate.

The pilot year was considered successful by the young people and the school and it was noted that involvement in teaching other young people led to greater understanding and articulacy about the issues. This school year (2014-15), a second cohort of 10 members of the leadership team are involved. The expectations around confidentiality and responding to incidents of harassment have been formalised and the hours young leaders contribute can go towards a leadership award. In a group interview with eight of the young leaders who have been involved in facilitating workshops it was clear how they saw their involvement added value to the younger students' experience:

The group discussions get really involved. We've got supplementary questions to help keep them on topic and we push them to think about things in depth....

I think they say what they might be scared of saying with adults – like asking about Fifty Shades of Grey and about pornography. I've been surprised how open they are.

They seem to really value our opinions and that we take them seriously.

We've stayed with the groups for all three sessions and you build up relationships so I think it makes them comfortable with us and see us as a first port of call in school for anything bothering them around this.

The whole school impact over the two year period has been considerable and was reported to include:

- Increased staff confidence in dealing with the issues when they arise.
- Increased 'self-referrals' from students and parents seeking help and doing so with the expectation that the school will act.
- A general reduction in embarrassment about discussing the issues.
- Helping to inform a new guidance structure in the school.
- All staff coming to value the workshops and the involvement of the young leaders in a whole-school approach to sexual violence prevention.

At the same time, the advantages of having the programme led by a non-teacher were clearly recognized by both students and staff:

The students are just much more comfy with Hannah – and she has no history with them, or future or link to their home life. It's much more difficult for teachers to engage with these topics well: from Pythagoras to PSE is not an easy leap.

Seven of the young leaders had recently become involved in STAMP (Stamp Out Media Patriarchy) a new campaigning project which brings together older young people from four Lanarkshire schools in which Hannah had delivered workshops – but intends to go national. They described how their own awareness had shifted as a result of their involvement in the

programme and that this had led to wanting to 'do something' about sexualisation and sexual violence:

It made us stop and think. I'd never thought about it before, but once you see it all over the media you can't stop seeing it – women in bikinis with fully-clothed men and you get angry about song lyrics that are terrible but catchy and the little kids singing along not even knowing what they mean... the group is a chance to branch out and affect more people.

It's good it can involve boys...men...shows that they can be against these things too and that they can be victims too.

We've never had an opportunity to do this sort of thing - to experience a campaign and there's skills about putting together a newsletter and on-line. It's good for our CVs – but that's a side-effect not the reason any of us signed up.

Hannah has successfully obtained funding from the Big Lottery Young Start Programme⁸ to enable her to facilitate and support STAMP.

Case study: A dramatic raising of consciousness in Edinburgh

Nadine Jassat came into post just 18 months ago as Edinburgh Women's Rape and Sexual Abuse Centre' was recruited into the programme after the other centres. The underspend meant that her post could have more hours and this was an important facilitator in developing a strand of intensive work with young people which has involved a considerable investment of time.

Nadine has a background in drama and the creative arts which she was keen to use in her work with young people. Her idea for a drama based project was first taken to a Leith youth theatre group (Leith is the nearest residential area to EWRASAC's offices). They were unable to take it up but suggested a drama teacher at Leith Academy might be interested. There were a group of young people who were unable to do Advanced Higher drama that year as the school wasn't running it, but were keen to keep up their drama by being involved in an after school project. The group comprised 6 girls and 2 boys. The participants had no prior interest in violence against women or gender politics so the project has involved quite a consciousness-raising journey for them.

The project began with Nadine delivering five of the workshop sessions 'straight' but following each with an improvisation session in which the group responded 'dramatically' to the materials. The use of drama has enabled the young people to explore the ideas at much more depth – and in more personal/individual ways - than is possible in a standard class based delivery.

⁸ Young Start is a grants programme that distributes money from dormant bank accounts. It aims to create opportunities for children and young people aged between 8 and 24 to help them realise their potential.

It was originally assumed the output from the project would be some short scripts – but instead the output has been performances of ‘Do you know?’, a drama made up of a sequence of short scenes about the impacts of sexual violence in the lives of young people. Particularly real and disturbing are the portrayals of everyday sexual harassment in the classroom – where a woman teacher is intimidated by comments on her appearance and feels unable to protect her female students from being abused as ‘dykes’ or ‘slags’.

The incorporation of performances of ‘Do you know?’ as part of EWRASAC’s influencing activities has been particularly powerful. Four of the group performed a vignette for the Cross Party Group on Men’s Violence Against Women and Children meeting at the Scottish Parliament. The young people talked passionately about the need for prevention education and MSP, Malcolm Chisholm, observed:

It was a very powerful presentation which gave us a great impression of how important it is for young people themselves to be involved in informing other young people – particularly through the use of drama. It was also very telling that the young people said they had not had this kind of education before – it had very clearly had a tremendous impact on them.

What is really striking about this participation project is the impact it has had on the eight young people directly involved. This group has had the highest ‘dose’ of the prevention intervention experiencing five, rather than three, workshops and engaging with them through developing ‘Do you know’ in two-hour weekly sessions for over a term. In a group interview they were asked what they thought the long term impact would be on their views and behaviour:

I’ll keep my eyes open and not be a bystander – I’ll say if there’s something going on that’s not alright. For instance at work if it’s a place that treats sexual harassment as normal and people just put up with it.

I’ll always remember us trying to have an effect. Doing this off our own backs not to help us get qualified but to try and make a difference. It’s improved us as people.

I was at a football game with my Dad and one of the players was injured. A woman medic ran onto the pitch and the men in the crowd were whistling her and calling her. And I said to my Dad: ‘can’t they just let her do her job?’ I thought ‘they wouldn’t do that to a man’ – why should she have to put up with that when she’s just trying to do her job. Last year I wouldn’t have noticed – I’ll always see those things from now on.

This project has opened my eyes to sexual violence and the impact it can have. The effects of sexual violence on people mentally. People don’t realise what effect wolf whistling can have on women. People don’t take the small things seriously – but they are part of a bigger picture.

Change needs to happen among young people. There needs to be a change within our generation. If you're walking down the corridor and someone gets groped it doesn't get challenged. But it needs to be. Nothing gets challenged in schools – it's seen as acceptable but it wouldn't be so acceptable in a workplace. In school you have to be accepted by the herd so it's really hard for young people to challenge it. Teachers should take more responsibility and bolster people to challenge it and get the confidence to speak out.

If my Mum had said: 'you can't go out dressed like that' I would have thought maybe I shouldn't...I never think like that now. Why are people trying to say dress differently or find ways around it [i.e. to not get raped] rather than just saying don't do it, it's wrong?

The production this year of a DVD by Media Co-op will develop the vignettes performed in 'Do you know?' for use as additional resources for the Preventing Sexual Violence workshops. The young people of Leith Academy will thus continue to influence the understanding of their peers well beyond their personal participation in the project.

Appendix A:

Rape Crisis Scotland Sexual Violence Prevention Project 2013-2015

Theory of Change

Positive change in the attitudes, behaviour, knowledge and well-being of young people can be promoted through preventative education on sexual violence which provides young people with sound information, a safe space to discuss issues of consent and safety in sexual relationships and increased access to support. The Sexual Violence Prevention Project can increase young people's access to such education and support in the eight participating areas through the delivery of materials drawn from the prevention pack developed by Rape Crisis Scotland, by trained Prevention Workers. The Project can also contribute to a more consistent implementation of prevention initiatives across Scotland by providing local partnerships with specialist knowledge on sexual violence, promoting local partnership working and facilitating dialogue between local and national developments. The Project can increase young people's contribution to sexual violence prevention by proactively engaging them through schools and youth organisations.

ACTIVITIES	EARLY OUTCOMES (BY JUNE 2014)	INTERMEDIATE OUTCOMES (BY MARCH 2015)	LONG TERM OUTCOMES
The desired outcomes can be achieved by the project delivering the following components: The production of a Prevention Pack with materials differentiated for age groups, covering gender, consent, what is sexual violence, sexualisation, impacts and support, social media and how can we help prevent sexual violence. The recruitment and training of a part-time Prevention Worker in each of the 8 participating areas. The delivery of Prevention Pack sessions to young people in schools and youth groups, via a combination of single sessions and whole programmes, according to the needs of the setting. Support to local multi-agency partnerships on local sexual violence prevention policy and interventions Making links with partner organisations to deliver the materials and build capacity. Consulting young people on the development of the project and involving them as peer educators Feeding in local views and information into national policy and campaigns. Evaluating the project and sharing the learning.	The Prevention Pack is disseminated and is reviewed as being of high quality and appropriate to its target audiences. Prevention workers are in post and have been trained. Each area has increased their involvement with schools and youth groups who are 'signed up' to the prevention programme. Each area has delivered their target number of sessions in their target number of schools/youth groups to their target number of young people⁹. Every area has at least one school which has received a comprehensive programme. Multi-agency partnerships are better informed about sexual violence prevention and are developing local strategies and practice which is consistent with national strategy Each area has developed new partnerships and has trained and supported workers/volunteers in other agencies to deliver the Pack* Each area has consulted young people in order to inform delivery. National policy is making use of information from the eight areas who are actively involved in national campaigns.	The Prevention Pack is widely used and highly regarded as representing best practice in sexual violence prevention. Funding has been identified to continue the work of the Prevention Workers in each of the eight areas. Partnerships between schools and local Rape Crisis Centres are strong and sustainable. Participating schools have increased awareness of the importance of preventing sexual violence and have integrated sexual violence prevention into their policies and curriculum. Young people have increased and sustained access to a safe space and sound information to help them develop skills to negotiate consent to sexual relationships Participating young people have improved attitudes, knowledge and behaviour in relation to sexual violence Local partnerships have a shared coherent approach to sexual violence prevention and support Young people's involvement is well integrated into policy and practice development in the participating areas Young people's views are more strongly represented in national strategy	There is a reduction in sexual violence Young people have positive attitudes towards relationships and less tolerance of violence The prevention of sexual violence is mainstreamed in schools: it is implemented across their policy and practice. Young people have an increased role in shaping interventions in relation to sexual relationships Local and national policy promotes preventative approaches to sexual violence.

⁹ These target numbers will be identified by each of the 8 participating areas according to the local context

Sources of evidence: Monitoring data on the delivery of the activities Records of Prevention Workers and RCCs Documents from multi-agency partnerships – agendas, minutes of meetings Consultation reports Records of communications between local areas and national bodies	Sources of evidence: Feedback on Prevention Pack from external reviewers Records of Prevention Workers and RCCs on number of schools, partner agencies and young people involved Feedback on individual sessions from young people and school/youth group staff Evaluator observation of sample sessions Evaluator interviews with school staff, young people and partner agencies Pre, post and follow up questionnaires with young people involved in comprehensive programmes School records on the incidence of sexual bullying and violence Documentation from local partnerships i.e. sexual violence strategies and plans	Sources of evidence: Continuing feedback on Prevention Pack from external reviewers Records of Prevention Workers and RCCs on number of schools, partner agencies and young people involved Records of funding applications and evidence of the adoption of the work in the future plans of local partnerships Continuing feedback on individual sessions from young people and school/youth group staff Continuing pre, post and follow up questionnaires with young people involved in whole programmes Further evaluator interviews with school staff, young people, and other key informants on what changes have occurred and why and what lessons can be learned School records on the incidence of sexual bullying and violence Documentation from local partnerships i.e. sexual violence strategies and plans Documentation from national bodies to evidence involvement of local areas and young people in national strategies and campaigns.	
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Appendix B: Measures consulted in the development of the TASAR pre and post scale

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APPENDIX C:



Teenage Attitudes to Sex and Relationships questionnaire

1. [Office Use] Name of Centre:

2. I am completing this questionnaire

Before the workshops

☐

After three or more workshops

☐

3. How many workshops have you attended?

☐

4. Please write your initials and the day of your birthday in the box
[If your name was Callum Brown and your birthday was on the 22nd December you would put: CB 22]

5. Today's date

6. Name of your school, college or group

7. Are you

A boy ☐

A girl ☐

8. If you are at school or college, what year group are you in?

Do you agree or disagree with the following statements?

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I think it's important for a girl to please her boyfriend					
A boy should not tell his girlfriend what to do					
When boys get really excited they have to have sex					
If a girl is raped when she is drunk she is partly to blame					
If a friend told me they had been raped or sexually assaulted I would know where they could go for support					
Good sex can only happen when both partners are up for it					
When a girl says 'no' to sex she doesn't always mean it					
If a girl sends her boyfriend a picture of herself it's OK for him to send it to his friends					
If a friend was 'sexting' or sexually harassing someone I would tell them they should stop					

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Boys sometimes feel pressured to have sex when they don't really want to					
I would not laugh at a joke about rape					
I wouldn't have sex just to please someone else					
I understand how sexual violence and abuse can affect people					
I know what the law says sexual violence is					
I think young people my age should have education about sex and relationships					

Thank you very much for completing this questionnaire!

Appendix D: Interviews conducted during year one fieldwork May/June 2014

RCC	RCC staff interviewed	Teachers/youth workers	Young people	Observation?	Notes
Aberdeen	PW manager,	& Guidance teacher from High School in Aberdeen		Yes	
East Ayrshire	PW manager	& Teacher from High School in Kilmarnock	Group of 5 s3's (4 boys and 1 girl) at High School	No	
Dundee	PW manager	& College lecturer; 2 guidance teachers from High school in Dundee	Group of 3 college students (1 boy, 2 girls)	Yes	
Lanarkshire	PW manager	& Teacher from High School in Hamilton	Group of 5 yr 6's (3 boys and 2 girls) and 3 s4's (boys) at High School	No	PW interviewed by phone
South West	PW manager	& Teacher rural School	Group of 11 yr 4's at rural High School 6 girls, 5 boys	No	Manager interviewed by phone
Western Isles	PW manager	& Health promotion specialist & youth worker	Group of 4 girls at Youth Group	No	