

## SUMMARY OF EVALUATIONS 2017 - Canadian Red Cross Respect Education

### 1. CURRENT/PROPOSED EVALUATIONS

PROGRAM	YEAR	EVALUATOR	METHODOLOGY	STATUS
Beyond the Hurt (BTH)	2014–17	Dr. Wendy Hoglund University of Alberta	Quasi-controlled design: Minimum of 12 schools – 6 participant and 6 comparison schools; effectiveness of BTH programs over 2 years	First publication on participant demographics published spring 2016 Analysis of results fall 2016 Findings expected in 2017
Inuit Youth Suicides	2014–16	Dr. Laurence Kirmayer McGill University Dr. Bonnie Leadbeater University of Victoria	National study to look at community solutions to prevent Inuit youth suicides	Accepted for year of proposal development. To be submitted June 2016.
Resiliency in Inuit Communities	2014–19	Dr. Linda Liedenberg Dalhousie University	Technical advisor on implementation of Resiliency Centre’s evaluation tool; data analysis by Research Institute in Iqaluit	Partnerships in place Ethics completed Tool implemented in fall 2014
“Walking the Prevention Circle” – Australia (and Canada)	2014–2018	Dr. Debra Pepler, PREVNet / Social Sciences and Humanities Research Council (SSHRC) National Qualitative and Quasi-experimental study	“Walking the Prevention Circle” (Aboriginal communities) in Canada and Australia on the process of community mobilization in setting up safe communities	Research initiated, portions to be released starting in 2016 and completion in 2018
Americas	2017	TBD	Research paper on evidence base and emerging best practices for mobilizing health volunteers to address violence against children as part of DRR	Due in 2017
Creating Safe Environments Project	2017-2021	NCPC – Justice Department PMA; advisor Dr. Debra Pepler	Data gathered on 4 year project in 8 First Nations and Inuit communities	Proposal re-submitted January 2017

## 2. ONGOING/COMPLETED EVALUATIONS

### a) Programs in Canada

PROGRAM	YEAR	EVALUATOR	METHODOLOGY	FINDINGS
<b>Preventing Violence Against Children and Youth programs</b>				
<b>Respect in Sport, Parent Program</b>	2013–2014	Mount Royal University, Calgary AB		Participants are more aware of their own and others' behaviours. Program needs to be made mandatory. This is one step forward, but there needs to be more accountability within Hockey Canada
<b>Walking the Prevention Circle</b>	2011	Dr. Debra Pepler York University Dr. Kathy Absolon Wilfred Laurier University Alice Vaughn York University	Qualitative Study	Participants clearly understood: the importance of understanding abuse and that it is wrong; identified awareness/education and openness to listening as prevention strategies; recognized the importance of addressing their own and their families' history; and recognized that reporting abuse and addressing organizational barriers is necessary.
<b>Respect in Sport</b>	2010	Rasheen Nirmal Dr. William McKee University of BC	Pre-post evaluation without control groups	Results indicate that coaches perceive themselves to have the knowledge to be aware of and effectively deal with abuse, neglect, bullying and harassment.
<b>Speak Out: It's More Than Just A Game</b>	2005	Dr. Leslie Tutty University of Calgary	Pre-post evaluation without control groups	Highly effective in sensitization of child maltreatment prevention. Significant

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				increases in knowledge and intervention skills among coaches.
<b>It's Not Your Fault Prevention Educators</b>	1996	Judi Fairholm University of B.C.	Pre-post evaluation without control groups Focus groups	Transformational learning occurred among Prevention Educators and School Liaison Police Personnel
<b>It's Not Your Fault</b>	1995	Dr. Cathryn R. Hill Surrey Community Services Dr. Gary McCarron Simon Fraser University	Quasi-experimental design with well-matched comparison conditions	Students who received the program scored significantly higher on a test on violence prevention concepts than students who did not receive the program. Boys showed a higher increase in knowledge of key violence prevention concepts after the program than girls: girls reported the programs had helped them assist themselves or another person who had been a victim of abuse. The program needs to be thoroughly integrated into school curricula.

**Promoting Healthy Youth Relationships and Preventing Violence Against Children and Youth programs**

<p><b>Hidden Hurt (Phase 1)</b></p>	<p>2002–2005</p>	<p>Dr. Ken Barter Memorial University Dr. Michael Ungar Dalhousie University Dr. Leslie Tutty University of Calgary</p>	<p>Multi-phase national evaluation : Focus groups Analysis of feedback statements Qualitative Study</p>	<p>Examined 2243 youth impact statements: 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 Canadian Incidence and Prevalence Study, sexual abuse disclosures are twice as high while neglect disclosures are much lower. The most frequent offenders are parents.</p>
<p><b>Hidden Hurt (Phase 2)</b></p>	<p>2005</p>	<p>Dr. Leslie Tutty University Calgary</p>	<p>Pre-post tests without control groups; focus groups</p>	<p>Knowledge increased among students with volunteer, teacher and comprehensive delivery. Comprehensive delivery resulted in the most sustained and significant increases in knowledge and skills.</p>

## Preventing Bullying and Harassment program

Beyond the Hurt	2016	Erin deJong, BA (Hons) & Mary Ann Campbell, PhD University of New Brunswick, Center for Criminal Justice Studies	A sample of 149 grade six students were recruited from three schools in New Brunswick. Participants filled out two surveys four months apart, between which they were either given the Beyond the Hurt program (experimental group) or continued on with their regular school programming (comparison group).	Youth most vulnerable to bullying reported significant reductions in their experiences of bullying perpetration and victimization after receiving the Beyond the Hurt program. Beyond the Hurt was most impactful for youth who engaged in proactive forms of aggression rather than for reactively aggressive youth
Beyond the Hurt	2015 – 16	Youth Take Charge: Canadian Red Cross Survey 2015-2016 Prepared by the PRG Public Opinion Research Unit	Survey evaluation	<ul style="list-style-type: none"> <li>• 93.4% of youth agreed (either somewhat or strongly) they had learned skills to help prevent bullying and discrimination.</li> <li>• 89.2% of youth agreed (either somewhat or strongly) they know who in their school can provide support for bullying and discrimination if they or their friends need help.</li> <li>• 92.6% of youth agreed (either somewhat or strongly) they will not be a silent bystander to bullying or discrimination.</li> <li>• 93.2% of youth agreed (either somewhat or strongly) they will ensure their own behaviours are not discriminatory or hurtful to others.</li> </ul>
Beyond the Hurt	2014 – 16	Dr. Wendy Josephson University of Winnipeg	Quasi-controlled design: 2 schools	Training for the Beyond the Hurt bullying prevention program increases knowledge and

				<p>confidence for both adult educators and youth facilitators. Additional emphasis on constructive use of power and the effectiveness of bystander intervention may be useful (especially for Youth Facilitators).</p> <p>Youth Facilitators appear to initially lack confidence in their public presentation skills and ability to help other students understand labels, stereotypes, and Human Rights legislation. After training, their confidence in all these areas is high, and virtually equivalent to that of adult educators.</p>
<b>Beyond the Hurt – Schools’ Role</b>	2011–2012	Dianne Kay School District 18 Fredericton, NB	Qualitative Study Pre-post test without control groups	<p>Promising results: Students: “ their peers have become more aware of bullying as an issue and have more proactive ways in addressing it” Students feel safe at school and there are now safe ways to report incidences of bullying. Implementation of an on-going school intervention greatly increases the desired outcomes. Factors that had impact on outcomes were: ongoing training of students; sustainability of youth trained; sustainability of teacher</p>

				<p>facilitators; support from school and school district.</p> <p>There needs to be a strong relationship between schools and Red Cross. Bullying prevention requires the support, leadership and resources of the district, school and community stakeholders.</p> <p>A comprehensive whole school approach indicates positive impacts.</p>
<b>Beyond the Hurt – Prevention Educators</b>	2011–2012	Dr. Joanne Cummings York University	Pre-post evaluation without control groups	<p>Participants show an increase in understanding across content areas. Additionally participants showed a positive shift in their beliefs and attitudes regarding various aspects of bullying; they described having increased confidence levels following the training.</p>
<b>Creating Safe Environments program</b>				
<b>Ten Steps</b>	2010–2012	Dr. Joanne Cummings York University	Qualitative Study	<p>Ten Steps tools and training process received the highest ratings for reflecting evidence-based approaches.</p>

## b) Programs in International Settings

COUNTRY	YEAR	EVALUATOR(S)	METHODOLOGY	FINDINGS
<b>ASIA</b>				
<b>Myanmar</b>	2016	Dr. San Tun Aung, Khin Moe Myint and Myo Min Min Aung	The final review used a participatory approach that gathered data from various sources and perspectives. It collected data from different key stakeholders.	The findings showed that the all the five cards and their messages are relevant and are acceptable in all the target communities. The delivery of all the messages has not brought negative impacts on existing power relations within the households and in the communities.
<b>“Be Safe!” and “Ten Steps” – Sri Lanka</b>	2015	Harry Cummings and Associates	Impact study of school-based and community programming	The results of the study show overall satisfaction with the program from the parents, teachers, and students who were involved. In examining the effects of age and gender on the program, a positive correlation was found between program dosage and parent’s belief that the program is beneficial for older children.
<b>Pakistan</b>	2015	Contech International	Endline of DM, Health and VP project that includes working with adults to prevent violence against children	Maximum change was seen in the physical violence against children in schools, teacher’s attitude has changed and beating in schools has decreased. The

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				awareness in parents regarding the negative lasting effects of physical punishment on children's personalities has increased.
<b>Maldives</b>	2012	Yaseer Waseem	Baseline of CBHFA VP module for adults	Risk of corporal punishment and psychological violence against children in house holds, schools and the community
<b>Philippines</b>	2015	Johns Hopkins University	Evaluation of Red Cross personnel's experiences during Philippines ERU response, includes elements of violence prevention	Effective integration of VP
<b>Pakistan</b>	2012–2014	Contech International	Baseline and midline of CBHFA VP module for adults to prevent violence against children as part of larger health program	Qualitative data shows significant improvements in safer behaviours towards children
<b>Sri Lanka</b>	2007	Dr. Buddhiprabha D.D. Pathirana, University of Peradeniya	Pilot KAP of "Be Safe!" for children and adults	Trainers show significant improvements in knowledge and attitudes post training
	2013	Dr. Neil Thalaga, Director, Medistat Research	Midline of school-based "Be Safe!" for children and parents and "Ten Steps" for adults and organizations	Perceived improvements in safety of children by parents and teachers, need for more inclusion in school curriculum

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<b>AMERICAS</b>				
<b>Regional project (2010–2012)</b>	2012	Bruce Powell	Lessons learned of “Ten Steps” for 6 National Societies	Improvements in internal policies and integration into community-based programs and initial results towards inclusion in strategic documents
<b>Guyana</b>	2009	Barbara Thomas-Holder, University of Guyana	KAP review of school-based “Be Safe!” program for children and adults	Trainers show significant improvements in knowledge and attitudes post training
	2012	Bruce Powell	Lessons learned of school-based “Be Safe!” program for children and adults	Perceived as an effective tool by parents and teachers; needs to be integrated systematically in Ministry of Education curriculum
<b>Haiti</b>	2012	Dr. Antoine Wesner	Baseline of school based project using “Ten Steps”	Corporal punishment is a concern as are sexual violence and a lack of protection policies
<b>AFRICA</b>				
<b>Kenya</b>	2014	Internal Canadian Red Cross and Kenya Red Cross	Lessons learned on pilot program to address community violence in the Tana Delta	Effective in increasing perceptions of safety and has likely contributed to decrease in violence
	2014	Ipsos Public Affairs	Endline review of Kenya VP project in Dadaab refugee camp	Increased perceptions of safety and strengthened local systems