

SUMMARY OF CANADIAN RED CROSS RESPECTED EVALUATIONS 2013

Listed are evaluations of RespectedED tools that are:

- Completed
- Current

PROGRAM	YEAR	EVALUATOR	KEY FINDINGS/ CURRENT RESEARCH	PUBLICATIONS/ CONFERENCES
Preventing Violence Against Children and Youth Promoting Healthy Youth Relationships				
"Hidden Hurt" (Phase 1)	2002– 2005	Dr. Ken Barter, Memorial University; Dr, Michael Ungar, Dalhousie University; Dr. Leslie Tutty, University of Calgary	<p>The multi-phase evaluation examined 2243 youth impact statements received over the previous two years.</p> <ul style="list-style-type: none"> • Youth disclose most about abuse and violence in general, followed by emotional maltreatment, physical abuse and sexual abuse. Neglect is less often mentioned. • Compared to the <i>Canadian Incidence and Prevalence Study</i>, disclosure for sexual abuse is twice as high while neglect is much lower. (Note: The <i>Canadian Incidence and Prevalence</i> statistics are on substantiated allegations). • The most frequent offenders are parents. 	<p>Publications:</p> <ul style="list-style-type: none"> • Child Abuse & Neglect, 33, 699-708 (2009) • Qualitative Social Work: Research and Practice 8(3), 341-356 (2009) <p>Presentations:</p> <ul style="list-style-type: none"> • RESOLVE (2004) • CPHA Conference (2004) • 9th International Conference on Family Violence (2004) • Canadian Conference of Catholic Bishops (2004) • WHO World Conference on Family Violence (2005)
Preventing Violence Against Children and Youth				
"It's Not Your Fault"	1995	Dr. Cathryn R. Hill, Surrey Community Services & Gary	<ul style="list-style-type: none"> • Students who received the program scored significantly higher on a test on key violence prevention concepts than students who did not 	<p>Presentations:</p> <p>Symposium 2000 St John's (2000)</p>

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		McCarron, Ph.D. (C), Simon Fraser University Sponsored by: Health Canada, Family Violence Prevention Division	receive the program. <ul style="list-style-type: none"> Boys showed a higher increase in knowledge of key violence prevention concepts after the program than girls; girls reported the program had helped them to assist themselves or another person who was a victim of abuse. The evaluators recommended that the program be more thoroughly integrated into school curricula. 	Safe Schools, Safe Communities National Conference (2003)
"It's Not Your Fault" Prevention Educators	1996	Judi Fairholm, M.Ed thesis, University of British Columbia	Transformational learning occurred among trainers and school liaison police personnel.	
"Its Not Your Fault" Outcome Measurement	2001	Michael Anhorn, United Way	Logic model with outcome measurements showed knowledge retention.	
"Hidden Hurt" – Phase 2 – "It's Not Your Fault"	2005	Dr. Leslie Tutty, University of Calgary	An assessment of three types of delivery of the program – volunteer, teacher and comprehensive, knowledge among participants increased using each; the comprehensive delivery resulted in the most sustained and significant increases.	
"Speak Out: It's More than Just a Game"	2005	Dr. Leslie Tutty, University of Calgary	Highly effective in sensitization of child maltreatment prevention. Significant increases in knowledge and intervention skills among coaches.	Presentations: <ul style="list-style-type: none"> NB Provincial Safe Sport Conference (2008) IFCW World Forum, Wales, United Kingdom (2008)
"Be Safe!" Sri Lanka	2007	Dr. Buddhprabha D.D. Pathirana, University of Peradeniya, Sri Lanka	<ul style="list-style-type: none"> The percentage of master trainers who strongly agreed with, "I think I have adequate skills to create awareness in children about preventing child sexual abuse," shifted from 13% to 87% after their training; on the question regarding the prevention of physical abuse there was a shift from 13% to 100%. 	

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			<ul style="list-style-type: none"> • The percentage of teachers who strongly agreed with the statement, “Violence against children can never be justified,” moved from 50% to 85% after their training. • Among child participants, there were improvements in understanding of up to 39% as compared to pre-test levels. 	
“Be Safe!” Guyana (Facilitators)	2009	Ms. Barbara Holder, University of Guyana	<ul style="list-style-type: none"> • The percentage of master trainers who stated they “strongly agree” with the statement, “All forms of violence against children are preventable,” shifted from 88.1% to 96.4%; among teachers the changes were from 82.6% to 100% in Moruca and 75% to 86.3% in Georgetown. • Among master trainers, those who said they “strongly agree” or “agree” with the statement, “I think I have adequate skills to create awareness in children about preventing child sexual abuse,” went from 35.3% in the pre-test to 100% in the post-test; for teachers the changes went from 30.4% to 94.7% in Moruca and 79.2% to 100% in Georgetown. • While during the pre-test 26.5% of master trainers stated they “strongly agree” or “agree” with the statement, “I believe I have adequate skills to effectively teach adults how to prevent child abuse,” this level increased to 96.5% at the post-test; for teachers in Moruca the levels changed from 52.2% to 89.5% and in Georgetown the levels went from 70.8% to 100%. 	
“Be Safe!” India	2010	IMRB International	Among master trainers and adults trained there was an average increase of 29% points between the pre and post tests on issues ranging from types of violence, special needs of girls, prevention	

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			strategies and skills, and helping resources.	
“Respect in Sport”	2010	Rasheen Nirmal and Dr. William McKee, University of British Columbia	Participants who coach various sports at different levels and with both male and female athletes of diverse ages perceived the Respect in Sport program to have impacted their coaching, suggesting that Respect in Sport delivers content that generalizes to a wide range of coaches. The results indicate that coaches perceive themselves to have the knowledge to be aware of and effectively deal with bullying, abuse, neglect and harassment.	
“Be Safe!” KAP Survey Sri Lanka	2011–2014	Dr. Neil Thalaga, Director, Medistat Research	Knowledge retention, skill development and attitude changes will be evaluated among different levels of child and adult participants.	
“Be Safe!” Maldives	2012–2014	Yaseer Waseem	Baseline on knowledge, attitudes and practice among adults	
“Be Safe!” Pakistan	2011–2013	Contech International	Baseline on knowledge, attitudes and practice among adults in select pilot locations.	
“Walking the Prevention Circle”	2011	Dr. Debra Pepler, York University; Dr. Kathy Absolon, Wilfred Laurier University; Alice Vaughn, York University	Participants clearly understood the importance of understanding what abuse is and that it is wrong; identified education, openness to listening and understanding as necessary to prevent abuse; recognized the importance of addressing their own history, and that of their families; and recognized that reporting abuse personally or addressing organizational barriers is necessary.	
Walking the Prevention Circle – Australia	2012–2015	Dr. Deborah Pepler/PREVNet/SSHRC Grant	The Canadian Red Cross and researchers from York University have received funding from Social Sciences and Humanities Research Council (SSHRC) to lead a major national project: Walking the Prevention Circle: Researching Community Capacity Building for Violence Prevention.	
			The goal of this project is to conduct community-based research on the process of community	

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			mobilization through the Canadian and Australian Red Cross Societies Walking the Prevention Circle (WTPC) program.	
Promoting Healthy Youth Relationships				
"What's Love Got to Do With It?"	2002	Robyn Legge, University of Winnipeg, and Dr. Wendy Josephson, University of Winnipeg	<ul style="list-style-type: none"> • One week after receiving the presentation, half the students who had previously reported using violence in their relationships no longer reported using violence. • Students' knowledge about how to help a friend who is a victim of sexual assault increased significantly. • Students who received the program were more able to identify factors that lead to physical and emotional violence in relationships than students who did not receive the program. 	
Preventing Bullying and Harassment				
"Beyond the Hurt"	2010–2012	PREVNet Dr. Joanne Cummings, York University	The HRSDC project provided "Beyond the Hurt" tools and training process with 2.5/3 rating for reflecting evidence-based approaches.	
"Beyond the Hurt" – Schools' Role	2011–2012	Dianne Kay, School District 18, Fredericton, NB	<p>Examining the contributions of the Red Cross, a participating School District and schools in ensuring the success of "Beyond the Hurt."</p> <ul style="list-style-type: none"> • The implementation of Beyond the Hurt (BTH) has shown promising results. Key components were creating a school environment in which all students feel safe, embedding the program into existing initiatives and curriculum, and regularly monitoring the program. • Students shared that since participating in the Beyond the Hurt program "their peers have become more aware of bullying as an issue and have more proactive ways in addressing it". • The results of the Tell Them From Me survey, pre- and post- implementation of the Beyond the 	<p>Presentations:</p> <ul style="list-style-type: none"> • PREVNet 6th Annual Conference (2012) • Champions for Children and Youth BC Summit: A National Conference On Keeping Kids Safe and Connected (2013)

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			<p>Hurt Program at the pilot middle school, indicate improvements. Students identify that they feel safe at school and that there are safe ways to report incidences of bullying.</p> <ul style="list-style-type: none"> • Based on the feedback received by the schools, facilitators and students, interventions should be whole school. Implementing an on-going school wide intervention greatly increases the chance of attaining the desired outcomes. • Factors that were identified that had an impact on the outcomes of the Red Cross RespectED: Beyond the Hurt program include: <ul style="list-style-type: none"> - On-going training of students - Sustainability of youth trained - Sustainability of Teacher Facilitators - Support from the school and school district • In an effort to improve the program, it is important that a strong relationship exist with the Red Cross and the school district. Bullying prevention requires the support, leadership and resources of the school district, school and community stakeholders. A comprehensive whole school approach that extends from the youth to staff, parents and community with school-wide initiatives, classroom presentations and individual interventions indicated positive impacts. 	
<p>“Beyond the Hurt” – Prevention Educators</p>	<p>2011/ 2012</p>	<p>PREVNet - Dr. Joanne Cummings, York University</p>	<p>Examining the impact of the Prevention Educator (adult facilitator) Training program to determine changes in knowledge, attitude and skills.</p> <p>The results of this pilot evaluation indicate that participants show an increase in understanding across content areas following the training for Beyond the Hurt. Additionally, participants showed a positive shift in their beliefs and attitudes regarding various aspects of bullying and they</p>	

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			described having increased confidence levels following the training.	
Implementing Violence Prevention				
“Ten Steps”	2010– 2012	PREVNet Dr. Joanne Cummings, York University	HRSDC project provided “Ten Steps” tools and training process with highest rating for reflecting evidence-based approaches.	
“Ten Steps” Sri Lanka	2011– 2013	Dr. Neil Thalaga, Director, Medistat Research	A baseline in 23 schools, followed by “Ten Steps” intervention.	
“Ten Steps” Tamil Nadu, India	2011– 2013	IMRB International	A baseline in 24 schools, followed by “Ten Steps” and “Be Safe!” Youth interventions.	
“Ten Steps” Andhra Pradesh, India	2011– 2013	IMRB International	A baseline of youth, parents and school staff in select communities with a special focus on disaster situations followed by “Ten Steps” and “Be Safe!” Youth interventions.	
“Ten Steps” Haiti	2011– 2014	Dr. Antoine Wesner	A baseline of youth, parents and school staff in select communities followed by “Ten Steps” and “Be Safe!” Youth interventions.	
“Ten Steps” Americas	2012	Bruce Powell	Lessons Learned	

Other presentations that encompassed a variety of the above studies:

- International Conference of the RCRC Movement – 2003, 2007
- Safe and Sound Conference, Birmingham - 2006
- Preventing Violence in Schools Conference, Virginia - 2007
- European Network for Psychological Support - 2008
- International Forum on Child Welfare – 2009
- Peace Psychology and the Protection of Vulnerable People – 2009
- On the Edges of Conflict – 2009

- Emerging Health Issues in Disasters - 2009
- International Congress on Child Rights and Family Law – 2009
- IFCW World Forum, Jakarta, Indonesia – 2009
- ISPCAN Asia regional meeting, New Delhi, India – 2011
- Canadian Injury Prevention Conference, Vancouver, Canada – 2011
- International Red Cross Red Crescent General Assembly – 2011
- Atlantic Crime Prevention Conference – 2013
- International Children’s Course on Children’s Rights – 2013
- Champions for Children and Youth BC Summit: A National Conference on Keeping Kids Safe and Connected - 2013