



Boundaries, better friends and bystanders: Peer education and the prevention of sexual assault

A Report on the CASA House Peer Educator Pilot Project

Written by Renee Imbesi
with Nicole Lees



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CASA House
3rd Floor
Queen Victoria Women's Centre
210 Lonsdale Street
Melbourne, Victoria, 3000
Australia

Contents

Executive summary	5
Introduction	9
Background: The CASA House Sexual Assault Prevention Program for Secondary Schools (SAPPSS) model	9
Evaluation of the SAPPSS student curriculum	11
Young people and sexual decision-making	11
What is required for behaviour change?	12
Young people initiate the peer educator pilot project	12
Literature review	14
Scope of this literature review	14
The role of friends and peer groups in young people's lives...	14
...and the vital role of adults, leaders and the social environment	15
Tried and not tested? Suggested models for peer educator programs	16
Peer education and health promotion in secondary schools	17
The challenge of peer education in preventing violence against women	18
Summary and conclusion: The next steps	19
Overview of the CASA House peer educator pilot project	20
Objectives	20
Scope of the peer educator role	20
Evaluation of the pilot project: Immediate and long term	21
Feminism, young men and the peer educator pilot project	21
Method	22
Project delivery schedule	22
Step 1: Peer educator training and development model	22
Step 2: Immediate evaluation of peer educator pilot project	25
Step 3: Long-term evaluation of peer educator pilot project	26
Outcomes	28
Outcomes of Step 1: Peer educator training and development model	28
Outcomes of Step 2: Immediate evaluation of peer educator pilot project	30
Outcomes of Step 3: Long-term evaluation of peer educator pilot project	36
Summary of young people's participation in project evaluation	38
Discussion	39
Summary of project outcomes	39
Boundaries, better friends and bystanders	39
Enabling choices and removing barriers	40
Variation across schools	41
Long-term outcomes	41
Areas for further development	42
Comparison with similar studies	42
Conclusion	44
Recommendations	45
References	47

Contents *continued*

Appendices	49
Appendix A1: Sample training session plan	49
Appendix A: Survey 1	51
Appendix B: Survey 2	53
Appendix C: Focus group questions	54
Appendix D: Survey 3	55
Appendix E: Long-term evaluation focus group questions	57
Appendix F: Interview questions for staff	58
Appendix G: Results of process evaluation	59
Appendix H: Results of impact evaluation	68

Executive summary

Background

The primary prevention of violence against women is a growing field of research and practice. The purpose of primary prevention is to stop violence before it starts by addressing the underlying causes of violence against women at the individual, community and societal levels; the main focus of primary prevention is to build the skills and environments to support equal and respectful relationships between women and men (VicHealth 2007). Schools and education settings are recognised as particularly important sites for primary prevention and have been the focus of intensive activity and research in recent years.

CASA House (Centre Against Sexual Assault) initiated the Sexual Assault Prevention Program for Secondary Schools (SAPPSS) model in 2004. SAPPSS is a whole-school, long-term model for embedding respectful relationships education, policies and practices across the school community. The SAPPSS model includes multiple components to engage a cross-section of the school community, such as professional development for school staff, train-the-trainer and an evaluated student curriculum.

Young people who participated in the SAPPSS student curriculum and evaluation in 2006 suggested that the whole-school model would be enhanced by the development of a student leadership component. Several young people also indicated a willingness to take personal leadership in the prevention of sexual assault and promotion of respectful relationships, and suggested that CASA House could build a training and development model to enable this.

In response, CASA House developed the peer educator pilot project from 2007 to 2009 (referred to as the 'CASA House peer educator pilot project' throughout this report). The project sought to engage young people in the development, trial and evaluation of a peer educator training and development model; the project also sought to develop further evidence to support the role of peer education in primary prevention of violence against women.

Literature review

The review of empirical literature highlighted a number of secondary school and university-based peer education programs in Western countries with a focus on preventing violence against women. There was considerable documentation to reflect the range and diversity of peer education programs; however, there was limited evaluation to support or rule out specific features of program planning.

While few programs had been formally evaluated, the research surrounding these programs demonstrated that peer education models require:

- a planned approach
- an articulation of the theoretical framework and theory of change underpinning the strategy
- a continuous program of training and support for peer educators
- impact evaluation.

This empirical literature was used to inform the design, development, delivery and evaluation of the CASA House peer educator pilot project, with particular attention on reducing the barriers for young men and women to adopt leadership roles in prevention. The design of the project was also informed by recent research highlighting the challenges and dilemmas that peer education presents in the context of sexual assault prevention education (Evans, Krogh & Carmody 2009).

The CASA House peer educator pilot project

The main objective of the CASA House peer educator pilot project was to build the capacity of senior secondary students (aged 16–18) to take a leadership role in the primary prevention of sexual assault. The core part of this role was to play a leadership role in the delivery of SAPPSS student curriculum alongside teachers and school staff.

Executive summary *continued*

The other key objectives of the pilot project were to:

- enable young people to promote non-violent social norms amongst their peers through pro-social relationships and bystander behaviours
- support recent research which recommends that young people – particularly young men – should be provided with achievable goals, continuous mentoring and positive reinforcement for their involvement in violence prevention (Berkowitz 2006; Crooks et al. 2007; Flood 2006) in order to sustain their meaningful engagement.

The peer educator pilot project was implemented in four schools over three years, involving a total of 64 young people as peer educators and a pool of seven school and agency staff as trainers and supporters. The 'peer educator training and development model' was developed in consultation with young people and drama education consultants; it included a conceptual framework, comprehensive trainer's notes, training materials and activities. The model incorporated some principles and materials from the SAPPSS model, but it built separate mechanisms for the recruitment, training and evaluation of peer educators.

Evaluation was embedded in the project design and implementation using an Action Research approach. Project staff sought young people's feedback throughout the project and used it to shape the subsequent stages of project development. Impact evaluation was also conducted immediately after implementation and two years after implementation.

Outcomes

The results of process and impact evaluations demonstrated that the CASA House peer educator pilot project met its main objective. The project effectively built the capacity of 64 senior secondary students to undertake a leadership role in the prevention of sexual assault. The 'peer educator training and development model' included mechanisms for recruitment, training and evaluation; it equipped young people with the communication skills, confidence and leadership techniques to convey their knowledge and understanding of respectful relationships and sexual assault to younger students in the school community.

All peer educators used these skills by participating in at least one session of the SAPPSS student curriculum and demonstrating respectful communication in and out of the classroom.

The impact evaluation showed that the other key objectives of the project had also been met. Peer educators had used their new communication and leadership skills in non-school settings and in the context of their personal relationships during the life of the project. For example, some peer educators became involved in social and community activities to prevent violence, such as conferences and health promotion events. Many also reported that they were applying respectful communication skills more confidently and more consistently in their personal lives and relationships: for example, by speaking up against friends who were demonstrating disrespectful behaviours.

A key enabling factor for the project was the establishment of clear boundaries and clear expectations of young people in a prevention leadership role. By making the peer educator role realistic and manageable, the project reduced some of the personal barriers for young people to take responsibility for an important and serious social issue. These barriers included the risk of becoming overwhelmed or over-burdened with responsibility, or simply being unsure of what actions to take to help prevent sexual violence.

Another key enabling factor for the project was the prior establishment of a whole-school approach to respectful relationships (through the SAPPSS model). It is likely that the schools' prior commitment to preventing violence and its concrete action to promote respectful relationships would have reduced some of the social barriers for young people to take leadership in prevention. These barriers included the potential to become socially isolated from peers as a result of social action, and the risk of being a lone advocate in relation to a sensitive social issue. Further evaluation is required to substantiate this.

The application of new skills in the school setting appears to have allowed young people to also apply respectful communication and leadership skills in their personal lives. Many participants reported better communication with friends, more willingness to object to disrespectful behaviour amongst their peers and more skill in choosing a safe and effective strategy to intervene in potentially violent situations. Further evaluation is required to examine the extent of this transfer and also the factors which facilitated any personal and behavioural shifts.

After a two-year interval at one pilot school, a small group (20 per cent) of peer educators participated in long-term evaluation. They showed that they had retained some of their skills and capacity to be peer educators, better friends and more effective and active bystanders. However, on reflection they felt that the peer educator project should have continued for a longer time period. They also said that the role of school staff needed to be strengthened in the peer educator model to ensure ongoing support, inclusion and mentoring for student leaders within the school community. One school staff member, who was also interviewed at the two-year interval, echoed that collaboration between school staff and peer educators was a necessity and that the CASA House peer educator model should facilitate this.

Conclusion and recommendations

The peer educator pilot project has provided some important lessons and insights for the role of peer educators in prevention education and for the field of respectful relationships education more broadly, which are summarised here:

- Young people are expert learners and have much to contribute to the field of primary prevention.
- Prevention practitioners and schools can optimise young people's leadership in prevention by providing a well-defined and well-supported place for peer educators in broader prevention education.
- There are a range of social and peer-based barriers that young people may perceive and experience in choosing to be pro-active about prevention.
- It is essential that these be addressed in a peer educator model: in particular, for young men who have enormous potential to play a leadership role in prevention but who may face specific gender-based barriers to becoming involved.

In its present form, the SAPPSS whole-school model offers an effective vehicle for the peer educator model to be incorporated into the school community. The SAPPSS model enables schools to build the leadership commitment, support structures and foundation education for peer educators and also guarantees that peer educators can engage in a clearly defined leadership role in a clearly defined classroom structure.

Based on the project evaluation findings and in light of the research base, the following recommendations are made in regard to young people's leadership in the prevention of sexual assault.

The CASA House peer educator training and development model

CASA House recommends:

- That the CASA House peer educator training and development model be further developed to strengthen the role of teachers and school staff and to ensure they are equipped to work alongside peer educators both in and out of the classroom.
- That the CASA House peer educator training and development model be further developed to ensure peer educators are promoted and the peer educator role is publicised across the school community, to maximise their visibility to younger students and to validate their role as leaders.
- That, following these changes, the CASA House peer educator training and development model continue to be incorporated as a permanent component of the CASA House SAPPSS model and offered to schools during later phases of SAPPSS implementation.

Executive summary *continued*

Further evaluation

CASA House recommends:

- That follow-up evaluation is conducted with young people who opted out or did not choose to be involved in the pilot project in order to explore their perceptions of the project and barriers to their involvement.
- That further impact evaluation of the peer educator pilot project is conducted, with a potential focus on:
 - the differing outcomes for young women compared with young men
 - the extent to which peer educators utilise or transfer their skills to their intimate and sexual relationships in the long-term
 - the extent to which the peer educator model has an impact on young people's leadership and involvement in the prevention of sexual assault in their broader community.

Peer education and the prevention of violence against women

CASA House recommends:

- That future peer educator initiatives in the field of violence against women are informed by the following principles:
 - a whole-school strategy
 - collaborative partnership between schools and community agencies
 - consultation with diverse groups of young people
 - mutually reinforcing strategies
 - thorough education, training and support for peer educators
 - school-led sustainability.

Respectful relationships education

CASA House recommends:

- That further research is conducted into the importance of young people's leadership in fostering a sustained and holistic approach to respectful relationships education in secondary schools.
- That a long-term, whole-school respectful relationships education strategy is funded for secondary schools across Victoria as a vehicle for student leadership in prevention.

Introduction

Background: The CASA House Sexual Assault Prevention Program for Secondary Schools (SAPPSS) model

The 'primary prevention' of violence against women is understood as the actions and strategies that aim to stop violence before it occurs by addressing the underlying causes of violence against women (VicHealth 2007). These causes include unequal power relations between women and men, rigid adherence to gender stereotypes, and social norms or community attitudes that condone violence and allow it to continue. Primary prevention is distinct from 'secondary' intervention or 'tertiary' prevention as these latter actions aim to stop violence that is already occurring or mitigate its impact; however, primary prevention strategies generally involve some aspects of secondary prevention to respond to the high rate of violence against women that is already occurring (VicHealth 2007).

Primary prevention of all forms of violence against women – including sexual assault – has gained increasing attention in Australian policy and research over the last decade. In particular, school-based programs have been recognised as a crucial component of community-wide primary prevention strategies for a range of reasons: for example, school-based programs reach young people at a critical developmental stage, they are supported by the broader community and there is a strong evidence base to support their effectiveness (VicHealth 2007; Imbesi 2008a; Victorian Government 2009). Compared with prevention work in other settings (such as local government and sports clubs), at present school-based programs have the longest history of development.

In 2004 CASA House initiated and developed the Sexual Assault Prevention Program for Secondary Schools model (SAPPSS) in partnership with school communities. The SAPPSS model entails a whole-school approach, driven by commitment from the school principal and leadership, to incorporate respectful relationships into curriculum and school culture.

The aims of the SAPPSS whole-school model are to:

- reduce the incidence of sexual assault in school communities
- enhance the capacity of secondary schools to respond to sexual assault
- establish safe environments for young people and school staff to discuss relationships, consent and communication
- enhance young people's understanding of issues related to sexual assault
- enhance young people's knowledge of and access to support.

The SAPPSS model enables secondary schools to achieve these aims through a number of modules and components (see Figure 1), with an explicit focus on building the skills and capacity of staff, students and school leaders to address respectful relationships and sexual assault. The model also enhances their capacity to work together to develop an environment in which respectful behaviours, respectful relationships and non-violent social norms are more strongly encouraged and reinforced. The model is implemented over several years and through several phases that build school ownership of the model and its outcomes. This continuous process is supported by a long-term partnership between the school and CASA House.

The CASA House peer educator pilot project was developed and trialled in 2007–2009 with a view to incorporating it as a permanent component of the overall CASA House SAPPSS model.

Introduction *continued*

Figure 1: The CASA House Sexual Assault Prevention Program for Secondary Schools (SAPPSS) model



Evaluation of SAPPSS student curriculum

The SAPPSS student curriculum incorporates a wide range of evaluation methods. These include pre- and post-program surveys, in-class quizzes, post-program focus groups and individual interviews. Evaluation has been conducted at all stages of the student curriculum, including:

- Before, during and immediately after curriculum
- Medium term: six months after curriculum
- Long term: one to two years after curriculum.

The results of ongoing evaluation have suggested that the SAPPSS student curriculum has a positive impact on young people's knowledge, awareness of and ability to discuss issues related to respect, consent and sexual assault (Imbesi 2008a). The evaluation also demonstrated that this impact is sustained when the whole year level participates in the program and where there are other initiatives operating at the school to support positive changes, such as ongoing staff training and school policy development (Imbesi 2008a). In particular, the SAPPSS student curriculum was most effective when:

- Teaching and support staff are provided with specialised training and resources relating to sexual assault prevention education.
- Structures are in place in school to support reinforcement of the student program key messages and to encourage peer-based discussion and learning.
- Respectful relationships and open communication are visibly modelled and rewarded throughout the school community.

Young people and sexual decision-making

One of the foremost findings from the SAPPSS student evaluation was that young people felt that there were strong social norms and social pressures governing their behaviour around sex, relationships and consent. Peer expectations and normative gender roles had a powerful influence, for example, on whether young men chose or felt able to communicate with their sexual partner and to ensure their partner was freely agreeing to sex (Imbesi 2008a). These factors also impacted on young women's ability to communicate in sexual situations – namely, to give or request explicit verbal consent or to express non-consent to sex. In most of the scenarios discussed in the focus groups, young people identified that fear was a significant barrier to engaging in sexual communication – that is, fear of judgement by partner, friends and broader peer group. This fear seemed to operate in complex ways, depending on the relationship between sexual partners and the role of the individual in their peer group, and seemed to inhibit young men in different ways to how it inhibited young women.

Another important finding was that young people, despite having knowledge of sexual assault-specific and other general support services, were still more likely to seek personal support from friends, family and other trusted and known people than to contact an external service, even when it was understood that the service could provide confidentiality. In particular, in relation to issues of gender, relationships and sexual consent, young people reported a strong value attached to the views, opinions and experiences of people who are close to their own age group and are either connected to or understand their context and community (Imbesi 2008a).

Introduction *continued*

What is required for behaviour change?

It is well established that the primary prevention of sexual assault and promotion of respectful relationships requires changes in behaviour, skills and decision-making – not just attitudes or knowledge (Flood, Fergus & Heenan 2009). Behaviour change is required at the level of personal and intimate relationships, such as more men engaging in respectful sexual relations, as well as at the social and community level, such as more people actively promoting non-violent social norms amongst their peers.

It is also well established that change in behaviour and decision-making cannot result from increased knowledge, understanding or awareness alone. Behaviour change requires the development of skills, practice in using these skills, the presence of role models and a social environment that supports and rewards respectful behaviour and choices over non-respectful behaviour (Flood, Fergus & Heenan 2009).

In effect, social norms play a clear and significant role in shaping people's moment-to-moment choices and decisions; in fact, the presence of respectful and non-violent social norms is identified as a key factor that inhibits the perpetration of violence against women (VicHealth 2007).

In the context of preventing violence against women, including sexual assault, it is understood that the social structures are also significant; the presence of structural and institutional gender equality is also identified as a key factor that inhibits the perpetration of violence against women (VicHealth 2007). Structural changes – for example, in power relationships, organisational culture and gender equity – are particularly important if behaviour change is to be sustained in the long term.

Through the delivery of the key components listed in Figure 1, the CASA House SAPPSS model aims to provide:

- foundation knowledge for middle school students on respectful relationships, sexual consent and sexual assault
- basic skills for middle school students in conducting respectful communication and relationships

- support for cultural shifts in the school community towards non-violent norms, among staff, students and school leaders
- support for positive role modelling by school staff.

However, the SAPPSS model in its present form lacks the capacity to:

- provide in-depth skills and training for students to conduct respectful sexual/intimate relationships
- directly influence peer cultures and social norms
- provide rewards and reinforcements for positive and respectful behaviour at the level of intimate relationships and friendships.

Through the delivery, evaluation and ongoing development of SAPPSS it was understood that senior school students would be well positioned to provide a positive influence on social norms and to encourage respectful behaviours and choices amongst their peers. However, it was recognised that they would require training, mentoring and support to fulfil this role particularly as it may require them to challenge social norms within personal relationships and also within the school community.

Young people initiate the peer educator pilot project

During 2006, young people participating in SAPPSS student evaluation made two important suggestions that led to the peer educator pilot project.

Firstly, they indicated that their learning about sexual assault within the six-week SAPPSS student curriculum would have been greatly enhanced if there had been peer educators involved alongside school staff and CASA House educators. They specified that the peer educators should ideally be of a similar age to themselves but a little older; be more knowledgeable about the issues of sex, relationships and sexual assault and be trained to deliver education sessions; and also be people who know of and are connected to the school community (Imbesi 2008b).

“We are seniors, we’ve had experience...getting us to talk to the younger students, supporting them and letting them know what’s right and what’s wrong through our experiences and trying to prevent as much as we can...that’s better than getting a teacher to talk to them.”

(Young woman, aged 16)

“Someone that’s been through with it... Like in the consent stage, like asking for consent...Someone your own age – that would be better.”

(Young man, aged 17)

“We need to create a support system of people they can talk to or people they know will understand the situation because they’ve done the classes.”

(Young woman, aged 16)

“Guys need to hear this from experienced people – maybe people of the opposite sex and similar age – maybe one of the year 12 girls could go into a boys group and explain, this is how it is for girls.”

(Young woman, aged 16)

Their second suggestion was that, following their participation in the six-week student curriculum and their now enhanced ability to discuss the issues, they wanted to consolidate their understanding through some follow-up training or education. As an additional step, they would like to have the resources and support to take leadership and personal action to support the prevention of sexual assault (Imbesi 2008b).

On the basis of these suggestions, in 2007 CASA House gained funding support from School Focused Youth Service, Moreland City Council and VicHealth to commence a pilot project with four of its SAPPSS partner schools and to build an effective peer educator model.

The project is referred to as the ‘CASA House peer educator pilot project’ throughout this report.

Literature review

Scope of this literature review

There is considerable current research that focuses on: (1) the primary prevention of violence against women and (2) the role of education and schools in prevention. On the basis of this evidence, researchers have established good practice criteria and frameworks for effective prevention education (for example, VicHealth 2007; Imbesi 2008a; Flood, Fergus & Heenan 2009; Carmody et al. 2009). There is broad agreement in this literature about the essential features of respectful relationships education models; these are:

1. A whole-school or whole-community approach.
2. A program framework and logic.
3. Effective curriculum delivery.
4. Relevant, inclusive and culturally sensitive practice.
5. Impact evaluation (Flood, Fergus & Heenan 2009).

This evidence base for respectful relationships education is important background research for the current literature review.

In addition, there is considerable research and empirical literature about the role of 'bystanders' in relation to violence against women and especially sexual assault; in particular, there has been a suite of research activity conducted by Victoria L. Banyard and colleagues over the last several years (for example, see Banyard et al. 2004). In this context, 'bystanders' are defined as the individuals who observe violence or witness the conditions that perpetuate violence (such as rigid gender stereotypes) and because they are not directly involved but have the choice to intervene, speak up or do something about it.

Bystander-related research is relevant to the current literature review because peer education programs are often designed to directly or indirectly increase the willingness and capacity of people to take pro-social bystander action. The evidence review by Powell (2011) provides a thorough overview of research relating to bystanders and the prevention of violence against women. This research is also considered as an important background to the current literature review.

However, the focus of the current literature review is on programs and research relating specifically to young people, peer educator models and the prevention of violence against women in Western, contemporary settings. Some reference is also made to peer educator programs at tertiary colleges and universities and those relating to broader sexual health education.

The role of friends and peer groups in young people's lives...

The peer group becomes a key reference point during adolescence (Shiner 1999, cited in PADV 2000: 42)

'Peers' can be defined as those members of young people's communities who are of similar age and social position and are non-family and non-parental figures. Interaction with peers occurs in many forms and settings, including close friendships, intimate relationships, social and community groups, acquaintances, online and in classrooms. Recent research in Australia and other Western countries suggests that peers provide strong reinforcement for young people's behaviour and choices – perceived as both positive and negative – and that peers are among the most sought and trusted source of personal help and support for young people (Hird & Jackson 2001; Mills 2001).

In its sixth consecutive National Survey of Young Australians, Mission Australia (2007) reported on the main concerns of and sources of personal support for over 29,000 young Australians aged 11–24. The report stated that 'friends' were the main source of support and advice for 86 per cent of respondents – more than parents, relatives/family friends and the internet – and this had been a consistent result in previous surveys (Mission Australia 2007: 14). This report also identified that sexual abuse was one of the four primary issues of concern for young people, as well as body image, the environment and mental health issues.

The Body Shop's survey of community attitudes and understandings of relationship abuse (2006) suggested a gendered dimension to young people's help-seeking behaviour. While young people overall suggested parents, domestic violence services and police as primary sources of help around issues of relationship abuse, young women preferred to tell female friends at a significantly higher rate than young men (The Body Shop 2006: 24).

In a tertiary-college-based study in the USA, Stein (2007) identified the significance of environmental variables in determining young men's willingness to intervene in situations of potential sexual assault and in particular the role of their friends and peers. This study found that college-age young men's perceptions of their close friends' attitudes toward sexual violence strongly affected their own personal willingness to be involved in the prevention of rape. Personal beliefs, the presence of peer educators in the community and perceptions of close friends' beliefs were found to be strong predictors of young men's own beliefs about and willingness to prevent rape. This study did not examine young men's willingness to engage in social action or activism to promote respectful relationships and social norms; rather, there was an explicit focus on physically or verbally intervening in a situation where sexual assault was about to or was occurring.

The finding that young men's close friends and peer educators in the community play an important role in their judgement and decision-making is significant. The participants frequently perceived that their peers' readiness to prevent sexual violence was lower than their own; they also commonly believed that their peers held more 'rape-supportive' attitudes than their own (Stein 2007). Importantly, it was young men's perceptions of their friends' attitudes that was powerful here, and not necessarily their friends' actual expressed beliefs or values.

Current research suggests a strong role for peers in young people's decision-making in sex and relationships. Carmody and Willis (2006) found that for young people aged over 12, peers and friendship groups – as opposed to parents, teachers or family – play a central role in shaping beliefs and values around sex and relationships

and that these peer groups are "powerful sites in reinforcing or challenging gender expectations about relationships and sexual intimacy" (Carmody & Willis 2006: 35). In terms of relationships and sexual decision-making, Cornelius and Resseguie (2007) discuss the importance of prevention programs that address the key forces in adolescents' social context and point especially to peers and peer culture. A number of additional studies have concluded that a range of social and gender-based pressures can influence young people's sexual decision-making and their capacity to engage in respectful sexual relationships, and that sexual assault prevention programs need to address the influence of peer relationships in mediating the gender-based pressures and stereotypes (see, for example, Blanc 2001; Imbesi 2008b; Hird & Jackson 2001; Powell 2005).

...and the vital role of adults, leaders and the social environment

While the role of friends and peer relationships is critical, social norms and structures are also influenced by leaders and powerful people within a social environment. Indeed, there is clear consensus in recent literature and policy frameworks that effective school-based primary prevention requires a whole-school or whole-of-community approach driven by leaders and decision-makers (VicHealth 2007; Flood, Fergus & Heenan 2009; Victorian Government 2009).

In relation to bystander behaviour, social psychology points to the critical role of social norms, attitudes and contextual factors in determining whether individuals choose to intervene in violent situations or choose not to. Latané and Darley (1969) found that the mere presence of other bystanders led to a 'diffusion of responsibility' and reduced the likelihood of individuals offering assistance to people in emergencies. Other research has demonstrated that it is not only the presence of other people that influences bystander behavior, but also the perceived social norms about responsibility, violence and intervention (see, for example, Clarke 2003).

Literature review *continued*

In relation to young people specifically, Berkowitz (2006) discussed the need to foster larger environmental change and shift pro-violence norms, rather than expect young people to shift their attitudes and behaviours in opposition to prevailing social norms. This is also important because sexual and other forms of violence against women are not only prevalent among young people – they are also prevalent amongst adults and frequently perpetrated by adults against young people.

In relation to secondary school shootings, bullying and other violence, US researchers have shown that students are more likely to intervene in potentially violent situations if their teachers are consistently and actively modelling pro-social behaviours and bystander roles (Twemlow et al. 2004). The researchers conclude that whole-school approaches are vital to ensure the 'social architecture' is in place to encourage and demonstrate respectful and pro-social behaviour and to discourage the opposite.

Prevention programs need to ensure that the necessary incentives, role models and reinforcements are provided to enable positive cultural shifts across the social environment, and adults and leaders can play a crucial role in providing this. This structural or contextual approach is also consistent with the structural feminist understanding of sexual assault and approach to prevention. In this framework, social and structural gender inequality are understood to be causes or determinants of sexual assault; therefore, the primary prevention of sexual assault must address the context or take an 'ecological' approach, must engage local leaders and must aim to shift social structures (Imbesi 2008b; VicHealth 2007; Victorian Government 2009).

Tried and not tested? Suggested models for peer educator programs

A range of peer educator programs have been developed in Victoria and internationally to prevent violence against women. In this section we examine some recent examples that were selected because they had a focus on preventing violence against women, involved school-based programs, trained young people to be peer educators (that is, not peer mediators or counsellors) or some combination of these features.

It is worth noting that the majority of such programs in secondary schools involved peer educators aged 18 and over and who are not directly connected to the target students' community; this is a significant point of difference to the current pilot project.

In Victoria, in the area of sexual assault prevention and other sexual health issues, a number of programs involve university-aged/older people who are specifically trained to provide one-off workshops in schools. Examples of this are: the *PEER (Promoting Equal and Empowering Relationships)* project at West CASA; the Respect Protect Connect program jointly coordinated by Women's Health in the South East (WHISE) and South East CASA (SECASA); and Family Planning Victoria's various sexual health programs. The formal evaluation of *Respect Protect Connect* (Fergus 2006) suggested a generally positive immediate impact on young people's understanding and perception of violence against women and respect in relationships; however, this evaluation did not assess long-term outcomes and could not conclude whether the peer educators' involvement was the feature which produced positive outcomes in the short term.

In the USA, some peer-based programs in tertiary education settings have been implemented where peer educators are directly connected to the students' or learners' community. Foubert et al. (2007) reported on medium-term outcomes of *The Men's Program*, offered to university-age young men on their campus. One-off sessions were presented by trained peer educators of similar age to the young college men and were focused on developing empathy for female victim/survivors of sexual assault. Respondents reported attitude and behaviour change in relation to the perpetration of sexual violence; this was reported both immediately after and again seven months after the *The Men's Program*. However, Foubert et al. (2007) point out that the results rely on men's self-reporting of attitudes and behaviours and may not represent actual changes in their understanding of what constitutes sexual violence or any changes in their attitudes sustained over time. This has been the subject of considerable debate in relation to the effectiveness of *The Men's Program* as a peer educator model.

In another tertiary campus-focused study, Lonsway et al. (1998) found some lasting effects of a rape reduction program using a peer-based model. *CARE (Campus Acquaintance Rape Education)* was a semester-long program involving trained peer facilitators delivering rape prevention education workshops. In their immediate evaluation, Lonsway et al. (1998) found that *CARE* participants were more willing and able to express and assert their needs and this was interpreted to have led to enhanced sexual communication. However, it was unclear whether this change followed any gendered patterns or whether the changes were observed amongst trained peer educators or workshop participants, or both. In an evaluation conducted two years after the original program, *CARE* participants were less accepting of 'cultural rape myths' than their peers who did not participate in *CARE*; however, it was not clear how the peer education element had contributed to this result (Lonsway et al. 1998).

Still in the USA, McMahon and Herman (2004) recently conducted an evaluation of a peer educator-led project called *SCREAM (Students Challenging Realities and Educating Against Myths)*. *SCREAM* is a theatre-based program at a university campus which enables college-age students to lead interactive theatre workshops focused on the prevention of sexual assault and also to lead in-depth discussion with audience members following the performances (McMahon & Herman 2004). Evaluation participants included current and former peer educators who had been actively involved in *SCREAM* for at least one year. The study had a specific focus on how the peer educators themselves were affected by their involvement in prevention work and also how their involvement impacted on social interactions with their peers outside of the actual *SCREAM* sessions and programs.

Overall, McMahon and Herman (2004) found that peer educators' involvement in the program had a significant impact in three important areas: peer educators' own awareness and understanding of intimate partner violence; peer educators' own behaviour, attitudes and choices in intimate relationships and other relationships around them; and the increased recognition peer educators experienced of being advocates, role models and resource points within their community, especially amongst same-age peers. Importantly, in this evaluation, participants reported effects from the program at several levels of prevention; that is, while they reported instances of actively supporting a victim/survivor of sexual assault, they also reported instances of questioning their own behaviour and ensuring they were acting respectfully in relationships. In particular, several male participants described instances in which they had challenged friends and peers in relation to violence against women and also in which they had tried to be more attentive and careful with their own intimate partners. A key aspect of this program was the high visibility of the peer educators, both during the performance sessions and in the local community.

Peer education and health promotion in secondary schools

Peer education programs are becoming more popular within secondary schools and the broader youth and community sectors, having perhaps originated during the expansion of drug/alcohol and also HIV-AIDS prevention programs and more recently being applied in other health promotion programs (Turner & Shepherd 1999). However, it is not yet clear that such models directly or definitely support positive change in young people's behaviour, choices and decision-making; indeed, some authors argue that peer education models are being implemented more commonly, on the basis of being a more effective and efficient means of reaching program goals, without sufficient theory, evaluation or evidence to support this notion (Turner & Shepherd 1999).

Literature review *continued*

In 2000, at the conclusion of an Australia-wide program, Partnerships Against Domestic Violence published a report on several young people-focused initiatives and identified peer education as one of four models of best practice for effective prevention of violence against women (PADV 2000). The report identified some of the common strengths of those peer education projects, including a focus on developing peer educators' knowledge and skills; provision of ongoing training, debriefing and support for peer educators; and the development of collaboration and partnerships between agencies (PADV 2000). It is important to note that none of these projects took place in the context of a larger whole-school or continuous approach and that the programs were often delivered to only a selected or at-risk group of young people (as opposed to being targeted universally or involving whole year levels).

The peer educators' own direct experiences of violence was seen as a positive factor in the programs; however, it was not clear how this was managed or how younger participants experienced this (PADV 2000). Much of the evaluation of these projects had been focused on the peer educators themselves and not the younger learners, and no long-term evaluation was reported. Nevertheless, the report recommended a number of key questions to consider in the design and implementation of peer educator programs with a particular focus on planning and clarifying the approach prior to implementation.

In 2007 a pilot project in Western Australia included a peer educator component in a school-based violence prevention program (WCDFVS 2007). This project included an education program for students and school staff to raise their awareness about relationship violence and in particular family violence. A small group of senior students were then trained as peer educators who went on to initiate and deliver activities and presentations to other students within the school that would build on the original education program. Interestingly, young people who identified as victim/survivors of sexual or family violence were excluded from the peer educator training and were instead designated to a background advisory role for the project. This decision was made in order to prevent victim/survivors from being distressed and to ensure they were not put in a position of disclosing personal information in public settings.

The results of the immediate evaluation of the pilot project showed: an enhanced awareness about violent behaviours and in particular an increased awareness or understanding that violence includes non-physical behaviours; shifts in attitude away from victim-blaming and in some areas towards indecision which may represent the disruption to current knowledge which is required for new learning; and increases in the number of disclosures related to family and dating violence and request for personal support (WCDFVS 2007). These changes were attributed to the combination of the original education program and the additional interventions provided by peer educators.

The challenge of peer education in preventing violence against women

The evaluation of CASA House SAPPSS student curriculum highlighted that the majority of respondents aged 13–17 chose to first confide in their friends about issues relating to sex, relationships and sexual assault, and would talk to their friends before talking to parents or other adults (Imbesi 2008b). One of the other findings from the evaluation was that young people, despite having increased knowledge of sexual assault and other generalist support services, were still more likely to talk to friends, family and other trusted and known people than contact an external service, even when it was understood that the service could provide confidentiality. For the majority of the young people involved in the evaluation, friends are the first and most trusted point of contact, before parents, family members and teachers/counsellors at school.

In relation to gender, sexual consent and sexual decision-making, young people reported a strong value attached to the views, opinions and experiences of people who are close to their own age group and are either connected to or understand their context and community. During the interviews, young people articulated that slightly older students who are a little more experienced and knowledgeable about the issues and have received training – and also have an ongoing connection to their school community – are best placed to provide peer education and also well placed to influence the social norms that shape peer relationships (Imbesi 2008b).

In a review of contemporary sexual assault prevention education in Australia, Evans, Krogh and Carmody (2009) identified the involvement of peer educators as a key challenge for prevention education. In particular, it was identified as a key issue for consideration in selecting a pedagogical approach for working with young people, and whether young people should be viewed as experts or expert learners. Although prevention practitioners could describe the merits of young people's involvement and leadership in prevention education, there were also problems and limitations identified, such as peer educators being under-prepared and under-resourced to undertake a peer educator role (Evans, Krogh & Carmody 2009). In addition, there were ethical issues to consider including the potential for peer educators to become targets of peer violence or peer educators becoming 'burdened' with an unacceptable level of personal responsibility or expectation to support others. The researchers articulated the challenge for prevention education programs to recognise the complexity and potential weaknesses of a peer educator model and to ensure the models are adequately resourced and supervised (Evans, Krogh & Carmody 2009).

Summary and conclusion:

The next steps

This literature review has highlighted some of the school and college-based peer education programs that exist to prevent violence against women.

While few programs have been formally evaluated, the research surrounding these programs has demonstrated that peer education models require:

- a planned approach
- an articulation of the theoretical framework and theory of change underpinning the strategy
- a continuous program of training and support for peer educators
- impact evaluation.

These findings informed the design, development, delivery and evaluation of the CASA House peer educator pilot project, as described in the following sections.

Overview of the CASA House peer educator pilot project

Objectives

The main objective of the CASA House peer educator pilot project was to build the capacity of senior secondary students (aged 16–18) to take a leadership role in the primary prevention of sexual assault. The core part of this role is to support school staff in the delivery of the SAPPSS student curriculum.

The other key objectives of the pilot project were:

- to enable young people to promote non-violent social norms amongst their peers through pro-social relationships and bystander behaviours
- to support recent research which recommends that young people – particularly young men – should be provided with achievable goals, continuous mentoring and positive reinforcement for their involvement in violence prevention (Berkowitz 2006; Crooks et al. 2007; Flood 2006) in order to sustain their meaningful engagement.

The findings of the project were also likely to contribute to the evidence base pointing to the role of student leadership in fostering a sustained and holistic approach to respectful relationships in secondary schools.

It is anticipated that the secondary outcomes of the project might include:

- development of a model for engaging young people in the primary prevention of sexual assault, at both the personal and social levels
- collection of further evidence to support the primary prevention of sexual assault.

The project implementation and analysis were also likely to point to some potential future directions for respectful relationships education in schools.

Scope of the peer educator role

On the basis of young people's input and the findings of the literature review, it was determined that the peer educator role would entail two key responsibilities for young people:

1. In-session role: Assist with discussion and activities in the SAPPSS student curriculum.
2. Out-of-session role: Be identified within the school community as a source of information and contact for issues related to SAPPSS student curriculum (i.e. relationships, consent, sexual assault).

Senior students were engaged in a 'peer educator training and development model' to equip them to fulfil the dual peer educator role in their school community. The project also engaged senior students in impact evaluation in the form of Action Research, as detailed below. In summary, peer educators were expected to participate in the training and development model, to undertake a leadership and support role within the existing SAPPSS student curriculum at their school and to provide feedback about their experience of the project.

On the other hand, there were some functions and behaviours that were not built in to the peer educator role. Peer educators were not expected to lead classes in the SAPPSS student curriculum sessions without the presence and guidance of SAPPSS-trained school staff. Equally, they were not expected to provide counselling or ongoing support for their peers or for individual students.

During the pilot project, peer educators were not expected to engage in community mobilisation or activism outside of the SAPPSS initiatives, although this may have been something they chose to do.

Finally, it is important to note that the peer educator pilot project was only implemented in schools that were in phase three or four of the whole-school SAPPSS implementation process. This would ensure that peer educators were part of a whole-school approach to prevention and had access to the necessary support. It also ensured that the project was part of a multi-level, multi-faceted strategy to prevent violence against women, as this is recommended as best practice (Imbesi 2008b).

Evaluation of the pilot project: Immediate and long term

The purpose of the pilot project evaluation was to:

- gauge the impact of the peer educator training model on participants
- monitor any changes in their skills and knowledge
- identify any weaknesses in the training and development model that limit young people's uptake of peer educator skills or roles
- gain peer educators' feedback about the project and incorporate this into future initiatives.

The principles and methods of Action Research were incorporated into the project methodology because the project was developmental in its purpose (Wadsworth 1998). Within this framework, and within this report, evaluation is referred to as *process evaluation* where it examines participant satisfaction and suggestions, and *impact evaluation* where it examines participants' learning, skill development and application of learning. The process and impact evaluations which were conducted during and immediately after the peer educator training looked at what the training and pilot project had achieved in the short term.

To investigate project outcomes in the longer term, follow-up impact evaluation was conducted after two years. This follow-up evaluation aimed to find out:

- The extent to which young people had used their peer educator skills or knowledge beyond the time of their involvement with the pilot project.
- Any changes or suggestions the young people could make in hindsight, to improve future peer educator initiatives.
- Any unintended outcomes over time.

This project used two key evaluation methods:

1. written surveys
2. focus groups.

These methods were selected because: they are consistent with the evaluation methods used in other parts of the SAPPSS model and had been shown to provide a sound analysis of program outcomes; the school and project staff were able to administer them during the project with minimum disruption to students' classes and other commitments; they provide a suitable range of data to fulfil Action Research purposes.

Feminism, young men and the peer educator pilot project

The involvement and leadership of men, young men and boys is crucial in the movement to prevent men's violence against women (Victorian Government 2009); however, men's involvement also presents a range of issues and tensions for this movement. Pease (2008) argues it is essential that men – including young men – who become involved in violence prevention are accountable to women and to the feminist movement to ensure that the processes to prevent violence do not at any point reinforce patriarchal power relationships; rather, all aspects of men's involvement should model respect for women and their interests and actively challenge male privilege at the individual, social and institutional level.

In the CASA House peer educator pilot project, young women and young men were only invited and expected to participate as leaders and activists against sexual assault on the condition that the school staff and leaders in their school community were doing so, and were doing so in a way that is consistent with a feminist analysis of sexual assault – in other words, on the condition that the school community was already engaged in respectful relationships education through the implementation of the SAPPSS model. This, it was hoped, would ensure the project's processes and outcomes were consistent with the goals of gender equality and structural change. For example, it would avoid creating a situation where young people were positioned as lone anti-violence advocates in their peer group or school community.

Following this, we also hoped to minimise the negative social costs for young people and young men in particular who take a visible anti-violence stance in their community (see discussion in Berkowitz 2006; Crooks et al. 2007) and also to provide a pathway for young men to meaningfully engage in the prevention of violence against women.

Method

Project delivery schedule

The pilot project was delivered in four schools over a period of three years, as outlined in Figure 2 below.

Figure 2 – Project delivery schedule

	Previous to peer educator pilot project (2005–6)	Semester 1 2007	Semester 2 2007	Semester 1 2008	Semester 2 2008	Semester 1 2009	Semester 2 2009
School 1							
School 2							
School 3							
School 4							

Legend

- SAPPSS student curriculum established/delivered
- Peer educator recruitment, development and training
- Peer educators' participation in SAPPSS student curriculum + immediate evaluation
- Long-term evaluation of peer educator pilot project

Step 1: Peer educator training and development model

The peer educator training and development model involved the following key stages:

1. Foundation education: Participation in and evaluation of SAPPSS student curriculum
2. Recruitment and engagement of peer educators
3. Training
4. Fulfilment of peer educator role
5. Evaluation of peer educator model.

The foundation education component (point 1 above) was a prerequisite for schools to participate in this project and was also a prerequisite for young people to participate in the training and development model. Refer to the Introduction section for more information about this curriculum.

The recruitment of peer educators (point 2 above) was a mix of self-nomination and school selection. Following their participation in SAPPSS student curriculum and evaluation, young people were invited to register their interest in the peer educator pilot project. Some schools nominated young people who they felt would be most suitable for the project; however, the expression of interest was also open to others so that there was a diversity of young people involved. Those who expressed interest were invited to an information session about the project, and from there they were allowed to decide whether to make a commitment to the project.

Figure 3 (below) provides an overview of the peer educator training and development model. The training itself involved a combination of three key components:

- a. core training elements
- b. preparation to be involved in the SAPPSS student curriculum
- c. observation of student program sessions, including reflection and debriefing.

The training for peer educators (stage 3 above) aimed to:

- demonstrate the expectations and boundaries of the in-session peer educator's role
- demonstrate the expectations and boundaries of the out-of-session peer educator's role
- build young people's skills, knowledge and confidence to fulfil the peer educator's role.

The skills required for the peer educator role included:

- self-reflection
- verbal communication, including open-ended questions, reflective listening and paraphrasing
- capacity to reflect on power relationships in the classroom and amongst peers
- strategies to assist younger students' learning and discussion
- ability to identify situations where there is potential harm for themselves or others and strategies to intervene in these situations safely and effectively
- consolidation of knowledge relating to consent, relationships and sexual assault.

All training sessions and materials were developed by CASA House in consultation with theatre/drama specialist Trent McCarthy & Associates. The purpose of this consultation was to ensure the sessions and activities allowed young people to engage in experiential learning and to ensure the training built on young people's creativity and ideas. The resulting sessions and activities were largely interactive, involved mixed pedagogies and were suitable for mixed gender groups.

The materials and resources to deliver the peer educator training and development model are documented in the *CASA House Peer Educator Training Manual*. The Manual is not included in this report because it requires further testing and development.

A sample training session plan is included in Appendix A1 of this report.

Method *continued*

Figure 3 – Peer educator training and development model

Pre-training requirements:		
1) Foundation education: Participation and evaluation of SAPPSS student curriculum		
2) Recruitment and engagement of peer educators		
3) Training (generally delivered in 3–4 sessions over 3–4 weeks)	Key component	Purpose
	(a) Core training elements	These activities are essential foundations for peer educator training and are included in every training course. They allow examination of key concepts (such as power, communication and control) and provide a basis on which an understanding of the peer educator role can be developed.
	(b) Preparation to be involved in SAPPSS student curriculum	These activities allow peer educators to become more familiar with the goals and content of curriculum activities and to develop confidence to participate in meaningful ways. The worksheets and handouts are designed to be added to during training and then used by peer educators as a resource during program sessions.
	(c) Observation of curriculum sessions	Following completion of training sessions, peer educators have the opportunity to watch and listen to the actual student program and become familiar with the format and atmosphere of the sessions . They do not participate in these sessions at all; rather, they sit outside the circle and complete worksheets based on their observations. However, staff facilitating the sessions may wish to introduce or acknowledge the peer educators' role. Peer educators were engaged in reflection and debriefing following their observation of the classroom sessions.
Post-training requirements:		
4) Fulfilment of peer educator role		
5) Evaluation of peer educator model		

Step 2: Immediate evaluation of peer educator pilot project

Evaluation was conducted during the training and development process and also immediately after peer educators carried out their role in the SAPPSS student curriculum. The evaluation was conducted using a number of tools:

Process evaluation	Impact evaluation
Survey 1	Focus groups
Survey 2	Survey 3

The following sections describe the purpose, design and implementation of each evaluation tool.

Survey 1

The aim of Survey 1 was to determine whether the objectives of training session 1 were met. Refer to Appendix A.

The first part of this survey (i.e. "Write down your questions about being a peer educator") was designed to record the questions and uncertainties young people held when they arrived at the training. By this time, they had attended some introductory meetings about the project but may have been unsure about the actual peer educator role. Hence all participants completed the first part of the survey immediately before the first training session.

Participants completed the second part of the survey at the end of the training session. This second part of the survey entailed eight evaluative questions, including one that asked them whether their pre-session uncertainties about the peer educator role had been reduced. This question allowed trainers to assess how well the boundaries of the role were being communicated in training and also allowed them to design the later training sessions.

During the early stages of the pilot project, participants' feedback from Survey 1 was used to make minor adjustments to the delivery of training sessions in other pilot schools.

Survey 2

The aim of Survey 2 was to determine whether the objectives of training session 2 were met.

Refer to Appendix B.

Participants completed this survey at the end of the training session. The survey included seven evaluative questions to gain feedback about participants' level of engagement in the session. The questions also tracked participants' understanding of the boundaries of the peer educator role and their confidence and willingness to undertake the peer educator role.

During the early stages of the pilot project, participants' feedback from Survey 2 was used to make minor adjustments to the delivery of training sessions in other pilot schools.

Focus groups

The aim of the focus groups was to examine participants' learning and experiences during their involvement in the peer educator training and development model and their perceptions of any changes resulting from their involvement. Refer to Appendix C.

The focus group questions were designed to prompt open-ended discussion about participants' experience of and contribution to the project. For example:

- Has the peer educator program given you any other skills you didn't have before?
- Do you feel you are contributing something meaningful to the SAPPSS program?
- How has your sense of connection or belonging within the school community changed?

The focus group questions also included six scenarios in which there was opportunity for young people to intervene as bystanders or as peer educators. Participants were asked to suggest ways they would respond to the people involved in the scenario and to explain why they would choose this response. For example:

"While you are walking to your locker you see a couple of guys you know backing a year 8 girl into a corner. They are laughing but she looks a bit scared. As a peer educator, what would you say or do?"

Method *continued*

“During the program, you have been noticing that there is one guy who doesn’t say much in class and is always the first to leave. When the next group activity comes up, you notice that the teacher has put him with a group of guys who usually tease him. If you were a peer educator in this group, what would you do?”

In total, there were over 20 questions that focus group participants could choose to answer in any order they preferred.

Focus groups were conducted by the pilot project trainers (i.e. CASA House and school staff) and took place during normal class time in mixed gender. Participation was voluntary and group sizes ranged from three to 15 young people.

Each person in the group was given a copy of the questions and they could respond to any questions they felt comfortable to answer, in any order, but the trainers ensured that everyone in the group responded to at least one question.

In three of the four schools, focus groups were held within four weeks of young people completing the training and development model and carrying out the in-session peer educator role. These groups involved a sample of the peer educators but not all of them (see Figure 5 Young people’s participation in project evaluation, p. 38).

In School 3, a further survey was used to replace focus groups due to time constraints (see below).

All focus group discussions were digitally recorded and transcribed by CASA House staff. Key themes were identified as they related to the project objectives; however, new and emerging themes were also identified.

Participants often provided feedback on the focus group questions themselves; for example, slight changes to wording or scenarios to make them more realistic. This feedback was used to make minor adjustments to the use of focus group question in other pilot schools.

Survey 3 (only used in School 3)

In School 3, Survey 3 was used to replace focus groups due to time constraints. The aim of this survey was to examine participants’ learning and experiences during their involvement in the peer educator training and development model and their perceptions of any changes resulting from their involvement. Therefore the questions in this survey largely mirrored content of the focus group questions. Refer to Appendix D.

Participants completed this survey during a celebration lunch held for participants and school staff one week after the peer educator model was completed.

The survey results were collated by CASA House project staff. Key themes were identified as they related to the project objectives; however, new and emerging themes were also identified.

Step 3: Long-term evaluation of peer educator pilot project

The aim of this step in the project was to explore:

- The extent to which young people had used their peer educator skills or knowledge beyond the time of their involvement with the pilot project.
- Any changes or suggestions the young people could make in hindsight, to improve future peer educator programs.
- Any unintended outcomes over time.

Schools 1, 2 and 3 were invited to participate in the long-term evaluation process during 2009. These partner schools had implemented the pilot peer educator project in 2007–08. They were recognised as appropriate targets for long-term evaluation because 12–24 months had passed since the pilot project. School 4 was not invited to be part of this process because the school was still implementing the peer educator training and development model.

However, only School 2 was able to participate in the long-term evaluation. At School 2, the pilot project had been implemented in Semester 2, 2007 with year 10 students (aged 14–16). Therefore, two years had passed since the implementation and the students were now in year 12 (aged 16–18).

Former peer educators self-selected to be involved in the long-term evaluation process. A total of seven young men and six young women volunteered to participate in the process as well as one staff member.

The long-term evaluation process was designed by CASA House staff in consultation with experts in the field of violence prevention and evaluation. The consultant who was most involved in this process was Dr Michael Flood, who at that time was employed by VicHealth/La Trobe University as Research Leader for Preventing Violence Against Women. Following this consultation, it was decided that the long-term evaluation process would entail:

- two repeat focus groups for the peer educators
- one semi-structured interview with the school staff member.

For the focus groups, a set of 12 questions was developed in order to open the discussion with young people but allow them to direct the discussion. These questions also reflected some of the evaluation questions used during 'Step 2 – Immediate evaluation'. Refer to Appendix E.

For the semi-structured interview, a set of six questions was developed to explore the staff member's experiences of and recommendations for the peer educator project. The staff member was a leading teacher in the original SAPPSS program and had been involved in the implementation of the pilot peer educator project over a two-year period. Refer to Appendix F.

The interview was conducted by a CASA House Project Worker and ran for 30 minutes. The discussion was digitally recorded and transcribed and analysed for themes relating to the aims of the project.

The focus groups and interview were recorded and then transcribed by a CASA House Project Worker. Notes and transcriptions were reviewed for emerging themes.

Outcomes

“(I learned) how to make students feel comfortable or contribute to the discussion even if they don’t want to speak verbally.”

“We’re not the students or teacher, we’re in between.”

Outcomes of Step 1: Summary of peer educator training and development model

Outcome 1: Successful delivery of peer educator training and development model

- Peer educator pilot project delivered in four schools over a period of three years.
- **Peer educator training and development conceptual model** (Figure 3) and *Trainer’s Manual* completed. This Manual was developed by CASA House and includes trainer’s notes, session plans, handouts and activities.
- **Total number of 10 sessions and 22.5 hours of peer educator training sessions** delivered (see Figure 4). *(Note that this does not include the ‘observation’ and ‘evaluation’ components of the peer educator training and development model.)*
- A total of **five hours of training attended by each participant** who undertook the peer educator role.
- Total of **64 peer educators (26 males and 38 females)** participated in the training and development model and undertook the peer educator role by participating in at least one SAPPSS student curriculum session (see Figure 4).
- **Two schools have continued to deliver the peer educator training and development model** after the pilot project was complete. These two schools have incorporated the peer educator component into their overall management of the SAPPSS model and deliver it annually with occasional support from CASA House. School staff use the CASA House *Peer Educator Trainer’s Manual* to deliver the peer educator training and to support peer educators when they undertake their role.

Figure 4 – Total training delivered

	Training structure	Total no. of training sessions delivered	Total no. of training hours delivered	No. of male peer educators	No. of female peer educators	Total no. of peer educators
School 1	Session 1 = 2.5 hour Session 2 = 2.5 hour Session 2 (repeated) = 2.5 hour	3	7.5	3	7	10
School 2	Session 1 = 2.5 hour Session 2 = 2.5 hour	2	5	9	9	18
School 3	Session 1 = 2.5 hour Session 2 = 2.5 hour	2	5	8	13	21
School 4	Session 1 = 1.7 hours (100 mins) Session 2 = 1.7 hours (100 mins) Session 3 = 1.7 hours (100 mins)	3	5	6	9	15
	Total:	10 sessions	22.5 hours	26	38	64 peer educators

NB: This training was delivered by a pool of three CASA House/Northern CASA staff and four school staff.

Outcome 2: Peer educators undertook the in-session and out-of-session roles effectively

As described above, the 64 young people who participated in the peer educator training and development model undertook the in-session and out-of-session peer educator roles.

The 'Outcomes of Step 2 – Immediate evaluation of peer educator pilot project' section (below) details the outcomes of the peer educators' involvement in classroom sessions and the personal support they provided for younger students.

It is worth noting that in two schools the peer educators were recognised and awarded for their involvement in the project during mainstream school events. In School 1, peer educators were presented and awarded at two annual Year 12 Graduation Nights. In School 2, peer educators were presented and awarded at Year 10 assembly. This represented a significant recognition from the school community of the achievements of the peer educator project and the individual students who were involved.

Outcome 3: Peer educators undertook voluntary involvement in community and social action to prevent sexual assault

In addition to undertaking the peer educator role in the school community, 26 peer educators across the four schools (17 young women and nine young men) were actively involved in conference presentations, public speaking and community events to prevent violence against women (see breakout box right). These peer educators were either selected by the school or they self-nominated to be involved.

The involvement of peer educators in conferences and social action was not an objective of the pilot project; however, the extent of their voluntary involvement indicated that the skills young people obtained from the project could be applied in other public speaking and advocacy roles.

Prevention in action: Peer educators' involvement in community initiatives

- *The No Means No Show* for young women 2007

Peer educators assisted with preparation and materials for the Show and participated in the expert panel to answer audience questions.

- *MINDing NEMO* School Focused Youth Service Mental Health Conference 2007

Peer educators co-presented a paper on the SAPPSS model and peer educator pilot project, alongside school staff and CASA House staff.

- *The Hidden Issue* Eastern region sexual assault conference 2008

Peer educators co-presented a paper on the SAPPSS model and pilot peer educator project, alongside school staff and CASA House staff.

- *Launch of the CASA House SAPPSS Report 2008*

Peer educators co-presented with school staff and CASA House staff as part of this launch.

- Local council 'Say No to Violence' t-shirt painting day 2009

Peer educators assisted school staff and younger students to create slogans and t-shirts in preparation for a local council-led anti-violence day.

“Before I might have been ‘it’s none of my business’ but now I know what’s going on. That’s like against the law. I’d go up and say that.”

Outcomes *continued*

“Everyone was able to open up and give their opinion.”

“I liked it because it clarified the boundaries of what a peer educator does or does not do.”

Outcomes of Step 2: Immediate evaluation of peer educator pilot project

Preliminary analysis of the peer educator role

During the peer educator pilot project, Lees (2008) conducted a preliminary analysis at Schools 1 and 2 approximately halfway through the project delivery schedule. In the report *CASA House Peer Educator Project*, Lees (2008) analysed survey data and compared it against the objectives of the training and development model. A summary of Lees' findings are presented here.

In the preliminary analysis of focus group data, Lees found that to date, “the program has fulfilled its aims” (2008: 25). Halfway through implementation, the project had: articulated a leadership/advocacy role for students; provided participants with skills that would also assist them outside the program (including communication, facilitation and public speaking skills as well as confidence and knowledge to deal with difficult situations); encouraged respectful and responsible behaviours through peer-based learning and discussions; and enabled peer educators to assist with discussion and activities in the SAPPSS student curriculum.

However, the analysis indicated that peer educators had not yet established a visible role in the school community as a source of information and initial support about issues surrounding sexual assault. The project was said to be contributing to a more open environment to talk about sexual assault because it generated the presence of senior students with the ability to “provide reliable and responsive contact information for students if needed” (Lees 2008: 25). However, this presence was not widely known across the school community and hence peer educators were rarely approached by other students out of class time.

These findings were noted and incorporated into later analysis and recommendations.

Process evaluation

Results of Survey 1

Survey 1 was administered to 70 participants in four schools at the end of training session 1.

Overall this session was effective in providing participants with clarity about the purpose and boundaries of the peer educator role and with the skills and confidence to undertake the in-session peer educator role.

All data from Survey 1 is included in Appendix G. A summary of the results is reported here.

Most participants (93–100 per cent) liked or were satisfied with the training session, saying it was interactive, informative and allowed them to gain skills, confidence and an understanding of the peer educator role. A sample of their comments is included here:

I enjoyed it because we did a variety of activities and weren't always in one spot

Everyone was able to open up and give their opinion

Yes, because I learnt new things that I didn't know about

It gave me confidence speaking in front of people

I liked it because it clarified the boundaries of what a peer educator does or does not do

Got me excited for the program

Participants indicated that they had learned knowledge and skills that were useful in the peer educator role and in general, including strategies to use in the peer educator role; learned information or skills related to sexual consent, relationships and sexual assault; and had gained other learning. A sample of their comments is included here:

(I learned) how to make students feel comfortable or contribute to the discussion even if they don't want to speak verbally

That we're not the students or teacher, we're in between

How to respond to students as a peer educator

That everyone has to have consent!

More about sexual assault than I already knew

More ways to solve issues, and ways to ask questions on issues

Most participants felt that their questions about being a peer educator had been answered; however, there were still some unanswered questions about the boundaries and authority attached to the peer educator role. (The project coordinators took note of this and sought to address it during later training sessions.)

Most participants correctly identified the responsibilities or tasks that are expected of peer educators, namely: help with opening up classroom discussion; avoiding showing judgement (of other people's opinions or beliefs); including everyone in classroom discussion, listening and using 'prompt questions'.

Open up discussions

Make students comfortable

Answer many questions, ask a lot of questions

Respect others and the problems they may have faced

Be there for other students to trust and talk to

Include everyone

Ask open-ended questions

Help inform year 9/10 about what is appropriate with sexual assault

Participants also correctly identified responsibilities or tasks that are not expected of peer educators, namely: taking control of the class; putting people on the spot; asking closed questions; giving anyone permission to leave the class; sharing their own experiences or stories and others. For example, many articulated that they are not expected to:

Take care of the whole class alone

Act like a teacher, try and control the class

Spotlight shy people and put pressure on students

Force ideas on others

Let anyone leave class

Share personal information with others

Judge them on what they say

Participants' self-reported confidence about being a peer educator increased markedly as a result of training session 1, with more than half indicating 'low/medium' confidence before the session, compared to the majority (80–100 per cent) indicating 'high'/'very high' confidence after the session.

Participants had a number of suggestions to improve training session 1, such as:

More activities

Mix up the groups

Do examples, role play, someone pretends to be a student etc

Many others commented that the session was adequate in its current form.

At the end of training session 1, 100 per cent of participants in three (of four) schools said they intended to return for the next training session for various reasons linked to the peer educator role:

I want to become a peer educator

So I can continue to learn these sorts of things and so I can actually be a peer educator

I'm in for the long haul!

In one school, 33 per cent of participants said they did not intend to return. Some did not want to carry out the peer educator role whereas others identified conflicting time commitments.

Because I did not enjoy the task or role of a peer educator

I can't see myself doing this

Because I've got footy

Unfortunately I have another class but I'd still like to be involved.

It is worth noting that, despite these misgivings, almost all the participants in training session 1 returned for training session 2.

“I learnt that we only help people to get to the next step, we're not counsellors.”

Outcomes *continued*

“It is a very interesting program that you personally benefit from.”

Results of Survey 2

Survey 2 was administered to 54 participants in three (of four) schools at the end of training session 2. Overall this session was effective in providing participants with clarity about the purpose and boundaries of the peer educator role and with the skills and confidence to undertake the out-of-session peer educator role.

All data from Survey 2 is included in Appendix G. A summary of the results is reported here.

Participants selected from a range of describing words to indicate their experience of the session, and were asked to circle as many words as they felt were suitable. A significant proportion (65–100 per cent) selected ‘interesting’, ‘helpful’, ‘informative’, ‘challenging’ and ‘different’. A smaller proportion (23–55 per cent) selected ‘fun’ and ‘active’. A slightly smaller proportion (10–25 per cent) selected ‘confusing’ and ‘confronting’. A very small proportion (0–5 per cent) selected ‘upsetting’, ‘boring’, ‘too easy’ and ‘difficult’. Overall, these results suggest the session was sufficiently engaging and challenging.

Participants identified a range of knowledge and skills they had learned, in particular the boundaries of the out-of-session role and some general peer educator strategies. For example:

I learnt that we only help people to get to the next step, we're not counsellors

I'm not a counsellor but a contributor (supporter)

It is worth noting that in one school (School 4), the majority of participants did not state that they had learned skills for the peer educator role but rather they indicated that they had learnt subject matter related to sexual assault and sexual consent. For example:

We learnt the legal sexual age groups and that no situation can be specifically labelled

That not only females get sexually assaulted but males do too

I learned about consent

While this is valuable information for participants and is useful in their role as peer educator, it stands out that young people in this school did not appear to hold this knowledge before entering the training session (i.e. as a result of participating in the original SAPPSS student curriculum). The fact that participants named these concepts as new knowledge suggests either that it had not been delivered to them previously or that too much time had lapsed since their initial reception of the information.

Across the schools, participants were generally able to distinguish the responsibilities and tasks peer educators are expected to carry out in their out-of-session role, and also not expected to carry out. Specifically, most students correctly identified that they are expected to ‘give information’, ‘look after self’ and ‘listen to the story’ (if younger students seek their help or support). Likewise, most students correctly identified that peer educators are not expected to ‘report bad behaviour’, ‘give advice’ (compared with ‘support’, ‘solve problems’, ‘be a counsellor’ or ‘be an expert’). Notably, in one school (School 4), almost half of the participants incorrectly stated that peer educators are required to ‘report bad behaviour’. It is not clear why this outcome was unique to School 4; however, it may be that the time available for the relevant part of the training in this school did not allow for discussion and clarification.

Participants’ self-reported confidence about being a peer educator increased markedly as a result of training session 2, with 40–70 per cent having ‘high’/‘very high’ confidence before the session, compared to the majority (76–94 per cent) having ‘high’/‘very high’ confidence after the session.

Participants had a number of suggestions to improve training session 2, such as:

Too long

Not everyone showed respect when others were talking

Many others commented that the session was satisfactory in its current form.

At the end of training session 2, 100 per cent of participants in two (of three) schools said they intended to return for the next training session for various reasons linked to the peer educator role:

Because I would like to help others

It helps with leadership roles

It is a very interesting program that you personally benefit from

To share the understanding of sexual assault

In one school, 33 per cent of participants said they did not intend to return; however, no reasons were provided for this decision.

Overall, the results of the process evaluation suggested that the training sessions were sufficiently engaging and challenging enough to enable young people to learn new skills and also to maintain their motivation to undertake the peer educator role. However, some of the survey data suggests that the participants in School 4 may not have developed the same skills and understandings of the peer educator role compared with other schools.

Impact evaluation

Results of focus groups and Survey 3

A total of 38 peer educators from three schools participated in focus groups within three weeks of their fulfilment of the peer educator role. In addition, a total of 14 participants in the fourth school responded to Survey 3 regarding their contribution to and experience of the pilot project.

This data provided a valuable insight into the impact of the peer educator training and development model on participants' confidence and capacity to carry out the leadership role. All data from focus groups and Survey 3 is included in Appendix H. A summary of the results is reported here.

In terms of their in-session role¹, peer educators identified that they had contributed to the SAPPSS student curriculum in various ways. They assisted with classroom discussions and activities, helped to generate open discussion and assisted teachers as required.

In the first session we mostly listened, in the second session it was more involved, we wrote on the whiteboard, split up in groups to sit-in on their slogans, we put in ideas

We helped them [younger students] to explain their ideas and get it out, we'd say things so people feel less worried about speaking up because they hear you say it first and know there's no right or wrong answer, they feel more confident about saying it because they've heard us say it, they might have idea in their head but not sure they should say it

I helped students to understand the work and support them

I had an influential input but not too involved

The peer educators understood the expectations and boundaries of the in-session role and were able to consciously operate within these. However, it was clear that many of the peer educators felt equipped to play a greater role and would have liked to take up opportunities for more leadership in the classroom.

One of them told me to fill out the sheet for him. I said 'no, I know what to do but I'm not gonna do it. I'm here to help you do it'

When someone's answering and they don't know and you're like 'I know, I know'...But we had to keep our mouths shut

I was happy with the level of participation but would've liked to be more involved with activities like in the last session

Yes it gave enough preparation. I was aware of all possible outcomes and I was enjoying the support of the peers, teachers and counsellors

In School 2 and School 4, some participants commented that the teachers were not aware enough of the role that peer educators could play in classroom discussion. It appears that some classroom teachers were not provided with enough briefing or information about how to work alongside the peer educators effectively.

“...they feel more confident about saying it because they've heard us say it...”

“I was aware of all possible outcomes and I was enjoying the support of the peers, teachers and counsellors.”

¹ For an explanation of the in-session role, refer to 'Scope of the peer educator role' in the Overview section.

Outcomes *continued*

“One boy came up to me and asked how he should go about having sex with his girlfriend... how to talk to her about it. I said ‘you have to make sure she wants to do it’.”

Shouldn't the teachers acknowledge the fact that we are there? We're not there to hand sheets out. We're not getting much out of that and neither are the year 9s

It was almost like to [the teachers] we were part of the Year 9 group and they would look over us and all that kind of stuff

This issue is explored in more detail later in this report.

In terms of their out-of-session role², the results were mixed. Some peer educators had been approached with questions about their role. Some peer educators reported being approached by younger students in need of personal support; however, this was not only in relation to sexual assault. When approached, most peer educators felt they were able to answer questions confidently and accurately. Some peer educators felt they were seen as leaders within the school but that more could have been done to promote their availability.

One boy came up to me and asked how he should go about having sex with his girlfriend... how to talk to her about it. I said ‘you have to make sure she wants to do it’

One girl asked ‘can we come and talk to you about stuff’, we said ‘yes you can but if it's more serious we'll probably have to go on talk to someone together and let someone know’... I wouldn't have known to say this otherwise.

Right now people don't know who to go to, they need to know we're around and what we're around for... even if it's not at assembly then go around to classes and introduce them and their role

Some described that the peer educator role had allowed them to meet more people and create new connections in the school community. For some, there was an increased sense of belonging to or having a role to play in the school community.

I don't think it's so much about making new connections and making new friends and stuff, it's just like being able to say ‘hi’ when you see them, but about being able to talk to new people. Like I was already confident with doing that but I know some people who normally wouldn't were more open in groups.

Before you might have just seen school as a place to come and then at 3.10 pm you go back, but now you've done this program so you feel a bit more ‘oh yeah, it's my school, I've played a part, I'm helping out in other areas, school isn't just here to turn up at 9 am and leave at 3.10’

In terms of the development and practice of skills, many of the peer educators described changes that had resulted from the training. In particular, they described an increase in their confidence, in public speaking and in talking openly about sensitive issues such as sex and relationships. They also described how it reinforced their learning from the original SAPPSS student curriculum.

I think it's better because I found that we all feel very comfortable now talking about sex together as a group, in general; out of the sessions as well. And I guess we're more mature talking about it, it's not just kind of misconceptions and myth and stuff it's like the facts

Sort of increased (my) confidence in challenging friends and also family like cousins because you feel more clear in your beliefs and know what you're talking about

I think it brings back all the information so it gets you to remember it. Like some of the things I had forgotten so I was like ‘oh yeah, that's right’

We were watching a video, I can't remember what it was, and one of the girls was saying ‘oh it's her fault’ and I'm just thinking ‘no it's not’ but I remember all of us thinking that last year so it does make you think

Peer educators also described a range of ways that being involved in the project had impacted on their own lives and relationships. In particular they said their understanding of rights and responsibilities had shifted, and their ability to communicate effectively with people in their own lives had improved.

You know how to talk to people and listen, before you jump in. And more able to help people come up with their own answer, let them talk, help them on the way

² For an explanation of the out-of-session role, refer to ‘Scope of the peer educator role’ in the Overview section.

Sort of. You know what you can and can't do. And you can say if something's not right, if somebody else is doing something not right

Yeah I told a mate who is almost 17 and he likes this 14 year old – they're close – and I told him it was against the law

Just like the relationships, I never really thought of them as healthy or unhealthy. I never really looked at them like that. But now I do

If friends are saying sex jokes that we think are wrong, it is easier to say something to them

A number of peer educators said that they would like to continue to be involved in the program in future years, although others said they would not be involved due to other school commitments. Some also suggested improvements to the training and development model in the future; these improvements are highlighted in the Discussion and Recommendations sections below.

There were a number of scenario-based questions used in the focus groups that explored peer educators' willingness and ability to intervene as bystanders or peer educators. These questions were used in Schools 1 and 2 and less so in School 4. In response to these scenarios, peer educators were overall able to identify harmful or potentially harmful behaviours as well as identify safe and effective ways to challenge – or support – the people involved. A sample of their comments is included here:

Maybe try to put the guy into the girl's mindset, tell him what she could have been feeling. Not necessarily 'you did this' and 'you shouldn't have done that or felt like that' but just say 'maybe she wasn't comfortable' or something like that.... As a friend you'd probably be able to go into more details as K said. But as a peer educator I think it's better to be more general 'cause you don't know the full story

I don't know. I'd just ask him, 'did she give consent, did you talk to her about sex before, and did you talk to her before you broke up? Have you checked if she's alright?'

I'll tell them to think of the other person's point of view. Think of where they're coming from. Just because she's wearing a skirt doesn't mean she wants to do it. She probably just wants to look hot

I'd give them a prompt question...something to open up the discussion and let someone else give their view of the story

Depends if the teacher noticed it or not. If the teachers didn't notice that the kid was being bullied or harassed, that they were teasing him then firstly I'd go and say 'look, that poor kid is being teased by these kids, how about I go sit there and then I'll let you know straight away'

Before I might have been 'it's none of my business' but now I know what's going on. That's like against the law. I'd go up and say that

Yeah, I'd help them. I wouldn't give them advice or tell them what to do but I would tell them 'but you can have a talk with this person'

Finally, some participants' comments indicated that the 'foundation education' component of the model had been important for their involvement. As younger students, the participation in SAPPSS student curriculum provided them with basic knowledge of concepts such as sexual consent and respectful relationships. Their actual participation in this curriculum and its evaluation gave them the experience of safe, open and inclusive classroom discussion about sensitive issues, which is replicated in the peer educator training and is a responsibility of the peer educator role.

It's very important because it builds up confidence, helps you understand what you're going to be doing

It gets you comfortable with the subject and more detail in your knowledge

It's better to have evaluation because you have more knowledge and insight about the subject, it would have blocked training ideas if you didn't have prior knowledge

Overall, the results of the impact evaluation suggest that the peer educator training and development model was sufficient in equipping young people with the skills, confidence and knowledge to undertake the peer educator role. It appears that some of these changes also enabled young people to engage in more respectful relationships in their personal lives, as friends, intimate partners and also as active bystanders.

“Before you might have just seen school as a place to come and then at 3.10 pm you go back, but now you've done this program so you feel a bit more 'oh yeah, it's my school, I've played a part, I'm helping out in other areas, school isn't just here to turn up at 9 am and leave at 3.10'.”

Outcomes *continued*

“In year 9 we learnt about it and year 10 reinforced it.”

“I know you always have to have consent.”

Outcomes of Step 3: Long-term evaluation of peer educator pilot project

The purpose of the long-term evaluation was to examine the longer-term outcomes of the pilot project. This follow-up evaluation aimed to find out:

- The extent to which young people had used their peer educator skills or knowledge beyond the time of their involvement with the pilot project.
- Any changes or suggestions the young people could make in hindsight, to improve future peer educator programs.
- Any unintended outcomes over time.

A total of 13 young people and one school staff member participated in the long-term evaluation process. Due to the small number of participants in this process, all of their comments and suggestions are reported here.

Two years following the peer educator pilot project, the young people who participated in long-term evaluation were able to describe and demonstrate a range of skills and strategies to undertake the in-session peer educator role. They were also able to describe the skills required to facilitate a supportive learning environment.

Ask open ended questions as to what they really think and why...

Ask prompt questions.

What about the question of respect?

Tell them where to go if either of them needs help

You could ask ‘was there consent?’

It’s about leading them [younger students] to come to their own conclusions

The young people described the peer educator project as reinforcing the knowledge and skills in relation to sex and relationships that they had gained earlier, during year 9 in the original SAPPSS student curriculum. They also stated that the peer educator project had enabled them to use this knowledge outside the classroom.

In year 9 we learnt about it and year 10 reinforced it

The age of consent stuck in my head the most

We use this knowledge in conversations out of the classroom

The peer educator project reinforced the year 9 program, which is why it stuck in our heads more than people that just did the year 9 program

The young people commented that the peer educator project had increased the comfort or ease they experienced in talking to other people about issues of sex, relationships and sexual assault. This also had an impact in their personal lives.

I don’t think I would have walked into a year 9 classroom of kids and talked about sex if I hadn’t done the program

They don’t really get brought up, but when they do it is easier to talk about

I know you always have to have consent

Learn to stick up for yourself as well, don’t let people push you over in relationships

We have more knowledge, like we have a better understanding of both sides, it’s not just one side, even with this Jess and Peter story, there are two sides to the story, so you have to listen to the two sides and then make your own judgement

While the young people stated that they had personally benefitted from the project, certain changes would need to be made so that younger students (i.e. year 9s) could benefit more from the peer educators’ involvement.

I feel I contributed something meaningful for yourself because you know you’ve been chosen, but not for the younger ones

We weren’t really used as much as we thought we were used

We were just like sitting in the corner waiting for something to happen

The role of leaders didn’t really continue after the program

In the training it sounded like we were going to do much more than we did

The training was there, the teachers didn't give us the opportunity to use the skills

Their suggestions related to the training of teachers so that they are equipped to work more effectively alongside peer educators. Young people also suggested sustaining the peer educator model over a longer time period.

I think that the peer educators need to be made more public, a bit too confined and secluded if only doing a couple of classes, need to be promoted more in the school, shouldn't be the situation where you need to have the original confidence to go up to people and explain your role to be known

It comes back to the students, if the peer educator is confident and able to walk up to students and wants to be involved, they can be really useful, to do this they have to step out of the role that they are given, but at the moment, it's kind of like 'what do I do? Will the teacher tell me off if I do this?' I don't really have the confidence to say OK I know what I'm doing and thinking I'm going to mess something up...

Train the teachers to use the peer educators

The teachers didn't really know about the peer educators, they were just kind of told about us

It needs to do more than just the couple of months that we did, it should be spread out and continue for another year

Just make sure the student knows what authority they have in the classroom, and what boundaries exist...

These reflections and suggestions were echoed in the interview with a key school staff member, also conducted two years after the pilot project.

I didn't think it worked as well as it could have. I think it was a little bit disjointed because they came in twice, there was no consistency. Although I think we made an effort to say 'here are some older students that have had some training in this area and went through the program last year and are here to help you today with the group activities'... The way we used them were for particular activities and we were told which ones they would be. I think it worked, from what I have heard from other staff, who have facilitated, is that they were used differently in different classes depending on their ability

The staff member saw benefits in a peer educator approach; however, felt that this wasn't promoted adequately within the school.

The role of the peer educator is having someone that younger kids can relate to in the classroom when learning about these things... also to make it seem more applicable. When young people help young people it shows these issues are OK to talk about...

Outside the CASA [i.e. SAPPSS] program, they weren't seen as leaders and they weren't promoted in that way

The staff member suggested that the peer educator program would be more effective if it was integrated into other school-based programs and if school staff were more strongly involved.

To have peers promoting peers, they need to be trained really well. At the school, we have a peer support program and buddy program and we have noticed that the more we train them, the more confident and knowledgeable they are... I would recommend that they [students] have a lot more training to enable them to speak really confidently at assemblies, to run focus groups with kids, competitions... this would have an effect on the kids

“The teachers didn't really know about the peer educators, they were just kind of told about us.”

“It needs to do more than just the couple of months that we did, it should be spread out and continue for another year.”

Outcomes *continued*

“I would recommend that they [students] have a lot more training to enable them to speak really confidently at assemblies, to run focus groups with kids, competitions... this would have an effect on the kids.”

Definitely, the school would be interested in getting kids involved in this way. The topic is a bit tricky, but that's why you need good training...it's making sure that the kids are linked up with the welfare team. During the training, invite someone from the welfare team to attend. I heard about it all because the organiser worked in the office with me, teachers may not have had the same exposure. I think they need to know, and how to use them well and how to include them in the activities, not just their names and so on

Overall, the participants in the long-term impact evaluation suggested that the project had been relevant and useful to them, but that some changes are needed to make the model more relevant to school staff and sustainable over time. The young people indicated that they had retained some of the skills and knowledge they had gained during the project, especially in relation to respectful communication and relationships and that they were still able to apply these in everyday life. However, it is difficult to know the extent to which this experience is shared amongst participants in this school or other pilot schools because this process involved a small number of young people and involved only a proportion of the original participants. The findings may reflect the context of School 2 in particular rather than the pilot project as a whole.

Summary of young people's participation in project evaluation

Figure 5 below indicates the number of participants that were involved in each stage of evaluation.

Figure 5 – Young people's participation in project evaluation

	Process evaluation		Impact evaluation (immediate)		Impact evaluation (long-term)
	Survey 1	Survey 2	Survey 3	Focus groups	Focus groups
Evaluation tools:	Survey 1	Survey 2	Survey 3	Focus groups	Focus groups
When administered:	During training	During training	Post-program participation	Post-program participation	Two years post-program participation
School 1	✓	Survey not included in session due to time constraints		✓	
Number:	15				
School 2	✓	✓		✓	✓
Number:	20	17		16	13
School 3	✓	✓	✓		
Number:	20	20	14		
School 4	✓	✓		✓	
Number:	15	17		15	
Total number of participants:	70	54	14	38	13 + 1 staff member

Discussion

Summary of project outcomes

The main objective of the CASA House peer educator pilot project was to build the capacity of senior secondary students (aged 16–18) to take a leadership role in the primary prevention of sexual assault. The core part of this role was to support school staff in the delivery of the SAPPSS student curriculum.

The other key objectives of the pilot project were:

- to enable young people to promote non-violent social norms amongst their peers through pro-social relationships and bystander behaviours
- to support recent research which recommends that young people – particularly young men – should be provided with achievable goals, continuous mentoring and positive reinforcement for their involvement in violence prevention (Berkowitz 2006; Crooks et al. 2007; Flood 2006) in order to sustain their meaningful engagement.

The main objective of the pilot project was clearly met. The project effectively built the capacity of 64 senior secondary students to undertake a leadership role in the prevention of sexual assault. The 'peer educator training and development model' included mechanisms for recruitment, training and evaluation. The training aspects of the model allowed young people to develop communication skills and confidence in conducting respectful communication, including listening, prompting group discussion and talking more openly about sensitive issues such as sex and relationships. The training also allowed them to gain a clear understanding of the expectations and boundaries of the peer educator role.

All peer educators utilised these skills by participating in at least one session of the SAPPSS student curriculum and conveying their knowledge and understanding of respectful relationships and sexual assault to younger students in the school community. The peer educators' own reflections through evaluation verified that they were equipped and empowered to take up this leadership role.

The extent to which other key objectives were met is discussed later in this section.

Boundaries, better friends and bystanders

The establishment of clear boundaries in the peer educator role allowed participants to build their confidence as leaders and communicators, which in turn enabled them to function as better friends and more active bystanders.

In their dual role, peer educators were expected to assist teachers during the SAPPSS student curriculum sessions, to show leadership during the sessions and to assist in maintaining a safe and inclusive learning environment. They were not expected to take control of the class, to provide answers or to share personal experiences. If approached by younger students needing personal support outside of class, peer educators were expected to provide active listening, clarify the issues, refer the younger student on to the most appropriate source of assistance (such as school counsellor or website) and then take care of themselves through debriefing. They were not expected to provide advice or counselling, solve problems or resolve personal conflicts.

However, there was some evidence that peer educators chose to use their new skills and confidence in non-school settings. Around one-third of the peer educators became involved in extra-curricular prevention activity during the project. This included conferences, youth events and school-based community events against violence.

In addition, many participants commented on their use of peer educator skills in their personal lives. For example, some said that they were 'listening' differently to friends; some were more prepared to challenge close friends and family members who were engaging in disrespectful behaviour; and some were more confident about maintaining respect in their intimate relationships. Importantly, there was a strong sense of choosing forms of action and communication as suited to the context, and therefore being heard and understood in a social situation without becoming unsafe or losing social status. This was particularly evident in young people's response to scenario-based questions; they commented that their capacity to recognise potentially harmful situations and also their ability to choose a safe and effective way to intervene were both enhanced during the project.

The peer educator training and development model equipped young people with the communication skills, confidence and leadership techniques to convey their knowledge and understanding of respectful relationships and sexual assault to younger students in the school community through the formal structure of the SAPPSS student curriculum.

Discussion *continued*

“We use this knowledge in conversations out of the classroom.”

Further evaluation is required to understand the extent to which young people are transferring these skills in social situations and to their own sexual relationships in order to prevent sexual assault and to promote respect and consent.

Further investigation is also required to examine the factors that facilitated any personal and behavioural shifts, and also whether the young people's clearer grasp of personal 'boundaries' in relationships and friendships enabled any personal change.

These changes indicate that the other key objective of the pilot project – i.e. to enable young people to influence non-violent social norms – was also met to some extent. Peer educators engaged in considerable personal and social action during the project that most likely had the effect of positive role modelling and reinforcement of non-violent social norms. They also discussed subtle changes in their personal behaviours which suggested movement toward more respectful intimate relationships in their own lives. However, it is difficult to substantiate either of these patterns without further evaluation or direct observation of the peer educators in their social relationships. On the other hand, there was no evidence that any peer educators over-stepped the boundaries of their role inside or outside the classroom; nor was there any evidence of peer educators experiencing negative social or personal consequences – such as personal distress or social exclusion – as a result of their involvement with the project.

This pilot project also achieved the development of a model for engaging young people in the primary prevention of sexual assault, at both the personal and social levels. The 'peer educator training and development model' enabled the recruitment and support of young people into leadership roles within a school context and can be replicated as part of a whole-school prevention strategy elsewhere. The analysis of barriers and enablers to their participation provides some insight into the complexities of young people's participation in pro-active violence prevention and may be applicable in other prevention settings.

Enabling choices and removing barriers

The peer educator training and development model equipped young people with the communication skills, confidence and leadership techniques to convey their knowledge and understanding of respectful relationships and sexual assault to younger students in the school community through the formal structure of the SAPPSS student curriculum.

The evaluation of the project showed that the recruitment and training aspects of the peer educator model provided an effective means to allow young people to make choices about their involvement in the peer educator role. Whereas some participants indicated that they no longer wished to be involved, the majority showed an increase in their motivation to be involved in the project as a result of the training. Those who did not wish to take up the role had opted out at an early stage without any negative consequences for the project or for themselves. It is clear, however, that the support and mentoring aspects of the peer educator model need to be strengthened so that young people can sustain their involvement. This is discussed below.

A key enabling factor for the project was the establishment of clear boundaries and clear expectations of young people in a prevention leadership role. By making the peer educator role realistic and manageable, the project reduced some of the personal barriers for young people to take responsibility for an important and serious social issue. These barriers included the risk of becoming overwhelmed or over-burdened with responsibility, or simply being unsure of what actions to take to help prevent sexual violence (Crooks et al. 2007; Flood 2006).

Another key enabling factor for the project was the prior establishment of a whole-school approach to respectful relationships (through the SAPPSS model). It is likely that the schools' prior commitment to preventing violence and its concrete action to promote respectful relationships would have reduced some of the social barriers for young people to take leadership in prevention. These barriers included the potential to become socially isolated from peers as a result of social action, and the risk of being a lone advocate in relation to a sensitive social issue (Crooks et al. 2007; Flood 2006). Further evaluation is required to substantiate this.

Variation across schools

For the most part, the training and evaluation methods delivered across the four pilot schools were consistently applied. However, some of the survey and focus group data suggested that the outcomes were not always consistent across the schools. In a number of instances, results from School 4 indicated a slightly lesser uptake of peer educator skills and knowledge compared with other schools.

It may be that this was related to specific features of the School 4 setting, but was much more likely to be related to project implementation issues. For example, the peer educator project was introduced to School 4 more than 12 months after the students' participation in the SAPPSS student curriculum, whereas in all other schools the peer educator project followed almost immediately after students' participation in the SAPPSS student curriculum. In addition, there was a changeover in CASA House project staff before implementation in School 4. It is likely that the new project staff adapted the training model to suit the school environment; however, the evaluation instruments were not adjusted to detect the effects of this adaptation. Finally, it is possible that some of the peer educators in School 4 did not participate in the SAPPSS student curriculum at all or only participated in some parts of it; however, this was not recorded at the time of implementation.

Long-term outcomes

Two years after the project, evaluation with one small group (20 per cent) of former peer educators showed that some of the effects described above were sustained. At this later stage, young people were still able to describe and demonstrate a range of skills and strategies for the role of being peer educators in the classroom. They were also able to describe and demonstrate skills and knowledge in relation to preventing sexual assault, including the use of open communication and dialogue in relationships. The young people commented that the peer educator project had increased the comfort or ease they experienced in talking to other people about issues of sex, relationships and sexual assault. It is difficult to generalise these comments due to the small group size and the informal nature of the evaluation. The transfer of peer educator skills into personal relationships is important for prevention and requires further investigation.

These young people suggested a more thorough training for teachers as part of the peer educator model so that they can work more effectively alongside peer educators. This was reflected in the comments offered by a school staff member two years after project implementation, who stated that the peer educator program would be more effective if it was integrated into other school-based programs and if school staff were more strongly involved.

In terms of long-term outcomes, it is also worth noting that two of the four pilot schools have sustained the peer educator model beyond the life of the pilot project. These two schools have incorporated the peer educator component into their overall management of the SAPPSS model and deliver it annually with occasional support from CASA House. Further evaluation would be valuable to assess the factors that led these schools (and not others) to continue to model, and also to assess the long-term outcomes for the school community of adapting student leadership into their whole-school strategy.

“You know what you can and can't do. And you can say if something's not right, if somebody else is doing something not right.”

“I'd just ask him, 'did she give consent, did you talk to her about sex before, and did you talk to her before you broke up? Have you checked if she's alright?'”

Discussion *continued*

“I’d give them a prompt question... something to open up the discussion and let someone else give their view of the story.”

Areas for further development

There were several limitations on the project reaching its full potential. Busy school timetables and staff turnover are constant factors in the school environment and must always be considered in school-based programming; however, this project has pointed to more specific considerations.

It was clear that many of the peer educators felt equipped to play a greater in-session role and would have liked to take up opportunities for more leadership in the classroom. One of the key factors that was identified as inhibiting the in-session role was the fact that classroom teachers were unsure how to work alongside the peer educators effectively. The short-term nature of the project also meant that project staff could provide only short-term mentoring and support for the peer educators and that this role should have been handed over to school staff more systematically. In future programs, project staff will need to ensure that both peer educators and teachers are equipped and supported to work together in and out of the classroom.

As a minimum, program implementation and evaluation should involve school staff at all stages. In this pilot project, school staff were engaged in development and delivery but were not invited to provide feedback during implementation. As leaders in their school community and role models for peer educators, school staff are vital to the success of school-based prevention and need to be included and empowered accordingly.

In terms of the peer educators’ out-of-session role, one of the key factors that was identified as limiting their informal contact with younger students was the lack of opportunities to publicise or promote the peer educators within their school community. Some peer educators felt they were seen as leaders within the school but that more could have been done to promote their availability. On the other hand, it may be that the mere presence of the peer educators in the classroom enhanced the learning experience for younger students, who as a consequence were more able to make informed choices about making disclosures. Further evaluation is clearly required to explore this.

Another major limitation of this study is that the results were not analysed according to gender. Given that the perpetration and victimisation patterns of sexual assault are highly gendered, it is important that gender patterns are more closely tracked in future peer educator projects. There is some evidence in the field to suggest gendered patterns in willingness to take pro-social bystander action, particularly in relation to sexual violence (Rigby & Johnson 2004), and this needs to be further understood. More broadly, the existence and reinforcement of gender stereotypes in general is understood to be a direct cause of violence against women, and hence all prevention initiatives should be designed and evaluated within a gendered framework (VicHealth 2007).

In the written surveys, respondents identified their gender; however, in transcribing the focus group discussions, the project coordinators did not record the gender of the speakers. Likewise, the training, development and evaluation sessions were offered as mixed-gender workshops without a single-gender option, even though this is a feature of the SAPPSS student curriculum. While the peer educators themselves did not comment on this aspect of the training and development model, program design needs to be more gender-sensitive in the future (Flood, Fergus & Heenan 2009; Carmody et al. 2009).

Comparison with similar studies

The current pilot project responds to some of the specific challenges set out in earlier research and program literature. As discussed in the literature review, recent research has recommended that young people – particularly young men – should be provided with achievable goals, continuous mentoring and positive reinforcement for their involvement in violence prevention (Berkowitz 2006; Crooks et al. 2007; Flood 2006) in order to sustain their meaningful engagement. In the current project, young people were given clear boundaries and expectations for their role, were consulted in the development of the project, were given some mentoring and support from project staff and school staff, and in some cases were given public validation of their role within the school community.

The participants commented on these and other aspects as factors which sustained their involvement. Project staff interpreted that the prior establishment of the SAPPSS model helped to develop these factors, as the SAPPSS model helps to build a school environment in which there is positive reinforcement and leadership support for prevention (Imbesi 2008b).

The current project also responds to the challenges articulated by Evans, Krogh and Carmody (2009) in relation to the role of peer educators in broader prevention education. Those challenges were incorporated into the planning and design of the peer educator training and development model; for example, finding the correct balance between young people as 'experts' and 'expert learners'; assisting young people to take responsibility while ensuring they do not become over-burdened or overwhelmed; and ensuring peer educators are provided with the right supports and systems to undertake the role.

This project has demonstrated that peer education models must incorporate a strong and consistent focus on school and support staff. In the school context, teachers and staff should have carriage of the project, have ownership of its goals and be equipped to work alongside peer educators effectively. In terms of broader respectful relationships education, where student leaders and school staff can work more co-operatively toward prevention goals, there could be a significant impact on power relationships and patterns of communication across the school community.

Finally, two important features of this project are worth comment because they are a point of difference from other similar peer educator models. Firstly, the peer educators were members of the school community and fulfilled their peer educator roles within that school community. Secondly, the peer educators were not exactly the same age as the younger target group, but were close enough in age (i.e. within two years) to be considered 'peers' and to be credible within the peer groups.

Project staff viewed these features of the model to be beneficial because they allowed peer educators to become leaders in a context that is familiar to them and among people they already know and trust. In addition, being involved in social change at a local level may have been particularly empowering for peer educators because they were able to see and gain feedback about the immediate effects of their actions.

Amongst the peer educators themselves, there was a strong belief that being close in age to younger students and being known to the community allowed them to have a particularly influential role and a more rewarding experience:

They feel comfortable because you're their age and same school. You're students, you understand where they're coming from. Plus you're there and they just come up to you. Even outside of school or whatever, they'll just come up to you.

They felt more comfortable with us as we know what they're going through and are closer to their age.

You're more able to relate to younger students than teachers and so students might learn more, because peer educators will explain it in their language, on their level.

You get like this tingle feeling where it's like 'I'm doing something and people are actually seeing me doing something'.

“You get like this tingle feeling where it's like 'I'm doing something and people are actually seeing me doing something'.”

Conclusion

“Sort of increased (my) confidence in challenging friends and also family like cousins because you feel more clear in your beliefs and know what you’re talking about.”

The main objective of the CASA House peer educator pilot project was clearly met. Over 60 senior students in four secondary schools participated in the training and development model and undertook the peer educator role. They reported that as a result of this role, they gained a range of transferable skills, new experiences and connections in the school community.

The other key objectives were met to some extent, as peer educators talked about using their skills and capacity in non-school settings in their lives. This suggests a potential impact of the project on social norms and relationship behaviours in the wider community.

The peer educator pilot project has provided some important lessons and insights for the role of peer educators in sexual assault prevention education:

- **Young people are expert learners.** They hold a great deal of knowledge and local expertise about peer cultures, preferred approaches to learning and ideas about contemporary sexual and intimate relationships. They are also familiar with their school community and, during this project, were willing to be involved and willing to provide leadership amongst their peers.
- To enable young people to be peer educators in an effective and ethical way, we need to provide them with a **well-defined and well-supported place in prevention education**. In the secondary school context, this includes a ‘foundation’ education program in respectful relationships; ongoing peer educator training and mentoring that includes clarity about the boundaries of their role; a whole-school commitment to primary prevention of violence against women; and support and validation from peers, teachers and school staff.
- In order to engage young people as leaders in prevention, it is vital to **address the social and peer-based barriers** to their participation, such as indifference to violence and risks of social exclusion. In this project, the participants belonged to school communities where sexual assault prevention strategies were already established and current. This may have lessened some of the social or peer-based barriers for young people; however, further evaluation is required to investigate this.

- Peer educator models can provide a **pathway for young men to become engaged** in prevention of violence against women. In this project, over one-third of participants were male and they worked well in partnership with young women and with school and project staff throughout implementation. Further evaluation would help to highlight the specific experiences of young men in this context and may also highlight the factors that enabled their involvement.

In summary, the peer educator model enabled young people to undertake a leadership role in prevention with clear responsibilities and boundaries. Many of the peer educators reflected that this experience had equipped them to become better friends and communicators in their personal lives. Others also commented that they were now more prepared to be active bystanders and respond to the social conditions that perpetuate violence against women.

In its present form, the SAPPSS whole-school model offers an effective vehicle for the peer educator model to be incorporated into the school community because it ensures some of the barriers to young people’s leadership are reduced. The model also ensures that some of the enabling factors to peer education – such as leadership support and foundation education – are in place. However, to further substantiate this approach, it may be worthwhile to compare this project’s outcomes with the results of stand-alone peer educator models in schools and other settings.

Recommendations

Based on the project evaluation findings and in light of the research base, the following recommendations are made to build and sustain young people's leadership in the prevention of sexual assault.

The CASA House peer educator training and development model

CASA House recommends:

- That the CASA House peer educator training and development model be further developed to **strengthen the role of teachers and school staff** and to ensure they are equipped to work alongside peer educators both in and out of the classroom.
- That the CASA House peer educator training and development model be further developed to ensure **peer educators are promoted and their role is publicised** across the school community, to maximise their visibility to younger students and to validate their role as leaders.
- That, following these changes, the CASA House peer educator training and development model continue to be **incorporated as a permanent component of the CASA House SAPPSS model** and offered to schools during later phases of SAPPSS implementation.

Further evaluation

CASA House recommends:

- That follow-up evaluation is conducted with **young people who opted out** or did not choose to be involved in the pilot project, in order to explore their perceptions of the project and barriers to their involvement.
- That **further impact evaluation** of the peer educator pilot project is conducted, with a potential focus on:
 - the differing outcomes for young women compared with young men
 - the extent to which peer educators utilise or transfer their skills to their intimate and sexual relationships in the long-term
 - the extent to which the peer educator model has an impact on young people's leadership and involvement in the prevention of sexual assault in their broader community.

Peer education and the prevention of violence against women

CASA House recommends:

- That future peer educator initiatives in the field of violence against women are informed by the following **principles**:
- A whole-school strategy
 - The peer educator model is delivered as one component of a multi-faceted, continuous primary prevention strategy within the school setting, not as a stand-alone initiative.
- School-agency partnership
 - A collaborative partnership between the school and the community/health agency (such as a Centre Against Sexual Assault) is maintained to ensure the optimal combination of skills, resources and expertise.
- Consultation with diverse groups of young people
 - Young people are involved in the design, development and evaluation of the peer educator training and development model.
 - All young women and young men – not just the currently recognised leaders – are invited to self-select into the peer educator model. They are invited to make a commitment to participate but are able to opt-out at any time.
 - Participants are offered opportunities to evaluate and feed back about the model throughout implementation.
- Mutually reinforcing strategies
 - The processes, materials and structures of the peer educator model are delivered in a way that supports the overall aims of the primary prevention strategy – i.e. they reflect openness and transparency, foster respectful relationships and promote gender equity and non-violence at all times.
 - The processes, materials and structures of the peer educator model are inclusive and tailored to ensure they are culturally appropriate and relevant.

Recommendations *continued*

- Thorough education, training and support
 - Young people who wish to undertake the peer educator role participate in a foundational respectful relationships education program prior to the leadership training.
 - Opportunities for mentoring, debriefing, team-building and reflecting are offered to peer educators throughout their involvement.
- School-led sustainability
 - School staff play an active and leading role in the delivery of the peer educator training and development model, with support from agency staff and others as required.
 - School staff provide support, guidance and mentoring for peer educators as they undertake the leadership role.
 - School leadership ensures the peer educator model is incorporated into the whole-school prevention strategy.

Respectful relationships education

CASA House recommends:

- That further research is conducted into the **importance of young people's leadership** in fostering a sustained and holistic approach to respectful relationships education in secondary schools.
- That a **long-term, whole-school respectful relationships education strategy is funded** for secondary schools across Victoria as a vehicle for student leadership in prevention.

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Appendix A1: Sample training session plan

Recommended Session Plan – 3 x 100 min sessions

Training session 1			
Activity name	Purpose for participants	Time	Materials
On arrival	<ul style="list-style-type: none"> Engage in the training space Record main questions regarding Peer Educator role 	10 min	<ul style="list-style-type: none"> Name labels Whiteboard & textas Handout A – Evaluation 1 + your questions answered Handout B – lucky dip cards
“Chairs activity”	<ul style="list-style-type: none"> Discuss power relationships in the classroom between students, teachers and Peer Educators 	20 min	<ul style="list-style-type: none"> 25 chairs + 25 name labels
“Lucky Dip”	<ul style="list-style-type: none"> Discuss common classroom and group situations that Peer Educators will be faced with Identify in-session Peer Educator strategies and techniques 	20 min	<ul style="list-style-type: none"> Handout B – lucky dip cards Handout C – lucky dip discussion questions Lucky dip cheat sheet
BREAK		5 min	
Preparation for SAPPSS ‘Scenarios’ classroom activity – part 1 Identifying issues	<ul style="list-style-type: none"> Reflect on key learning outcomes of the SAPPSS ‘Scenarios’ classroom activity 	15 min	<ul style="list-style-type: none"> Handout D – ‘Scenarios Activity’ worksheet Handout E – Scenario cards Handouts
Preparation for SAPPSS ‘Scenarios’ classroom activity – part 2 Prompt questions	<ul style="list-style-type: none"> Identify in-session Peer Educator strategies and techniques 	25 min	<ul style="list-style-type: none"> Scenario cards cheat sheet
Summary and Evaluation	<ul style="list-style-type: none"> Reflect on training outcomes Record evaluation and feedback Identify homework tasks 	5 min	<ul style="list-style-type: none"> Handout A – Evaluation 1 + your questions answered Handout F – take home reflection exercise <p>OR</p> <ul style="list-style-type: none"> Handout L – Respectful relationships worksheet
TOTAL		100 min	

Appendix A1: Sample training session plan *continued*

Training session 2			
Activity name	Purpose for participants	Time	Materials
On arrival Revision	<ul style="list-style-type: none"> Engage in the training space Revise key learnings from previous training session 	10 min	<ul style="list-style-type: none"> Whiteboard & textas Peer ed figures & evaluation quotes from last session Coloured Post-It notes
Preparation for SAPPSS 'Doing Consent' classroom activity	<ul style="list-style-type: none"> Reflect on key learning outcomes of the SAPPSS 'Doing Consent' classroom activity Identify in-session Peer Educator strategies and techniques 	50 min	<ul style="list-style-type: none"> Handout G – 'Doing consent' worksheet 'Doing consent' Activity Notes Handout H – Peter & Jess story
BREAK		10 min	
Preparation for SAPPSS 'It happens to boys too' classroom activity	<ul style="list-style-type: none"> Reflect on key learning outcomes of the SAPPSS 'It happens to boys too' classroom activity Identify in-session Peer Educator strategies and techniques 	25 min	<ul style="list-style-type: none"> SAPPSS DVD – Chapter 3 Handout O – 'Why don't people talk about s-a' worksheet
Summary & Evaluation	<ul style="list-style-type: none"> Reflect on training outcomes Record evaluation and feedback Identify homework tasks 	5 min	<ul style="list-style-type: none"> Handout K – Evaluation sheet 2 HOMEWORK: Handout M – Finish the Story worksheet
TOTAL		100 min	

Training session 3			
Activity name	Purpose for participants	Time	Materials
Warm up game	<ul style="list-style-type: none"> Engage in the training space 	10 min	
Revision of homework	<ul style="list-style-type: none"> Reflect on key learning outcomes of the SAPPSS 'Finish the Story' classroom activity Identify in-session Peer Educator strategies and techniques 	10 min	<ul style="list-style-type: none"> Handout M – Finish the Story worksheet
"I'm no expert" Come as you are – part 1	<ul style="list-style-type: none"> Discuss common schoolyard and social situations that Peer Educators will be faced with 	30 min	<ul style="list-style-type: none"> Name labels Handout I – 'sticky situations' scripts
BREAK		10 min	
"I'm no expert" Being a peer educator – part 2	<ul style="list-style-type: none"> Identify out-of-session Peer Educator strategies and techniques Identify the boundaries and responsibilities of the Peer Educator role Identify resources available for personal support 	30 min	<ul style="list-style-type: none"> Handout J – Peer Educator Communication Model Hat Handout N – Where2go4help
Preparation for next stage of training: Observation	<ul style="list-style-type: none"> Identify the boundaries and responsibilities of the Peer Educator role Prepare for the 'Observation' stage of the training model 	10 min	<ul style="list-style-type: none"> Observation worksheet Peer Educator role description
TOTAL		100 min	

Appendix A: Survey 1 *continued*

After the session is finished.....

Did you like this session? Yes / No

Why/why not?

What did you learn in this session?

Were all your questions answered about being a Peer Educator? Yes / No

Please name two things a Peer Educator is expected to do

Please name two things a Peer Educator is NOT expected to do

Please rate your confidence about being a Peer Educator...

...*before* you attended this session

Low Medium High Very high

...*after* you attended this session

Low Medium High Very high

Do you have any suggestions for how we can improve this session?

Do you intend to come back for the next Peer Ed training session? Yes / No

Why/why not?

Thank you for your feedback.

Appendix B: Survey 2

Training session #2 – Evaluation

Please circle the words you think describe this session. (You can add more words if you like!)

<i>interesting</i>	<i>helpful</i>	<i>confronting</i>	<i>informative</i>	<i>active</i>
<i>upsetting</i>	<i>too easy</i>	<i>confusing</i>	<i>challenging</i>	<i>boring</i>
<i>fun</i>		<i>different</i>		<i>difficult</i>

What did you learn in this session?

Please circle two things a Peer Educator is expected to do outside the SAPPSS sessions

report bad behaviour *give advice* *give information* *solve problems*
look after self *be a counsellor* *be an expert* *listen to the story*

Please circle two things a Peer Educator is expected to do outside the SAPPSS sessions

report bad behaviour *give advice* *give information* *solve problems*
look after self *be a counsellor* *be an expert* *listen to the story*

Please rate your confidence about being a Peer Educator...

... *before* you attended this session

Low Medium High Very high

... *after* you attended this session

Low Medium High Very high

Was there anything you didn't like about this session?

Do you intend to come back for the next Peer Ed training session? Yes / No

Why/why not?

Thank you for your feedback.

Appendix C: Focus group questions

Participants were asked to individually respond to any questions they felt comfortable answering, in any order

- How did you feel you **contributed** to the SAPPSS student program?
- Were you happy with how **much you participated**? What would have made it better or easier for you?
- Have you noticed any changes in your **confidence** since the peer educators program? (For example, speaking in front of a group, talking about sex, talking about sexual assault, being asked for help, asking for help, challenging your friends when you don't agree with them.)
- Have there been any changes in your knowledge and **understanding of sexual assault** (e.g. the law, impacts, how to get help, what is consent)?
- Have there been any changes in what you think about your own **rights and responsibilities** (relating to sex, relationships and sexual assault)?
- Has the peer educator program given you any other **skills** you didn't have before?
- Have you made any **new connections** with people – such as other peer educators, year 9s or year 10s?
- Do you feel you are contributing something **meaningful** to the SAPPSS student program?
- How has your sense of connection or **belonging** within the school community changed?
- Do you feel like you are seen as a **leader**?
- Has being involved in peer educator program had any **impact on your own life** – eg in your friendships/relationships, how you communicate, what you think is right and wrong?
- Did you **like being involved** in the sessions? Why/why not?
- Was it a good thing for you to have **other students seeing you involved** in a sexual assault program? Why/why not?
- Your friend is telling you about some problems he had with his ex-girlfriend. He says she was never really clear about whether she wanted to have sex or not and when they finally did it, she didn't say much and he had to do all the work. **As a peer educator, what would you say or do?**
- What impact did the original SAPPSS **evaluation** focus groups and interviews have on you? How important were they in your motivation to be a peer educator?
- What **surprised** you about the sessions?
- Do you prefer to be in the sessions alone or with **other peer educators**? Why?
- Do you think you will be involved in peer educator program **next year**? Why/why not?
- Have you been **asked for help** outside of program sessions? If yes, what was the issue and how did you respond?
- During a group discussion about the story of Peter and Jess, the teacher asks the students, "Whose story do you think is right?". One of the students says, "Well Jess was wearing a short skirt and kind of asking for it anyway so I think what Peter did was alright". **If you were a peer educator in this group, what would you do?**
- During the program, you have been noticing that there is one guy who doesn't say much in class and is always the first to leave. When the next group activity comes up, you notice that the teacher has put him with a group of guys who usually tease him. **If you were a peer educator in this group, what would you do?**
- While you are walking to your locker you see a couple of guys you know backing a year 8 girl into a corner. They are laughing but she looks a bit scared. **As a peer educator, what would you say or do?**
- A younger student comes up to you and says she wants to talk to you. She says she doesn't feel very safe in her class. While she's talking, a group from her class come walking toward you, and when she sees them she gets up and runs away. **As a peer educator, what would you say or do?**
- Imagine yourself 5 years from now. You are out with some friends and one of them is very drunk and acting really crazy. She says she's going home with a guy she met on the dance-floor. **What do you think you would do?**

Appendix D: Survey 3

CASA Peer Educator Project: Evaluation survey

How many Year 9 sessions in total did you participate in? _____

Did you participate in:

girls' groups

boys' groups

mixed groups

In these sessions, were you: (please circle)

the only Peer Ed

one of 2 or more Peer Eds

sometimes the only Peer Ed, and sometimes one of 2 or more Peer Eds

Please describe the kind of things you did when you participated in the sessions

(eg wrote on whiteboard, helped with group activities, gave handouts, ran games)

Were you happy with how much involvement you had in the sessions? Yes / No

Please explain why you are happy/unhappy with this.....

What would you say you learned or gained from being a Peer Educator this year?

Would you like to continue to be a Peer Educator next year? Yes / No

Please explain why.....

Were you approached by younger students outside of sessions, about their personal issues? Yes / No

Appendix D: Survey 3 *continued*

What do you think worked and didn't work about having Peer Educators in the program?

WORKED WELL

DIDN'T WORK WELL

Did the Peer Educator training give you enough preparation? Yes / No

What else would you like to be provided with to help prepare you next time?

Was there anything that got in the way of you or others being Peer Educators?

(e.g. other classes, friends, self-confidence, personal issues)

What suggestions do you have about running these programs in the future?

Any other comments?

Thank you for your feedback.

Appendix E: Long-term evaluation focus group questions

Participants were invited to individually respond to these questions in the order they are set out below

1. Recap exercise:

Your friend is telling you about some problems he had with his ex-girlfriend. He says she was never really clear about whether she wanted to have sex or not and when they finally did it, she didn't say much and he had to do all the work.

In response, **what are some of the things that a peer educator should/should not do?**

2. What do you **remember** about your role as a peer educator?

3. Do you have a **positive memory** of the program? Why/Why not?

4. Do you feel there have been any changes in your knowledge and **understanding of sexual assault** (e.g. the law, impacts, how to get help, what is consent) between the start of the program and now?

5. Do you believe that the peer educator project assisted in building your **confidence** in:

Speaking in front of a group, talking about sex, talking about sexual assault, being asked for help, asking for help, challenging your friends when you don't agree with them?

6. Have there been any changes in what you think about your own **rights and responsibilities** (relating to sex, friendships/ relationships and sexual assault)?

7. Do you feel the peer educator program gave you any other **skills** you didn't have before?

8. Did it help your sense of connection or **belonging** within the school community? Were you seen as a leader/ meet new people?

9. Was it a good thing for you to have **other students seeing you involved** in a sexual assault program? Why/why not?

10. Have you been **asked for help** outside of program sessions? If yes, what was the issue and how did you respond?

11. Do you feel you contributed something **meaningful** to the CASA program?

12. **Anything else** you would like to mention?

Appendix F: Interview questions for staff

Participant was asked to individually respond to the questions in the order they appear below

1. How have you been involved with the peer educator pilot project?
2. What did you see as the role of a peer educator in the classroom?
3. Did the peer educator program have an impact on the students long term?
4. As a staff member running the program, do you feel you had enough training on how to work with the peer educators?
5. Do you think it was beneficial for year 9 students undergoing the SAPPSS student program to have the older students in the classroom?
6. What can CASA do to improve the peer educator program?

Appendix G: Results of process evaluation – Survey 1

SURVEY 1

Survey 1 was administered to 70 participants in four schools at the end of Training Session #1.

Overall this session was effective in providing participants with clarity about the purpose and boundaries of the peer educator role and with the skills and confidence to carry out the in-session peer educator role.

School:	School 1	School 2	School 3	School 4
Total no respondents:	15	20	20	15
1. Did you like this session? Why/why not? Of those that responded 'yes', responses were categorized as below.	<p>Yes 93% No 7%</p> <p>A) I enjoyed it because we did a variety of activities and weren't always in one spot. It was fun. Well the session was good because people in the class had different opinions that were good. Because we all were discussing and helping each other understand our ideas.</p> <p>B) It was interesting. Because it was very interesting and it involved some useful information. Because it helps you to get more knowledge on certain issues. Yes you had muffins na just kidding it was educational.</p> <p>C) Because I learnt a lot about how to make people feel comfortable in certain situations. It was good, helped me out with dealing scenarios and situations. It gave me confidence speaking in front of people.</p> <p>D) I liked it because it clarifies the boundaries of what a peer educator does/does not do. I also liked the sandwiches. It taught me a lot on being a peer mediator, knowing that I don't have as much power as a teacher but not less power as a student.</p>	<p>Yes 100%</p> <p>A) It was fun (x 5). Because everyone worked together and learnt something. Food and fun. It was fun something different. Yes because it was fun. We played games and eat muffins. Because it was fun and enjoyable.</p> <p>B) Everyone had fun and learnt a lot. It was interesting and fun. Because we got food and it was informing. It was fun and informative. It was educational.</p> <p>C) Nil</p> <p>D) Because I understand more about it. We learnt new things and discussed different situations. It helps us how to run the class. Got me excited for the program.</p>	<p>Yes 100%</p> <p>A) It was fun and interesting and challenging. It was good hearing others ideas on the chairs and stuff and I enjoyed it. Because everyone joined it and we were put in different groups and separated from our mates. We gave our opinion. It was fun. Because everyone spoke and joined in as well as the muffins. Because everyone was cooperative. I had a lot of fun going through all the activities.</p> <p>B) It was interesting (x 2). Because I learnt a lot. It was informational. Because it was enjoyable and I learnt a lot during the session. It was fun and educating. Because I got muffins and it helped me learn more about sexual assault. Learnt new things about sexual assault and what to do.</p> <p>C) Nil</p> <p>D) Because it was a lot of help. Because it gave us the chance to learn about how we need to act. Because it taught us a lot about what we will have to do.</p>	<p>Yes 100%</p> <p>A) For the open discussion. It was effective and interesting. Very interesting and interactive. It was effective and interesting concepts were brought up about sexual assault. It was interesting and very effective. Everyone was able to open up and give their opinion. Yes, because we have done group work and group discussion.</p> <p>B) Very informing. Learnt new and interesting ideas about sexual assault. Yes because there was a lot of important information. There was a lot of information. Informed a about different types of sexual assault. Yes, because I learnt new things that I didn't know about.</p> <p>C) I learnt a lot about how to talk to students. It was interesting to learn how to teach others.</p> <p>D) Nil</p>

Appendix G: Results of process evaluation – Survey 1 continued

School:	School 1	School 2	School 3	School 4
Total no respondents:	15	20	20	15
	D) Because it gave me a better understanding of what being a peer educator means. Of those that responded 'no', responses were indicated as below. Because I didn't enjoy being educated as a peer than being a student.		D) Because it is a good thing that we get a head start. Because we found out about what we will be doing and we worked in groups.	
2. What did you learn in this session?	A) The dos and don'ts of a peer mentor; expectations of a peer mentor; the 'right' questions to ask (neutral/prompt). What kinds of questions to ask about issues. How to make students feel comfortable or contribute to the discussion even if they don't want to speak verbally. How to deal with different situations. Learnt that its best as a peer mediator to ask open-ended questions to keep the flow going. I learnt the skills you need to keep a discussion going and have to be neutral. Some useful tips and ideas of being a peer educator. How a peer educator is involved and its role in the class etc. That prompt questions are very important. I learnt in this session how to write prompt questions. That we're not the teachers or students we're in between. How to make the students comfortable. What we are expected to do – that we don't have to run the classes.	A) Prompt questions (x4). A lot. Prompt questions. How to work with the students. We won't be in charge of the year 9s, prompt questions. A lot about educating year 9s and how to say a prompt question. I learnt that peer educator aren't to take control. I learnt that we won't be in charge of the year 9s. What questions to ask. Not to single out one person in discussions. How to get along with year 9 students. How to treat people like not to put them on the spot. How to be a good peer educator. What to do. B) More about sexual assault than I already knew. C) I learnt a few more things than what I learned last year. Certain things are sexual assault and age difference. Others' opinions.	A) How important it is being a peer educator and helping the other students and the teachers to expand their knowledge on sexual assault. How to respond to students as a peer educator. Ways we should behave, and what we can do. I learnt how to be a peer educator. What we have to do when the program starts. The things that I need to do in the sessions. How to be a peer educator. About prompt questions. What to do and not to do as a peer educator. The different situations we worked on. What the responsibilities and duties of a peer educator. What we are doing as peer educators and how to properly help out. I learnt what I will be doing to help the year 9s. B) More rules about sexual assault. I have learnt about different types of sexual harassment. That sexual assault is wrong. About sexual assault and new words. C) How to help people. More than I did last year	A) About the prompts. How to take a class of young people and teach them. How to deal with some issues and how to talk to the students without pressure. Different skills about helping students. Helping students and different skills. B) When a person should draw the line. What is meant by sexual assault. We learnt what may be considered as sexual assault. And its different levels. About positive relationships. Various things about sexual assault. About positive/negative relationships. The different types of scenarios of sexual assault. Different types of sexual assault. Sexual assault can range from many things. CASA focuses more on emotional baggage. The different types of sexual assault. C) Other Nil
A) Strategies to use in the Peer-Educator role				
B) Info/skills related to consent, relationships and sexual assault				
C) Other				

School:	School 1	School 2	School 3	School 4
Total no respondents:	15	20	20	15
3. Were all your questions answered about being a Peer Educator?	Yes 100%	Yes 90% No 10%	Yes 90% No 10%	Yes 86% No 7% Unsure 7%
4. Please name two things a Peer Educator is expected to do	A) Help with opening up discussion - open discussion - develop conversations - open up discussions x 2 - ask for different opinions - to help/be involved in the class discussion - ask for different opinions B) Avoid showing judgement - not to jump to conclusions - be neutral - don't look weird towards them - not be judgemental C) Include everyone - include everyone - involve everyone to speak openly - involve everyone x 3 D) Listen - observe people and listen to what they have to say - listen and be able to talk to people - listen x 2 - listen to people/students E) Use prompt questions - ask prompt questions x 3 - ask questions that are good - ask open-ended questions F) OTHER - talk about what he is meant to talk about - make everyone feel happy - to watch over the students and help out the teacher	A) Help with opening up discussion - help in the sessions - contribute to class discussion - make students comfortable - encourage class discussion - make the students feel listened to - help the teacher - to help make students comfortable - see if the student is ok, talk to them if they need to - help out teachers - co-operate in conversation, help year 9s - ask questions, participate B) Avoid showing judgement - help people feel safe x 5 - ask questions, make people feel comfortable C) Include everyone Nil D) Listen - make students feel listened to x 2 - listen - reflective listening - listen, understand E) Use prompt questions - ask prompt questions x 2 - prompt questions - give a prompt question - ask questions and help - ask open-ended questions - help out the teacher, eg ask questions, prompt questions	A) Help with opening up discussion - get involved - share ideas - let teachers do their job - help educate people - share answers x 2 - help but not answer questions - be a part of the group - help the class - share information - involved in group discussions - help in group activities - help in discussions - get involved in working in a group - encourage group discussions - get involved - get a discussion going - join in group discussion B) Avoid showing judgement - respect others and the problems they may have faced - not be abusive to the students - respect people's decisions C) Include everyone - everyone communicating - encourage students - help getting the year 9s talking - be there for other students to trust and talk to D) Listen - Listen - listen to students x 2 - help and listen E) Use prompt questions - ask open ended questions F) OTHER - to help people - support - support the class - be supportive - peer educate - help if possible - help in class activities - help CASA students with activities - help out in the classes - ask the teacher for advice	A) Help with opening up discussion - Help out. Work with students. - Answer many questions. Ask a lot of questions. - Ask appropriate questions. Ask a lot of questions. - Ask appropriate questions. - Answer questions to the best of your ability. - Ensure comfort to students. - Explain answers. B) Avoid showing judgement - Everything should be confidential. Not give his/her own opinion. - Not give own opinion. To get students opinion. - Connect with students. - Respect ideas and feelings. - Not give out their own opinion, but to get the students opinion. C) Include everyone - Help students who feel uncomfortable. D) Listen - Help those going through a rough time. - Ensure comfort to students. E) Use prompt questions - Ask prompt questions. Answer the questions. F) OTHER - Help inform Yr 9/10 about what is appropriate with sexual assault. - Ensure confidence of students.

Appendix G: Results of process evaluation – Survey 1 continued

School:	School 1	School 2	School 3	School 4
Total no respondents:	15	20	20	15
5. Please name two things a Peer Educator is NOT expected to do	<ul style="list-style-type: none"> A) take control of class – run the group – lead the class – yell at somebody – run a class by ourselves – act like the teacher and run/take care of the class themselves – run the class by themselves – don't take care of whole class alone B) put people on spot – spotlight shy people and put pressure on students – pressure anyone, force anyone – put pressure on a student, put the spotlight on a shy person – put pressure on students C) ask closed questions – ask closed questions – just agree and move on D) give anyone permission to leave – let students out of class – give permission for students to leave the classroom – give permission – give permission to a student E) share personal stories/experiences – share personal experiences – talk about personal things F) give your own opinion – express our opinion – don't give your opinion G) make judgements/assume there is a right or wrong answer – judge them on what they say – favour anybody – tease them in any way – assume there's a right or wrong answer H) Opt out – Nil 	<ul style="list-style-type: none"> A) take control of class – take control of the class, try to discipline the class x 5 – take control of class x 4 – act like a teacher, try and control the class – run the sessions, discipline – take authority – in charge of class – control – discipline students – take control B) put people on spot – pressure students and put them on the spot C) ask closed questions – Nil D) give anyone permission to leave – deal with student problems – give permission for anyone to walk out – let anyone leave class E) share personal stories/experiences – share personal experiences F) give your own opinion – Nil G) make judgements/assume there is a right or wrong answer – don't say one person is right x 2 H) opt out – sit up the back and chat x 3 – don't talk about the weekend – talk to people about the weekend – chat – sit at the back 	<ul style="list-style-type: none"> A) take control of class – yell – run class – take over the class – yell at students that are out of control – take the class – take control of the class x 3 – run the class by themselves – keep control of the class – run the class B) put people on spot – don't harass people – don't tease people C) ask closed questions – Nil D) give anyone permission to leave – deal with students issues – send a student out of the class – send people out – let the year 9s out of class – send people out to relax E) share personal stories/experiences – ask for names – be personal – answer questions – share personal information with others – names in situations – personalise things – personalise – put names in situations – share personal experiences F) give your own opinion – Nil G) make judgements/assume there is a right or wrong answer – give advice/counsel – counsel the kids – start agreements – counsel students with problems – tell their opinion H) opt out – step out of the group I) OTHER – be abusive and sexual to the students 	<ul style="list-style-type: none"> A) take control of class – Shout out, tell someone to shut up, gossip when on the job. – Yell and be rude to the students. – Muck around with the students. – Not to scream at students. – Yell at students. Be rude, inappropriate. – Not to be the teacher. – Be the teacher. B) put people on spot – Touch students or single them out. C) ask closed questions – Get personal. Give definite answers. – Get personal. Give definite answers. – Be rude and force ideas on others. D) give anyone permission to leave – Talk about your sex life. E) share personal stories/experiences – Give opinion. Be rude. – Not to counsel the students. – Be the counsellor. – Interfere with personal life. – Give their personal opinions. – Give personal advice. Not interfere with personal life. – Give personal advice. Not to get involved with personal life. G) make judgements/assume there is a right or wrong answer – To say a student is right or wrong. H) opt out – Nil

School:	School 1	School 2	School 3	School 4
<i>Total no respondents:</i>	15	20	20	15
6. Please rate your confidence about being a Peer Educator...before you attended this session	Low 20% Medium 53% High 7% Very high 20%	Low 0 Medium 35% High 60% Very high 5%	Low 5% Medium 65% High 15% Very high 15%	Low 27% Medium 47% High 13% Very high 13%
7. Please rate your confidence about being a Peer Educator...after you attended this session	Low 7% Medium 13% High 53% Very high 27%	Low 0 Medium 0 High 55% Very high 45%	Low 0 Medium 5% High 65% Very high 30%	Low 0 Medium 0 High 66% Very high 33%
8. Do you have any suggestions for how we can improve this session?	"No" x 7 Suggestion: Do examples, role play, someone pretends to be a student etc Other comments: - I think it was perfect - I think it was done really well - I enjoyed it the way it was - I think you did very well - I reckon its perfect the way it is	"No" x 14 Suggestions: - More food - More activities - Mix up groups - Quicker, not in to recess Other comments: - It's awesome! - It was all good - It's great the way it is	"No" x 15 Suggestions: - answer more questions - let us go on time - no games - better food Other comments: - I enjoyed the session	"No" x 13 Suggestions: - More lollies! - More discussion Other comments: - The session was informative.
9. Do you intend to come back for the next Peer Ed training session? Why/why not?	Yes 60% No 33% Yes - I like the idea of being a peer educator - because in the future I plan to be a social worker and I think this will help heaps - it was very very good - because I would like to learn more, I think it's a good use of my time - because I am interested in learning more - because today I had fun, learn lots and am looking forward to next time - because it was useful - because this is something I really want to do. I want to help other learn and understand what sexual assault is.	Yes 100% - To learn more about being a peer ed person - cause I wanna do it - More food, fun - It's fun, interesting and awesome - I want to learn more - It is fun, get out of class - I'd like to come back - I want to become a peer educator - I like it a lot - Because it was fun - Because it was fun - I want to do something involving helping people - Because we learn interesting things - It was fun - Because it is fun and I would like to help out - I would like to teach other children about sexual assault - Fun - Because I enjoyed it - I like it	Yes 100% - To learn more - cause I am interested in it - because its interesting - because I enjoyed the session - so I can learn more - because it's interesting - because it's fun and I get out of class - because it's a good informative class - yup, cause I am interested - it is a good thing to do - because it is interesting - I want to do this. It's fun - I may learn more - it was good - because I love learning new things and experiencing new tastes - yes because it's good fun and we can learn about sexual abuse - because it's a good way to build confidence	Yes 100% - I want to be a peer educator. - I want to learn more. - It's pretty good. - Interesting and can learn a lot. - Very interesting and informative. - Because to learn more. - I would like to learn more. - Fun and miss maths! - I'm in for the long haul! - It is a program that was effective and not a waste of time. - Yes, it was interesting. I like being a part of this program. - It was interesting and I feel I could help. - It gives me a better ENTER score. - It's interesting. - Because it's very interesting.

Appendix G: Results of process evaluation – Survey 1 *continued*

School:	School 1	School 2	School 3	School 4
Total no respondents:	15	20	20	15
9. Do you intend to come back for the next Peer Ed training session? Why/why not? Continued	<p>No</p> <ul style="list-style-type: none"> – Don't want to be a Peer Educator – because I did not enjoy the task or role of a peer educator – I can't see myself doing this <p>Other reasons</p> <ul style="list-style-type: none"> – I don't think I have the time I am afraid – no because I've got footy – unfortunately I have another class, however I'd still like to be involved <p>Unsure</p> <ul style="list-style-type: none"> – maybe because I can't judge what I'm going to do on that day 		<p>Yes</p> <ul style="list-style-type: none"> – its interesting and fun – so I can continue to learn these sorts of things and so I can actually be a peer educator – so that I can be completely ready to be a peer educator 	

Appendix G: Results of process evaluation – Survey 2

Survey 2

Survey 2 was administered to 54 participants in three (of four) schools at the end of Training Session #2.

Overall this session was effective in providing participants with clarity about the purpose and boundaries of the peer educator role and with the skills and confidence to undertake the out-of-session peer educator role.

School:	School 1	School 2	School 3	School 4
Total no respondents:	Not administered due to time constraints	17	20	17
1. Please circle the words you think describe this session (circle all that apply)	interesting 100% confronting 0 active 53% helpful 94% informative 71% upsetting 0 confusing 12% boring 0 too easy 0 challenging 88% fun 53% different 65% difficult 0	interesting 75% confronting 25% active 55% helpful 90% informative 90% upsetting 0 confusing 10% boring 5% too easy 0 challenging 65% fun 40% different 40% difficult 5%	interesting 88% confronting 18% active 23% helpful 64% informative 76% upsetting 0 confusing 0 boring 0 too easy 0 challenging 18% fun 41% different 65% difficult 0	interesting 88% confronting 18% active 23% helpful 64% informative 76% upsetting 0 confusing 0 boring 0 too easy 0 challenging 18% fun 41% different 65% difficult 0
2. What did you learn in this session? A) Boundaries of out-of-session Peer Ed role B) General Peer Educator strategies C) Did not learn anything D) Other	A) Boundaries of out-of-session Peer Ed role - we're not counsellors - I learnt that we only help people get to the next step, we're not counsellor - I learnt that we are not expert counsellors we only advise younger or even older people - How to decide when it's time to refer the person to someone else. - we are not counsellors! - I'm not a counsellor but a contributor (supporter) - ways of helping others out - that we're not counsellors but helpers - how to deal with a person who needs help and how you can help them - how to help different people in different ways - we can't solve all their problems - I'm not a counsellor - that we are not counsellors - that as a peer educator you're not expected to be a counsellor B) General Peer Educator strategies - what a peer ed should do - how to make people feel comfortable. - what kind of prompt questions to use. - how to ask more prompt questions - how to confront more questions	A) Boundaries of out-of-session Peer Ed role - how to speak to people out of session - I learnt what to say if I was confronted by someone who was seeking advice - how to handle counselling people - how to help year 9s and how to support them with their problems - how to deal with talking with people one on one - about how to deal with people coming up and confronting you - how to deal with people coming up to you - how to help students if they come to me for advice/support/help B) General Peer Educator strategies - how to be a good peer educator - heaps to be a peer educator - what to do in difficult situations, what to do and not to do - what to do - how to be a peer educator - what to say as a peer educator x 2 - what's the difference between in class and out class educators. Lots. C) Did not learn anything - not much	A) Boundaries of out-of-session Peer Ed role Nil B) General Peer Educator strategies - About students and how to deal with them. C) Did not learn anything Nil D) Other - We learnt the legal sexual age groups and that no situation can be specifically labeled. There are different situations. - The rules of consent and sexual assault. - The law and consent about sexual assault. - I learnt that the ages of having sex has to be two calendar years. - The ages that sex is allowed. - The consent stuff. - Boys can be just as confronted as boys. - How others cope with different situations, and the different circumstances people go through. - That boys/guys can be sexually assaulted. - That not only females get sexually assaulted but males do too.	A) Boundaries of out-of-session Peer Ed role Nil B) General Peer Educator strategies - About students and how to deal with them. C) Did not learn anything Nil D) Other - We learnt the legal sexual age groups and that no situation can be specifically labeled. There are different situations. - The rules of consent and sexual assault. - The law and consent about sexual assault. - I learnt that the ages of having sex has to be two calendar years. - The ages that sex is allowed. - The consent stuff. - Boys can be just as confronted as boys. - How others cope with different situations, and the different circumstances people go through. - That boys/guys can be sexually assaulted. - That not only females get sexually assaulted but males do too.

Appendix G: Results of process evaluation – Survey 2 continued

School:	School 1	School 2	School 3	School 4
Total no respondents:	Not administered due to time constraints	17	20	17
2. What did you learn in this session? A) Boundaries of out-of-session Peer Ed role B) General Peer Educator strategies C) Did not learn anything D) Other <i>Continued</i>	C) Did not learn anything Nil D) Other Nil	C) Did not learn anything – not much D) Other – I learnt about different situations in relationships – I learnt how to deal with situations that seem difficult – I learnt that relationships have different ways	C) Did not learn anything – not much D) Other – I learnt about different situations in relationships – I learnt how to deal with situations that seem difficult – I learnt that relationships have different ways	– Learnt that sexual assault is not stereotypical, different situations of sexual assault. – That there are boys that get sexually assaulted as well. What is not a free agreement. – That not only girls are sexually assaulted. – That the stereotypical men demeanour isn't always the same. – Men are assaulted as well. – I learned about the legal age to have sex. I learned about consent. – That men can get raped. Learned about consent.
3. Please circle two things a Peer Educator is expected to do outside the CASA sessions <i>Correct answer highlighted</i>	report bad behaviour 0 give advice 18% give information 65% solve problems 0 look after self 59% be a counsellor 0 be an expert 0 listen to the story 65%	report bad behaviour 0 give advice 18% give information 65% solve problems 0 look after self 59% be a counsellor 0 be an expert 0 listen to the story 65%	report bad behaviour 5% give advice 5% give information 60% solve problems 0 look after self 85% be a counsellor 0 be an expert 0 listen to the story 85%	report bad behaviour 47% give advice 53% give information 71% solve problems 0 look after self 6% be a counsellor 0 be an expert 0 listen to the story 47%
3. Please circle two things a Peer Educator is NOT expected to do outside the CASA sessions <i>Correct answer highlighted</i>	report bad behaviour 12% give advice 29% give information 0 solve problems 41% look after self 0 be a counsellor 100% be an expert 29% listen to the story 0	report bad behaviour 12% give advice 29% give information 0 solve problems 41% look after self 0 be a counsellor 100% be an expert 29% listen to the story 0	report bad behaviour 15% give advice 60% give information 5% solve problems 50% look after self 0% be a counsellor 75% be an expert 65% listen to the story 0	report bad behaviour 0 give advice 12% give information 0 solve problems 24% look after self 0 be a counsellor 76% be an expert 59% listen to the story 0
5. Please rate your confidence about being a Peer Educator...before you attended this session	Low 6% Medium 24% High 35% Very high 35%	Low 5% Medium 45% High 40% Very high 10%	Low 6% Medium 35% High 29% Very high 12%	Low 6% Medium 35% High 29% Very high 12%
6. Please rate your confidence about being a Peer Educator...after you attended this session	Low 0 Medium 6% High 41% Very high 53%	Low 0 Medium 15% High 50% Very high 35%	Low 0 Medium 6% High 47% Very high 29%	Low 0 Medium 6% High 47% Very high 29%

School:	School 1	School 2	School 3	School 4
Total no respondents:	Not administered due to time constraints	17	20	17
7. Was there anything you didn't like about this session?	<p>"No" x 15</p> <p>Other responses:</p> <ul style="list-style-type: none"> - Not enough chocolate – everything was good - I enjoyed it all - The food - it was all good 	<p>"No" x 16</p> <p>Suggestions:</p> <ul style="list-style-type: none"> - Time - Too long <p>Other responses:</p> <ul style="list-style-type: none"> - I really liked it, it helped a lot 	<p>"No" x 11</p> <p>Didn't like:</p> <ul style="list-style-type: none"> - The re-run of the film - Not everyone showed respect when others were talking. <p>Other comments:</p> <ul style="list-style-type: none"> - It's a helpful and supportive session. - I'm enjoying, it's very interesting. - Everything was fine. - I liked everything. 	<p>"No" x 11</p> <p>Didn't like:</p> <ul style="list-style-type: none"> - The re-run of the film - Not everyone showed respect when others were talking. <p>Other comments:</p> <ul style="list-style-type: none"> - It's a helpful and supportive session. - I'm enjoying, it's very interesting. - Everything was fine. - I liked everything.
8. Do you intend to come back for the next Peer Ed training session? Why/why not?	<p>Yes 100%</p> <ul style="list-style-type: none"> - it's fun - because it's fun - because it's fun and interesting – I know more about sexual assault - because it's fun, keeps you aware of sexual assault - I like being involved in the program - it's awesome and I want to help with the year 9s - because it's fun and we get a badge and I feel special - because it's interesting and I would like to help out - yes because I want to help out and I enjoy the learning it help me to answer questions from my own best friends - because I would like to help others - because I love the challenge - I love helping people out - because it's fun and we get a badge - because it's fun and I can help other people - because it's fun and I get out of class - it's fun and interesting 	<p>Yes 100%</p> <ul style="list-style-type: none"> - because I find it informing - cause I like it - it is a good thing to do, it is interesting - because I enjoy working with kids - because it is interesting - because it feels good to help people and it's informative - it's good, I like it - yes its fun - because it's fun - because it seems like a good opportunity - because it was fun - because it is good - because it helps with leadership roles - because it's interesting - because I like to help people - it's fun - it's fun and I learnt a lot - I think it is a good thing to know to be able to help others 	<p>Yes 76%</p> <ul style="list-style-type: none"> - Because it is fun and good experience to learn. - I like to help my peers. - It is a very interesting program that you personally benefit from. - Very interesting. - This issue is a serious problem that happens, and I'll like to help anyone with my ability. - I want to help others and do something for others. - Because I enjoy it. - Because I would like to help other peers. - Yes, because I get better ENTER score. - To share the understanding of sexual assault. - It's really interesting and you learn a lot. - Because it interesting. - Because I committed to it. 	<p>Yes 76%</p> <ul style="list-style-type: none"> - Because it is fun and good experience to learn. - I like to help my peers. - It is a very interesting program that you personally benefit from. - Very interesting. - This issue is a serious problem that happens, and I'll like to help anyone with my ability. - I want to help others and do something for others. - Because I enjoy it. - Because I would like to help other peers. - Yes, because I get better ENTER score. - To share the understanding of sexual assault. - It's really interesting and you learn a lot. - Because it interesting. - Because I committed to it.

Focus groups and Survey 3

A total of 38 peer educators from three schools participated in focus groups within three weeks of their fulfillment of the peer educator role. This included 16 participating in Focus Groups; 14 participating in Survey 3. This data is set out below. It provided a valuable insight into the impact of the peer educator training and development model on participants' confidence and capacity to carry out the leadership role.

School:	School 1	School 2	School 3	School 4
Evaluation method:	Focus groups	Focus groups	Focus groups	Focus groups
Number of participants:	Group 1: 3x female yr 11 Group 2: 2x female yr 12 & 2x male yr 12	Group 1: 6x female yr 10 & 1x male yr 10 Group 2: 5x female yr 10 & 5x male yr 10	14 respondents in total	Group 1: 10x female yr 10 & 5x male yr 10
Question or theme				
What did you participate in?	<p>Group 1</p> <ul style="list-style-type: none"> Two participated in 3 sessions together – 2 girls group and then mixed group (wk 3, 4 and 5) First session mostly listened, second session more involved eg wrote on whiteboard, split up to sit-in on slogans, put in ideas, didn't tell them what to put down just gave them words like consent and they took it from there, some helped write, answered some questions eg does this sound good, do you understand what it means. Mixed group read out stand up questions and asked for their opinions, went well because they listened, went around and helped develop ending of story, questioned them on chosen slogans, lots of interaction; also got asked the question about intervening, felt like on spot but could answer, recalled what they had said about feeling responsible or imagining self in that situation – more powerful because coming from peers, not teachers, think this helped keep discussion going. <p>Group 2</p> <ul style="list-style-type: none"> girls participated in sessions 1 and 2, mostly helped out groups, felt girls knew all answers and surprised one thing PE def felt was sa and many year 10s didn't boys in session 2, said did same as girls, used prompt questions during group work "they knew nothing" – surprised at things they were saying (silly stuff) – "we weren't like that" Reflected that police woman said she has to talk differently to boys and girls groups 	<p>Group 1</p> <p>Different responses from teachers</p> <p>My teachers didn't, they forgot, they didn't introduce me until half way during the lesson, I introduced myself. We were doing a group thing and I was like 'I'm Jamie by the way'.</p> <p>They all know me, but they didn't know my name. One came to camp with us; one I had PE with last year.</p> <p>They go 'these are PEs' and then they asked our names, and then everyone knew.</p> <p>They didn't do that to me.</p> <p>Maybe when we're being introduced get the teachers to say they've been training for this to let the kids know that we have been through it and we have a bit more authority.</p> <p>Group 2</p> <p>Walk around to the groups. Ask questions, help them think of them.</p>	<p>1 session – 7%</p> <p>2-4 sessions – 64%</p> <p>5-8 sessions – 7%</p> <p>Girls' – 64%</p> <p>Boys' – 36%</p> <p>Mixed – 7%</p>	

Appendix H: Results of impact evaluation – Focus Groups and Survey 3

School:	School 1	School 2	School 3	School 4
Evaluation method:	Focus groups	Focus groups	Focus groups	Focus groups
Number of participants:	Group 1: 3x female yr 11 Group 2: 2x female yr 12 & 2x male yr 12	Group 1: 6x female yr 10 & 1x male yr 10 Group 2: 5x female yr 10 & 5x male yr 10	14 respondents in total	Group 1: 10x female yr 10 & 5x male yr 10
Question or theme				
How did you feel you contributed to the SAPPSS program?	<p>Group 1 Helped get them to speak up, gave our opinions, helped them to explain their ideas and get it out, say things so people feel less worried about speaking up because hear you say it first and know there's no right or wrong answer, feel more confident about saying it because they've heard us say it, might have idea in their head but not sure they should say it.</p> <p>Group 2 Helped people out, explains things they don't understand, helping to explain the questions so they can get the work done. Didn't feel did much contrib. to program because year 12 got in way and only attended one session – timetable slot was ok but competing with SACS (boys).</p>	<p>Group 1 I don't think so much with the actual, sitting in what the Year 9 sessions, cos I was more kind of observing, but I think I more helped for you because we're kind of giving you the information you need to make the program better, cos it's just starting out. Like you go around and you monitor everything, but because they're only a year younger than you, you can't really...and some of them are the same age as you as well...you can't really tell them, you can but it's different if they're older. Cos they know more, it's like you know more but you don't know much more than me. You can but they might look at you like – they won't really listen sort of. We were doing some activity – where you put the stickers on the slogans – I walked up to someone and go 'have you found any you like yet?' and she was like (motion?) and walked off.</p> <p>Group 2 By helping out the year 9s. Because they feel comfortable because you're their age and same school. You're students, you understand we're they're coming from. Plus you're there and they just come up to you. Even outside of school or whatever, they'll just come up to you. Yeah they'll learn more or they'll ask. I don't know cos if you're not good friends with them they probably wouldn't care. Just wanna muck around but if you know him he'll probably learn something cos I'm there. Cos he's more comfortable talking to me.</p>	<ul style="list-style-type: none"> - gave handouts and nametags - gave my opinion - help other students with their sessions - helped groups x 2 - helped out other students with CASA - helped out with questions - helped the kids to open up - helped with group activities x 6 - helped with group activities (helped to make slogans) - helped students to understand the work and support them - participate in games - ran games - wrote on whiteboard x 6 	

Appendix H: Results of impact evaluation – Focus Groups and Survey 3 *continued*

School:	School 1	School 2	School 3	School 4
Evaluation method:	Focus groups	Focus groups	Focus groups	Focus groups
Number of participants:	Group 1: 3x female yr 11 Group 2: 2x female yr 12 & 2x male yr 12	Group 1: 6x female yr 10 & 1x male yr 10 Group 2: 5x female yr 10 & 5x male yr 10	14 respondents in total	Group 1: 10x female yr 10 & 5x male yr 10
Question or theme				
What surprised you about the sessions?	<p>Group 1 Yr 10s were so outspoken and opinionated, some are very immature, how much they voice their opinions about what thought, didn't really expect it because thought many are shy.</p> <p>Group 2 Surprised to find year 10 boys immature, laugh when someone says sex, thought they'd grow out of it by year 8/9, also surprised by how much they did not know, they seem to know nothing. A lot of the boys lacked common sense, didn't know simple things like what consent was (felt sure they as yr 10s knew)</p>	<p>Group 1 The kids for sure. Just the way they were reacting to some of the stories that were being told and how un-knowledgeable they were. Like the story about the guy who was watching TV and the woman was sexually assaulted when she was young or something like that and he called up the place and he was pouring out his heart and some of the kids were just cracking jokes. That really surprised me, how come you can't take it seriously. It got to me a bit. It could have made them uncomfortable cos some of it was like pretty heavy. And if you see the kids they're not gonna sit there and watch it seriously and look uncomfortable. They're gonna crack jokes. I noticed in our session a few of the girls were looking around or they wouldn't watch the TV, they'd try to distract themselves.</p> <p>Group 2 There was like the 'cool' girls and the 'not-cool' girls; it was split. There was like one particular girl and she knew a lot. And she kept putting her hand up and they like all greased her. At least she's contributing. You're all just sitting there – you're so rude. Mine were a full on jungle – they were just gossiping. I was like 'do your work'. I think because we've been at that age we know 'ok let's see how they're gonna act' and some of us are gonna go 'is that how we acted?'</p>	<p>WORKED</p> <p>Program components</p> <ul style="list-style-type: none"> – activities x 3 – signs/slogans x 2 – movies x 2 – all activities x 2 – games – most things – learning about sexual assault x 2 <p>Program format or Peer Ed role</p> <ul style="list-style-type: none"> – fun – helped them out – helping students out – everything worked well, it helped in every situation – cooperation – being able to support peers <p>DIDN'T WORK</p> <p>Younger students' response to program</p> <ul style="list-style-type: none"> – yr 9 attitude x 4 – kids didn't want to talk – not working – not working and talking – the kids <p>Other</p> <ul style="list-style-type: none"> – don't know – nothing really, all good – not being confronted by students 	<p>S=student F=group facilitator</p> <p>S: yeah. I would do it again.</p> <p>S: I felt old. Because I was in control and mature.</p> <p>S: I got to write on the white board.</p> <p>S: at the start they were all shy, then at the end they were asking a lot of questions about how they could resolve different things.</p>

School:	School 1	School 2	School 3	School 4
Evaluation method:	Focus groups	Focus groups	Focus groups	Focus groups
Number of participants:	Group 1: 3x female yr 11 Group 2: 2x female yr 12 & 2x male yr 12	Group 1: 6x female yr 10 & 1x male yr 10 Group 2: 5x female yr 10 & 5x male yr 10	14 respondents in total	Group 1: 10x female yr 10 & 5x male yr 10
Question or theme				
What surprised you about the sessions?		<p>Group 2</p> <p>One of them told me to fill out the sheet for him. I said 'no, I know what to do but I'm not gonna do it'. I'm here to help you do it.</p> <p>I noticed in the first group I was in – the observation – I looked around right after the story on the tape and they talk for like 10 minutes. One girl, she had totally zoned out; like 'I don't wanna be here'.</p>		
Do you prefer to be in the sessions alone or with other Peer Educators? Why?	<p>Group 1</p> <p>With others, bc feel more comf and not the only one there, wont get bombarded, and if you don't know something you have others to talk to, not just the teachers.</p> <p>Group 2</p> <p>Prefer to be in session with other PEs because you don't get put on spot – with someone else they can jump in for you, if you say something wrong; also feel "they're on the same level as you". Can depend on size of group too.</p>	<p>Group 1</p> <p>I like being with other PE because at first I would have thought that I'd rather be on my own, but I think it's better because I found that we all feel very comfortable now talking about sex together as a group, in general; out of the sessions as well. And I guess we're more mature talking about it, it's not just kind of misconceptions and myth and stuff it's like the facts.</p> <p>Group 2</p> <p>I felt that sometimes, I was watching them and the look was kind of like 'what do you want?' kind of thing.</p> <p>Yeah. Being alone you be more confident and they kind of look up to you more in a way but when you're with other PE you feel not alone.</p> <p>Like Hilal said when you're alone it's good and all but when you're with another PE it feels more comfortable, cos you got someone – a mate to talk to.</p> <p>Cos I had Jordan and if she wasn't there I wouldn't have got up and gone to the kids. Cos she was doing it, I thought I'll do it too. Someone to bounce off. It's easier that way. I feel more comfortable.</p> <p>Nah, it depends if you know the year 9s or not. Cos if you know them you're more confident. If you don't it's weird.</p> <p>It's an advantage to have another person. As long as we know someone is supposed to be with us I think we'll be fine.</p>		

Appendix H: Results of impact evaluation – Focus Groups and Survey 3 *continued*

School:	School 1	School 2	School 3	School 4
Evaluation method:	Focus groups	Focus groups	Focus groups	Focus groups
Number of participants:	Group 1: 3x female yr 11 Group 2: 2x female yr 12 & 2x male yr 12	Group 1: 6x female yr 10 & 1x male yr 10 Group 2: 5x female yr 10 & 5x male yr 10	14 respondents in total	Group 1: 10x female yr 10 & 5x male yr 10
Question or theme	<p>Were you happy with how much you participated? What would have made it better or easier for you?</p>			
	<p>Group 1 Happy with how much partic bc helped other people speak because might agree with what PE says so feel like they can speak up. Happy with level of partic but would have liked to be more involved with activities like in last session. More confident next time? Yes, bc seen that when you say something they listen more than they would to teacher.</p>	<p>Group 1 I think I could have probably contributed a bit more in the group discussions for the Year 9 groups, the sessions. I think it would have been a bit easier if we had these discussions more regularly just to keep up with what was going on. I think maybe more sessions with the Year 9s would help. Having 3 instead of 2. So you'd be more comfortable with them.</p> <p>Group 2 Yeah it was alright. I think I participated a bit, not that much. We walked around. Most of them just xxx Cos you just sit there most of the time. Gets a bit boring. Yeah cos we only got involved with slogans. And otherwise we just sat there and listened to ... when someone's answering and they don't know and you're like 'I know, I know' ... But we had to keep our mouths shut. Both teachers were just only – we sat back and took xxx so systematically structured. It was almost like to them we were part of the Year 9 group and they would look over us and all that kind of stuff.</p>	<p>Yes 79% No 7% Why? – because I was involved but not too much – because I was involved and not helping too much which was good because it gave the kids a chance – because it wasn't too much for us to handle – I was because I felt like I helped and I was in assistance throughout the session – it was fun and enjoyable – I was involved and not too much because it was enjoyable participating with others – because I had an influential input but not too involved – happy because I got to understand the younger generation – I get a chance to help others Why not? – it was ok but I wished I did more – I thought personally I could have helped a little more. Also at the start of the lesson I felt like I wasn't doing much (were watching video). I actually felt guilty for not doing much. – yes and no, didn't get to talk a lot</p>	<p>S: Shouldn't the teachers acknowledge the fact that we are there? We're not there to hand sheets out. We're not getting much out of that and neither are the year 9s. S: A lot of the students called us helpers not peer educators. S: At the end we didn't feel like we were doing much. We asked why we didn't sit in a circle but they didn't listen to us. S: would have liked to have gotten together once a week during the program to speak about how it's going.</p>

School:	School 1	School 2	School 3	School 4
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Number of participants:	Group 1: 3x female yr 11 Group 2: 2x female yr 12 & 2x male yr 12	Group 1: 6x female yr 10 & 1x male yr 10 Group 2: 5x female yr 10 & 5x male yr 10	14 respondents in total	Group 1: 10x female yr 10 & 5x male yr 10
Question or theme				
Did you like being involved in the sessions? Why/why not?	<p>Group 1 Yes bc got to see other students opinions, been through it before but got to see other opinions, felt they were sort of similar but some were a bit out there. Some things they said weren't appr and PE know they said those things in yr 10 too, but some did have good knowledge.</p>	<p>Group 1 I think we all kind of thinned out. The people who were kind of committed to it kept coming to the sessions. I liked it. You learn about it without being uncomfortable. You're helping younger people to know and stuff and know about sex, SA and stuff.</p>	<p>NO BARRIERS</p> <ul style="list-style-type: none"> - no - not really, you had a choice if you wanted to - no not really - it was a self choice - no it was a really great experience - no it was pretty good - no not really. It was a self choice. - nope - nothing in my way - nope nothing was in my way <p>OTHER STUDY/CLASSES</p> <ul style="list-style-type: none"> - some classes I didn't really want to miss - classes and assignments - other classes - the other classes we had - just classes 	

Appendix H: Results of impact evaluation – Focus Groups and Survey 3 *continued*

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Evaluation method:	Focus groups	Focus groups	Focus groups	Focus groups
Number of participants:	Group 1: 3x female yr 11 Group 2: 2x female yr 12 & 2x male yr 12	Group 1: 6x female yr 10 & 1x male yr 10 Group 2: 5x female yr 10 & 5x male yr 10	14 respondents in total	Group 1: 10x female yr 10 & 5x male yr 10
Question or theme	<p>Have you noticed any changes in your confidence since the Peer Educator program?</p>			
	<p>Group 1 Don't challenge friends much. Listen more now – "I listen to what they say even if I might not agree". In general listen more, like to be able to help ppl if someone comes to me with a problem I am more able to help them than I was before, in own life. More confide talking s and sa, not so immature anymore – were over that and more over it since PE. Asking for help? Ppl come up and ask us for help and that's made it easier to ask for help. I've never really kept for myself anyway, always asked ppl what they think, just made it a bit better.</p> <p>Group 2 More confident talking in front of groups and talking to people. Sort of increased confidence in challenging friends and also family (cousins) because feel more clear in your beliefs and know what you're talking about, more 'grownup' – didn't want to say what happened, but told them it wasn't right, but person was stubborn.</p>	<p>Group 1 I'd say yes cos you're more confident with the rules now, you know have to be 16, like everyone thought you had to be 18 to have sex but you don't have to be; for the SA thing – you know more, you've learnt more which makes you more confident, you know you're saying the right stuff. You're not telling them the wrong information. It's like you feel confident, no-one's gonna judge you or be like 'you're wrong', or anything especially like the counsellors. Saying something when you know they're wrong. You can say it without doubting your answer. I guess cos we know more about it, like J said before, we feel more confident in the facts.</p> <p>Group 2 Yeah, like when I told my parents I was doing this program they don't even know half the law and that and I tell them.... I'm always comfortable speaking in front of a group so not really that much. Talking about sex, yes. Being asked for help yes. And especially challenging your friends when you're in a group – it's harder. Yeah cos I know more about SA so when I say that I can correct them – to open their minds. Not as nervous as much.</p>	<p>Skills/confidence/leadership</p> <ul style="list-style-type: none"> - I learned how to be a leader but not to take too much control - independence, responsibility - I would've learnt self confidence and how to be a help to others in the class. It was a really great experience. - Independence and responsibility - I have more confidence - confidence within myself - to be somewhat responsible <p>Understanding of sex, consent and sexual assault</p> <ul style="list-style-type: none"> - I learned sexual harassment isn't right - more of an understanding of sexual assault - to learn more about sexual assault - I learnt more about sexual assault <p>Not learned/gained much</p> <ul style="list-style-type: none"> - Honestly I can't because I felt really didn't do much. I just gave out ideas as how to do it which was easy. 	

School:	School 1	School 2	School 3	School 4
Evaluation method:	Focus groups	Focus groups	Focus groups	Focus groups
Number of participants:	Group 1: 3x female yr 11 Group 2: 2x female yr 12 & 2x male yr 12	Group 1: 6x female yr 10 & 1x male yr 10 Group 2: 5x female yr 10 & 5x male yr 10	14 respondents in total	Group 1: 10x female yr 10 & 5x male yr 10
Question or theme				
Have there been any changes in your knowledge and understanding of sexual assault ?	<p>Group 1 I learnt the ages of consent, but now forget them, and it was helpful. Brought back and reminded us of what we learnt in year 10, some things didn't remember like % of victims and stuff.</p> <p>Group 2 Don't feel learned anything new about sa via PE program, just in more detail and been reinforced. All of it helped to change/consolidate knowledge about sa consent/free agreement, ability to give consent when drunk laws, age of consent and 2 year rule – repeated exposure helps with this.</p>	<p>Group 1 I think it brings back all the information so it gets you to remember it. Like some of the things I had forgotten so I was like 'oh yeah, that's right'. I'd say yes cos you learn where you can go for help, and the law – like the two year thing – and if you're 16 you can go for a 60 year old or whatever (laughs). And under 10 you can't sleep with anyone. I didn't know any of that; I just thought at 18 you can do what you want. I learned in Year 9 but I forgot about it, cos everyone was like, not 16, you have to be 18, cos everyone forgot. And we did it again. It refreshes your memory. Everyone remember again. People who haven't done it still think you don't have to be two years and you can't be 16 and go out with a 50 year old. I learned more about the terms and stuff, some of the things we did with the Year 9s. I think it just refreshes your memory and it's good to see the Year 9s talking about it, cos you get another perspective of it. Basically the short skirt thing. We were watching a video, I can't remember what it was, and one of the girls was saying 'oh it's her fault' and I'm just thinking 'no, it's not' but I remember all of us thinking that last year so it does make you think.</p>		<p>S: yep. We were teaching the year 9s and learning at the same time. S: we knew the basics, but when we were given questions, it made us think about it more.</p>

Appendix H: Results of impact evaluation – Focus Groups and Survey 3 *continued*

School:	School 1	School 2	School 3	School 4
Evaluation method:	Focus groups	Focus groups	Focus groups	Focus groups
Number of participants:	Group 1: 3x female yr 11 Group 2: 2x female yr 12 & 2x male yr 12	Group 1: 6x female yr 10 & 1x male yr 10 Group 2: 5x female yr 10 & 5x male yr 10	14 respondents in total	Group 1: 10x female yr 10 & 5x male yr 10
Question or theme				
Have there been any changes in your knowledge and understanding of sexual assault? <i>Continued</i>		<p>Group 1 It's good to realise how much the program helps with knowledge cos seeing the Year 9s was like 'oh we didn't know that before' but now it's in our heads and we know.</p> <p>Group 2 Yeah there has, there's been a lot of changes of knowledge. Learning about this stuff helps you with your life. Didn't know about this stuff before we had this thing.</p> <p>I knew there were two years but I didn't know it was calendar – to the day. I didn't think you would go up to the police and go 'I had sex and it's two years to the day tomorrow' do you know what I mean. I didn't know it was exactly!!</p>		
Have there been any changes in what you think about your own rights and responsibilities (relating to sex, relationships and sexual assault)?	<p>Group 1 Yes more known about it, about my own rights. Stronger sense of rights since PE program.</p> <p>Group 2 Since yr 10 has changed completely, def know R&R and had no idea before that. Since PE? Become more confident in expressing kn and sharing it with other people both in and out of sessions. But basic knowledge came from yr 10 program – reinforced through PE eg asking in relationships otherwise it's rape.</p>	<p>Group 1 Sort of. You know what you can and can't do. And you can say if something's not right, if somebody else is doing something not right.</p> <p>Yeah, I told a mate who is almost 17 and he likes this 14 year old – they're close – and I told him it was against the law.</p> <p>Just like the relationships: I never really thought of them as healthy or unhealthy. I never really looked at them like that. But now I do.</p>		<ul style="list-style-type: none"> - Helped with speaking out against sexual assault. - If friends are saying sex jokes that we think are wrong, it is easier to say something to them. - I also know what I can and can't do.

School:	School 1	School 2	School 3	School 4
Evaluation method:	Focus groups	Focus groups	Focus groups	Focus groups
Number of participants:	Group 1: 3x female yr 11 Group 2: 2x female yr 12 & 2x male yr 12	Group 1: 6x female yr 10 & 1x male yr 10 Group 2: 5x female yr 10 & 5x male yr 10	14 respondents in total	Group 1: 10x female yr 10 & 5x male yr 10
Question or theme				
Have there been any changes in what you think about your own rights and responsibilities (relating to sex, relationships and sexual assault)? <i>Continued</i>	<p>Group 2</p> <p>Yes I reckon. Because the knowledge came back into your head — you just think twice. About sex and relationships, whatever.</p> <p>Cos you don't talk about it, you don't go into detail with other people; it just slips your mind. But once you get into it — it comes back.</p> <p>I think because we've done it again, it's almost like we're re-learning it. It sticks more in our head.</p>	<p>Group 1</p> <p>I'd say just the confidence we got in talking to other students and the extra knowledge of SA and the law.</p> <p>Just confidence talking about it really.</p> <p>Prompt questions.</p> <p>Group 2</p> <p>I don't know, you participate more, you become more involved to the sessions, you help out more.</p> <p>More confident.</p> <p>You would have got better public speaking skills.</p> <p>Probably a bit more knowledge about SA and all that. That had kinda slipped out of my mind.</p> <p>I think most of us were chosen cos we already had those skills.</p> <p>Like all that group stuff we done in the training sessions; I'd never done that before. Working in a group.</p>		
Has the Peer Educator program given you any other skills you didn't have before?	<p>Group 1</p> <p>More confident in front of groups, more speaking</p> <p>Group 2</p> <p>more confident, know what to say when someone talks to you about sex, sa, now you can say something back, both in and out of session, easier because know what to say to them and how to react, "you don't just feel like you're making it up".</p>			<p>S: If did again, would feel more confident.</p> <p>S: had more confidence to speak out if seeing something that I don't think is right, for example I walked into the classroom as a PE and a kid made an inappropriate joke and I said to him that it was inappropriate and that it could really hurt someone. He then said 'sorry' and 'I won't do it again'.</p>

Appendix H: Results of impact evaluation – Focus Groups and Survey 3 *continued*

School:	School 1	School 2	School 3	School 4
Evaluation method:	Focus groups	Focus groups	Focus groups	Focus groups
Number of participants:	Group 1: 3x female yr 11 Group 2: 2x female yr 12 & 2x male yr 12	Group 1: 6x female yr 10 & 1x male yr 10 Group 2: 5x female yr 10 & 5x male yr 10	14 respondents in total	Group 1: 10x female yr 10 & 5x male yr 10
Question or theme				
Have you made any new connections with people – such as other Peer Educators, year 9s or year 10s?	<p>Group 1 Talk to year 10s more, got to know them better, seen different side of some people and got to talk and listen to them. Some ppl thought were shy now you see them talking up a bit and now talk to some yr 10s a bit more. Other PEs? Not really, yr 12s kind of stuck together and kept to themselves – mixed groups didn't work so well, need to work on this. Don't have much to do with yr 12s, not much more since PE can vary from school to school yr 11/12 mixing doesn't matter so much to them.</p>	<p>Group 1 I know some of the Year 9s but just like cos I helped them in sessions. Not really, it's still uncomfortable cos I know I was still a bit uncomfortable at the end of the sessions but since doing the PE it's a bit better. Yeah, I started talking to people I haven't talked to before. And now we just talk. You know each other, but you don't talk. But this makes you talk. At the training sessions we've had to talk and stuff. I don't think it's so much about making new connections and making new friends and stuff, it's just like being able to say hi when you see them, but about being able to talk to new people. Like I was already confident with doing that but I know some people who normally wouldn't were more open in groups. Group 2 Yeah I guess. You just know people, hanging around.</p>		
Do you feel you are contributing something meaningful to the SAPPSS program?	<p>Group 1 Yes Group 2 Feel they are contrib. something meaningful because passing on knowledge to other people, more able to relate to ynger students than teachers and so students might learn more, because PEs will explain it in their language, on their level</p>	<p>Group 1 Group 2 For me, not really. Cos it sort of was the same even if we weren't there. We didn't really do much. If we were more involved it would be good.</p>		<p>S: not enough time in the training and in the classes S: We would be more useful if the teachers let us do more. S: Sometimes we felt we were not useful if we weren't being used in the program by the teachers. E.g. the first lesson we just handed out paper</p>

School:	School 1	School 2	School 3	School 4
Evaluation method:	Focus groups	Focus groups	Focus groups	Focus groups
Number of participants:	Group 1: 3x female yr 11 Group 2: 2x female yr 12 & 2x male yr 12	Group 1: 6x female yr 10 & 1x male yr 10 Group 2: 5x female yr 10 & 5x male yr 10	14 respondents in total	Group 1: 10x female yr 10 & 5x male yr 10
Question or theme				
Has being involved in Peer Educator Program had any impact on your own life – eg in your friendships/ relationships, how you communicate, what you think is right and wrong?	<p>Group 1 Know how to talk to people and listen, before you jump in. And more able to help people come up with their own answer, let them talk, help them on the way.</p> <p>Group 2 Actually know facts so in reisp or frdshp know what right and wrong, even though knew before, now feel 100% sure. Communication? Yes can keep conversation going, asking prompt questions helps when you're talking to someone, if conversation gets dead, can use those skills to keep it going</p>	<p>Group 1 You can't say that people's opinions are right or wrong, cos everyone can have their opinion.</p> <p>Group 2 I think I've learned more in detail what's right and wrong. With my friends, I remember, if you're 16 – 16 is the legal age and me and Georgia were like what our friends was saying was wrong and we were saying it was right. So we can tell them all.</p> <p>I reckon we would have more confidence to talk to friends, especially if they were doing the PE as well.</p>		
Have you been asked for help outside of program sessions? If yes, what was the issue and how did you respond?	<p>Group 1 Haven't at all, once but they were only mucking around, one friend thought pregnant and came to me (bc friend or PE?), but not sure why, looking back happy how responded; a lot of people coming to ask what we are, thought we were school leaders...said well sort of...I'm a person to come to if you have a problem and you don't feel comfortable talking to a teacher about it</p> <p>Group 2 Couple of younger students have come and ask some questions about availability. One girl asked her so can we come and talk to you about stuff, said yes you can but it's more serious we'll probably have to go and talk to someone together and let someone know, wouldn't have known to say this otherwise. Haven't been asked for help other than clarifying PE role</p>	<p>Group 1 No, I don't think they felt comfortable enough.</p> <p>Group 2 Yeah, I've been asked for help. Nope I don't reckon, I reckon (inaudible) that they'd go to the counsellors.</p>	<p>Yes 7% No 86%</p>	<p>S: yes, but not about CASA specifically. One boy came up to me and asked how he should go about having sex with his girlfriend, eg how to talk to her about it. I said you have to make sure she wants to do it.</p> <p>S: People came up and said hi.</p> <p>S: one of the guys came up to PE in schoolyard and telling about friend that asked for consent before kissing.</p> <p>S: I think in the boys' group the kids didn't seem to really know what was going on with the PE.</p> <p>S: same as the girls' group.</p> <p>S: most of the time we spent just sitting there.</p> <p>S: want more responsibilities.</p>

Appendix H: Results of impact evaluation – Focus Groups and Survey 3 *continued*

School:	School 1	School 2	School 3	School 4
Evaluation method:	Focus groups	Focus groups	Focus groups	Focus groups
Number of participants:	Group 1: 3x female yr 11 Group 2: 2x female yr 12 & 2x male yr 12	Group 1: 6x female yr 10 & 1x male yr 10 Group 2: 5x female yr 10 & 5x male yr 10	14 respondents in total	Group 1: 10x female yr 10 & 5x male yr 10
Question or theme				
Do you feel like you are seen as a leader?	<p>Group 1 Not yet because no one has come up yet and hardly anyone knows what we are or what here for – need to announce something at assembly so people know we're around if people need someone; right now people don't know who to go to, need to know we're around and what we're around for, even if not assembly then go around to classes and introduce them and their role</p> <p>Group 2 Yes because people say you're a PE, yr 10-12s, some teachers</p>	<p>Group 1 We have badges. To the Year 9s I think. Cos they've seen us in the sessions and going 'oh, they must be smart'</p> <p>Group 2 Yes, especially cos like at assembly everybody can see you – you've got your badge on and the sticker. And even the teachers know what we're doing and stuff. For your interview for Year 11 you have to write your school involvement and we wrote PE and showed them the sticker and stuff.</p>		<p>S: Sort of. You are slightly looked up to more and more. Sure the teacher is above you, but it's like you don't want to talk to him so you come and talk to us instead.</p> <p>S: They felt more comfortable with us as we know what they're going through and are closer to their age.</p> <p>S: at the end of it, some guys came and asked me all these questions b/c they felt comfortable.</p> <p>F: was your role explained to the teachers enough?</p> <p>S: No. They explained who we were quickly and that's all. The kids needed more explanation as to who we were. If they had let us take control of the class, the kids would have listened to us more.</p> <p>S: When we did stuff in the class, we spoke to our teachers before the start of the class. They gave us the book of the program and we were allowed to use the book in running a little bit.</p> <p>S: We went into the classes and didn't really know what to do without the book in terms of running bits of the sessions.</p> <p>S: You have to get the students to talk more, draw out the questions.</p> <p>S: But you can't do that by personalising the issue too much.</p>

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Evaluation method:	Focus groups	Focus groups	Focus groups	Focus groups
Number of participants:	Group 1: 3x female yr 11 Group 2: 2x female yr 12 & 2x male yr 12	Group 1: 6x female yr 10 & 1x male yr 10 Group 2: 5x female yr 10 & 5x male yr 10	14 respondents in total	Group 1: 10x female yr 10 & 5x male yr 10
Question or theme				
Was it a good thing for you to have other students seeing you involved in a sexual assault program? Why/why not	<p>Group 1 Yes bc know who to come to if have a problem, might have thought you were a nerd or something but now know they can talk to you about things. And we understand more, they know we know more about it.</p> <p>Group 2 Good to have younger see older have knowl and participate because enc them to want to learn and get to level older are at – a kind of role modeling – not negative so far, no one asked them why they're involved.</p> <p>If see yr 12s taking it seriously yr 10s will be more into it – but depends on person, some might, depends if have mates next to you and cracking jokes</p>	<p>Group 1 I reckon it's better cos they can relate to each other, they're around the same age.</p> <p>Group 2 You get like this tingle feeling where it's like 'I'm doing something' and people are actually seeing me do something. For me personally I didn't think that people would think that I'd been involved in assault anyway. Does that make sense? It's positive. I didn't get the feeling that everyone thought 'oh look she's been sexually assaulted; no wonder she's doing this program'. People can trust you a little bit more cos they think 'oh yeah, he knows about it'.</p>		<p>S: no one really came up and asked us what we were doing from other year levels. F: what do you think we can do to improve this? S: I think it's fine the way it is. The whole school doesn't have to know us as the peer educators. As long as the year 9 kids know who we are. S: I think we should be introduced at the start of the year as a group. F: like in an assembly? S: that would make us sound arrogant. S: As long as the class knows who we are, that's fine. S: things spread around pretty quickly anyway. S: only PE should be allowed to come out of school uniform</p>
How has your sense of connection or belonging within the school community changed?	<p>Group 1 "If we were all away, who would ppl talk to?" Feel like a more imp person at the school, play a more imp role than just a fellow student. BC yp can talk to us instead of just being normal people.</p> <p>Group 2 PEs are all my friends anyway, kids now realise that they can come up to me if they need to but they haven't yet. "More people know now that you're there if they need you." For many of them, hasn't changed, perhaps this question better for younger students.</p>	<p>Group 1 Yeah maybe like a credit. But before you might have just seen school as a place to come and then at 3.10pm you go back; but now you've done the programs do you feel a bit more 'oh yeah, it's my school, I've played a part, I'm helping out in other areas, school isn't just to here to turn up at 9am and leave at 3.10'. Oh yeah. Cos I sort of talk to the Year 9s from the CASA program – I've made a few friends. You're making a difference to school sort of. You're helping other year levels instead of just our own.</p>		

Appendix H: Results of impact evaluation – Focus Groups and Survey 3 *continued*

School:	School 1	School 2	School 3	School 4
<i>Evaluation method:</i>	<i>Focus groups</i>	<i>Focus groups</i>	<i>Focus groups</i>	<i>Focus groups</i>
<i>Number of participants:</i>	Group 1: 3x female yr 11 Group 2: 2x female yr 12 & 2x male yr 12	Group 1: 6x female yr 10 & 1x male yr 10 Group 2: 5x female yr 10 & 5x male yr 10	14 respondents in total	Group 1: 10x female yr 10 & 5x male yr 10
<i>Question or theme</i>				
What impact did the evaluation focus groups and interviews have on you? How important were they in your motivation to be a Peer Educator?	<p>Group 1 It's better to have evaluation because you have more knowledge and insight about the subject, it would have blocked training ideas if didn't have prior knowledge.</p> <p>Group 2 It's very important because it builds up confidence, helps you understand what you're going to be doing It gets you comfortable with the subject, more detail in knowledge.</p>	<p>Group 1 I think as long as they did the CASA sessions in Year 9 but it was helpful cos it did remind us of all the things that we needed to know. It was good discussing, having the little groups instead of ...cos when we went straight into the PEs – these people did – it was a bigger group so you didn't get, hard to explain.</p> <p>Group 2 It was pretty important cos it kind of refreshes your memory in a way. And your own point of view and other people's point of view on it. So yeah.</p>		
Your friend is telling you about some problems he had with his ex-girlfriend. He says she was never really clear about whether she wanted to have sex or not and when they finally did it, she didn't say much and he had to do all the work. As a Peer Educator, what would you say or do?	<p>Group 1 Say it's none of my business that she didn't do much and he had to do the work, maybe she didn't feel comf, maybe go talk to her or tell him to go talk to her about it, because he is concerned about whether she wanted it or not. Should have asked her first, talked to her about it; obviously he realized he wasn't sure what she wanted; could speak to her but she might not want to talk to us. Could ask him how he thinks she feels about it. (if not consented?) he doing work means she probably didn't really want it, would probably say maybe she didn't want it or wasn't comf...but would stand back a bit...</p>	<p>Group 1 Yeah. If that was my friend I'd ask, 'well, did you even ask if they wanted to have sex?' and like ask more about the back story cos your friend pushed the boundaries. But if you're a PE you don't really know them so you can't really say 'oh tell me blah, blah, blah'. So if you were a PE how would you respond to that? Still ask if he even asked but not go into the full detail about their relationship and stuff. She probably didn't want it; but didn't want to say it, or didn't have the opportunity to say it. Maybe try to put the guy into the girl's mindset; tell him what she could have been feeling. Not necessarily like 'you did this' and 'you shouldn't have done that or felt like that' but just say maybe she wasn't comfortable or something like that. As a PE more. As a friend you'd probably be able to go into more detail as Jackie said. But as a PE I think it's better to be more general cos you don't know the full story</p>		<p>S: did you ask for consent? S: was she into it? S: did she struggle? S: were you drunk? S: he shouldn't do anything until he is clear S: he should have been sure before he did it F: what if she was shy? S: it doesn't matter.. F: and the second part? S: he could have asked her if everything was alright? T: what would you highlight with him? S: ask how it started? S: going and ask her if she is ok? S: check she is comfortable S: he should have made sure this was all done beforehand S: ask afterwards whether she enjoyed the sex</p>

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Number of participants:	Group 1: 3x female yr 11 Group 2: 2x female yr 12 & 2x male yr 12	Group 1: 6x female yr 10 & 1x male yr 10 Group 2: 5x female yr 10 & 5x male yr 10	14 respondents in total	Group 1: 10x female yr 10 & 5x male yr 10
Question or theme				
<p>Your friend is telling you about some problems he had with his ex-girlfriend. He says she was never really clear about whether she wanted to have sex or not and when they finally did it, she didn't say much and he had to do all the work. As a Peer Educator, what would you say or do?</p> <p><i>Continued</i></p>	<p>Group 2</p> <p>different if friend and PE? As PE would ask him to ask her to see if she's alright, obviously she might not be into it, means she wasn't ready to have sex, didn't give full consent. Next time ask her for consent. If friend, not so different, wouldn't be telling my friend yeah man you scored and all that, friend might give you more details. If cousin? Would be very different.</p>	<p>Group 2</p> <p>I don't know, I'd just ask him, did she give consent, did you talk to her about sex before, and did you talk to her before you broke up? Have you checked if she's alright? Maybe giving the CASA number Cos he's feeling a little bit like sad about what ...</p> <p>Oh he didn't ask, talk to her about sex before he acted. Yeah. So he should talk to her.</p>		
<p>During a group discussion about the story of Peter and Jess, the teacher asks the students, "Whose story do you think is right?". One of the students says, "Well Jess was wearing a short skirt and kind of asking for it anyway so I think what Peter did was alright". If you were a Peer Educator in this group, what would you do?</p>	<p>Group 1</p> <p>"I'd ask them why they think that." Ask because of what she's wearing, does that give him the right? Because what about girls wearing school skirts, does that give them any right, no. Yeah I've heard that comment. "It's weird how some girls blame the girl for it happening, don't know why." Maybe they would base it on something they know, something might have happened to someone they know and don't like so will think oh yeah she deserves it, or they think the guy is always in the right. When ppl blame the victim "it means the truth doesn't have to come out". (tchr: what you think?) Would have to bite my tongue because I usually get angry if people say things I don't agree with. Since PE and would have said it anyway: no one deserves to get raped, she might have just been, ppl interp wrongly bc she's wearing skirt but doesn't mean that so maybe they should think about it...because that's what I think.</p>	<p>Group 1</p> <p>I don't really know what you'd do cos you can't go 'oh you're wrong' but you can't just sit there and go 'yeah right'.</p> <p>I'd say 'does that always mean that?' If you're wearing it, does it mean you're asking for it.</p> <p>You would guide them.</p> <p>What about if she was wearing pants, it would still happen. So change the scenario a little.</p> <p>Say something like, 'that's true, but do you think it's right that he did that?' Do you think that she should be allowed to wear a short skirt and xxx boyfriend that he can sleep with her?</p>		

Appendix H: Results of impact evaluation – Focus Groups and Survey 3 *continued*

School:	School 1	School 2	School 3	School 4
Evaluation method:	Focus groups	Focus groups	Focus groups	Focus groups
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Question or theme	<p>Group 2 Did you get that from girls group because they said that. Don't think teacher should have asked whose story right because shouldn't force choose right or wrong. better to ask open-ended questions eg what do you think Peter should have said/done.....I'd just bring up the issues and use prompt questions from Jess point of view, trying to get them to understand that just because way she dressed doesn't mean she wants sex. "It's true – just because she's wearing a short dress doesn't mean she wants sex". Boys would do? Would explain all girls wear short skirts and it's not always alright to do something.</p> <p>Group 1 During the program, you have been noticing that there is one guy who doesn't say much in class and is always the first to leave. When the next group activity comes up, you notice that the teacher has put him with a group of guys who usually tease him. If you were a Peer Educator in this group, what would you do?</p> <p><i>Continued</i></p>	<p>Group 2 I'll tell them. Think of the other person's view. Think of where they're coming from. Just because she's wearing a skirt doesn't mean she wants to do it. She probably just wants to look hot. I'd give them a prompt question. Something to open up the discussion and let someone else give their view on the story.</p> <p>Group 1 Talk to the teachers. Tell the teacher off. Like are you the only one that's noticed this? Maybe the teacher doesn't know that he's previously been bullied. Alright I won't tell the teacher off I'll talk to them. I'd probably talk to the teacher and ask her 'is there any reason he's been put in there' or 'I'd just ask her to take him out. Maybe kind of hover around that group to see how he's going and then like Jackie said tell the teacher if you need to. He is either shy or doesn't like it, or it's affecting him. Yeah he's either not interested in the program or he's had experiences that he's just not comfortable with. Not in front of everyone maybe. But just give him a note to come to you sort of – to the office or something to talk to him – because if you do it in front of everyone they'll just tease him sort of.</p>		

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Question or theme				
<p>During the program, you have been noticing that there is one guy who doesn't say much in class and is always the first to leave. When the next group activity comes up, you notice that the teacher has put him with a group of guys who usually tease him. If you were a Peer Educator in this group, what would you do?</p> <p><i>Continued</i></p>	<p>Group 2 If teasing him in class, would tell teacher he doesn't feel comf, or tell them I think he'll participate better in this group so he can work better. Shy person so worried people might judge him and if they're teasing him it's even more. Or stand near group so they can't be rude to him bc you're watching. Think he might be embarrassed about something that's happened to him, doesn't want to hear all the sa words and stuff. Bullying was going on in boys class, saw one boy being made fun of a lot, noticed his facial expression not happy. PEs thought it affected him but that he didn't want to show it.</p>	<p>Group 2 I'd stick with the group, I'd stay with the group and help them and if they do anything wrong I'd pull them up and tell 'em off. And if they continue doing it I'd probably just grab the guy and take him to another group. Depends if the teacher noticed it or not. If the teacher didn't notice that the kid was being bullied or harassed, that they were teasing him then firstly I'd go and say 'look, that poor kid is being teased by these kids, how about I go sit there and then I'll let you know straight away'. Or he's nervous. Might not be comfortable. Might not care. Not interested.</p>		
<p>While you are walking to your locker you see a couple of guys you know backing a year 8 girl into a corner. They are laughing but she looks a bit scared. As a Peer Educator, what would you say or do?</p>	<p>Group 1 Ask her is she's okay, so know if you should intervene, ask what is the problem here? She might not want to say in front of them so maybe take her away and distract the guys – then ask her what she feels. This response has come from PE, would otherwise have run in the middle or yelled or something, but now know that could be danger, this way distracting them, it's a safer way and she'll feel more comfortable</p>	<p>Group 1 I think I'd walk up to the guys and if they were in a class go 'do we have this class?' or something to try and get them away from her. I'd tell them to bugger off, if I knew them. You'd still tell them to bugger off. Cos if they're younger than you you're not scared of them. They can't really do anything but if they're older you'd be a bit intimidated sort of. You'd get one of the other boys in your year level to go eavesdrop and see if there's anything really wrong. If you know the girl you could say 'hey we've gotta go and do this now, so and so wants you'.</p>		

Appendix H: Results of impact evaluation – Focus Groups and Survey 3 *continued*

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Number of participants:	Group 1: 3x female yr 11 Group 2: 2x female yr 12 & 2x male yr 12	Group 1: 6x female yr 10 & 1x male yr 10 Group 2: 5x female yr 10 & 5x male yr 10	14 respondents in total	Group 1: 10x female yr 10 & 5x male yr 10
Question or theme				
<p>While you are walking to your locker you see a couple of guys you know backing a year 8 girl into a corner. They are laughing but she looks a bit scared. As a Peer Educator, what would you say or do?</p> <p><i>Continued</i></p>	<p>Group 2 Would jump in and tell them to get lost. Not sure if you're seeing it the wrong way I've seen situations where she's laughing too, so not sure if she's upset and crying then would step in I reckon ask the boys what's going on and you can tell from their reaction whether they're doing something shifty or not, so you'd just check it out. Right thing to do is to check out what's going on.</p>	<p>Group 2 I'd probably go up to them and say 'back off'; can't you see she's scared? If it's someone I know I'd be like, 'stuff them'. Like 'move it' kinda thing. Yeah. You'd say 'get lost, whatever, she's scared'. I don't know even before when it was like 'oh would you tell the guys off' if that was one of my friends, for sure I'd be running after her, I wouldn't care about the guys. You go to the girl, she's the one in the need, you don't go telling the guys off cos they might start harassing you. So if she was in corner I'd be like 'hey' and I'd grab her. I'd pull her out. And then I'd walk off and talk or go tell the teacher. Yeah, but maybe not to someone I didn't know. Before I might have been 'it's none of my business' but now I know what's going on. That's like against the law. I'd go up and say that.</p>		
<p>A younger student comes up to you and says she wants to talk to you. She says she doesn't feel very safe in her class. While she's talking, a group from her class come walking toward you, and when she sees them she gets up and runs away. As a Peer Educator, what would you say or do?</p>	<p>Group 1 Realistic – yes, she would get scared and might get up and go: if I am talking about something and ppl don't feel comfortable, I would just stop. Maybe they've done something to her or hassling her, might see she's talking to a PE. Maybe ask the girl why she's running away, what's the problem, catch up with her later when she's calmed down a bit, maybe when others are in class.</p>	<p>Group 1 I'd think they bully her. I don't get it. Cos if she runs away then they'll find her or him later on cos they're uncomfortable obviously. I mean like you could go after them when they're by themselves; when they're not around people. I don't really get it. Obviously they're doing something to her to make her feel uncomfortable. So you'd go up to her when she's not with them. Cos are they friends, or they're not friends, so... maybe she's running away because she doesn't want her friends to be seen talking to you about her problem. I don't know. Go to student services maybe. Get them to talk to her.</p>		

School:	School 1	School 2	School 3	School 4
Evaluation method:	Focus groups	Focus groups	Focus groups	Focus groups
Number of participants:	Group 1: 3x female yr 11 Group 2: 2x female yr 12 & 2x male yr 12	Group 1: 6x female yr 10 & 1x male yr 10 Group 2: 5x female yr 10 & 5x male yr 10	14 respondents in total	Group 1: 10x female yr 10 & 5x male yr 10
Question or theme				
<p>A younger student comes up to you and says she wants to talk to you. She says she doesn't feel very safe in her class. While she's talking, a group from her class come walking toward you, and when she sees them she gets up and runs away. As a Peer Educator, what would you say or do?</p> <p><i>Continued</i></p>	<p>Group 2 Not realistic because younger student wouldn't come up to PE and wouldn't run off, depends on if they knew you before the program, 5 sessions not enough to get to know you – change scenario to someone known to you. If kids ask what were young doing would say know them, so covering up the student confiding in you. Then would go see someone who runs the program and let them know.</p>	<p>Group 2 Yeah, I'd help them. I wouldn't give them advice or tell them what to do but I would tell them but you can have a talk with this person ... Yeah refer them. But if she runs away I'm not gonna chase after her. But if she stays here I'll tell her 'don't be afraid, don't be shy, don't worry about them'. She's embarrassed. Could be being harassed and is probably embarrassed to ask for help. She might be scared. I'd probably ask the group, 'can you tell me what's been going on?' so I can help properly. So maybe she would need to go see a counsellor, and say 'it's ok' and all that kind of stuff. But I wouldn't talk to the group, I'd probably just go look for her. To see if she feels alright.</p>		
<p>Imagine yourself 5 years from now. You are out with some friends and one of them is very drunk and acting really crazy. She says she's going home with a guy she met on the dance-floor. What do you think you would do?</p>	<p>Group 1 Talk to her, I would forbid it, cant let her go with him. But might trun on you because they're drunk, so just trying to talk to her and find out what she knows about him. (normal or PE?) natural instinct, wouldn't let them go with someone they don't know. (Neither group picked up on drink spiking without prompting – thought he was lonely – maybe say she doesn't usually get drunk in Q and know her well).</p>	<p>Group 1 I'd pull them aside and say 'are you sure?' and stuff like that. You wouldn't really ask them, 'are you sure?' because they're drunk. I'd probably just like push them in the car and take them home. Cos you're friends with them and that guy could be anyone. Try and distract them. (Laughs) I'd still stop them anyway. Cos they're your friend and you don't want them to go home with a stranger.</p>		

Appendix H: Results of impact evaluation – Focus Groups and Survey 3 *continued*

School:	School 1	School 2	School 3	School 4
Evaluation method:	Focus groups	Focus groups	Focus groups	Focus groups
Number of participants:	Group 1: 3x female yr 11 Group 2: 2x female yr 12 & 2x male yr 12	Group 1: 6x female yr 10 & 1x male yr 10 Group 2: 5x female yr 10 & 5x male yr 10	14 respondents in total	Group 1: 10x female yr 10 & 5x male yr 10
Question or theme				
Imagine yourself 5 years from now. You are out with some friends and one of them is very drunk and acting really crazy. She says she's going home with a guy she met on the dance-floor. What do you think you would do? <i>Continued</i>	<p>Group 2 Most cases, there's always a friend that stops her, one friend that says no. I'd be the one to say no, esp if she didn't know him before that night, and she's drunk, you don't know what might happen. "And I wouldn't take a girl that's drunk". Identify that she's not all there and may not know what's happened the next day. Ragardless of whether drink spiked, still drunk. Would say get his number and we're going home. Don't think she would listen – would argue with her – think this comes from common sense.</p> <p>Saw drunk person going around kissing guys around a party, think sober friend should have stopped her because she's drunk and doesn't know what she's doing. Say they would have told the friend to do something and tell the guys to back off.</p>	<p>Group 1 I remember we talked about this last year and we all had the same answers, we'd pull them aside and wouldn't let them go with the guy.</p> <p>Cos I reckon it's not up to you; you can say it all you want but in the end the drunk person's gonna do whatever.</p> <p>Group 2 I'd use the knowledge. I'd go 'I'd rather take you home instead of this guy cos who knows what he's gonna do to ya'.</p> <p>She's still drunk. I'd probably go, you're coming with me, I know what's best.</p> <p>For a guy... it was a girl, yah, but if it was a guy? Guys are more... just different. If it's a girl and she's drunk and some guy took her home you'd be like...but if it was a guy and he was drunk and a girl took him home, it'd be different.</p>		
Do you think you will be involved in Peer Educator Program next year? Why/why not?	<p>Group 1 Yes bc like it, good bc gives you a chance to meet other students and find their opinions and teach them stuff... and because got a badge now.</p> <p>Group 2 Want to be involved next year but too busy because higher study/working etc – depends on course. If possible, would come back and be involved because think sa is a big thing and happens a lot and better to get at yr when young and can change them. "it's something that I want to do"</p>	<p>Group 1 I just think it's important that we keep building on our skills with this so we can contribute more to the program and I'm guessing it'll get to the stage where we'll be training the kids as well. So I think it's important that we're here to start it off.</p> <p>Group 2 I will cos I liked it this year.</p> <p>Yeah I'll do it again, it's good working with Year 9s.</p> <p>Miss out on class.</p> <p>If we do it next year do we do training again? Just to refresh our memory – over the long holidays.</p>	<p>Yes 57%</p> <p>No 29%</p> <p>Why?</p> <ul style="list-style-type: none"> – it was a good experience and will help with my work next year – it was interesting and always fun – yes only because I felt like I would be a help to younger students and I enjoyed being a part of the program – enjoyable, fun – it's fun and I learn more and more – because I want to learn more 	

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Question or theme				
Do you think you will be involved in Peer Educator Program next year? Why/why not? <i>Continued</i>	<p>Group 2 Liked being involved because get to see what ygr ppl think and helps them helps you. it was a drainer, but liked helping ygr groups. but students were too immature and hearing what they say was draining. Depends on teacher and their authority, influences what people are able to say.</p>	<p>Group 2 Didn't we have a gap between the observation and the first session we were in? I reckon we shouldn't have had that gap. Like maybe have the observation and then go straight into it.</p>	<p>Why not? Study and other commitments - I am already involved in school activities and cannot afford to be out of class too many times - because it was fun – but I can't - I am already in SRC and I will be in VCE - too much work with VCE - no, I am too busy next year Unsure - I'm not really sure but if I get the chance I wouldn't mind doing it - I think it would be a good thing to continue but I am a bit worried about keeping up with the workload - not sure because of VCE SUGGESTIONS - making kids that are participating in the program aware that children our age are there to support them - show more cases of males getting abused - get some help - get more students involved in the Peer Ed - better time table - let the students work more - less single gender classes - or just include another mixed session</p>	

Appendix H: Results of impact evaluation – Focus Groups and Survey 3 *continued*

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Question or theme				
(Survey only) Was the training provided enough to prepare you for your role?	<p>Yes 100%</p> <p>SUGGESTIONS</p> <ul style="list-style-type: none"> - maybe some DVDs and a couple more sessions - um a couple of DVDs with help to watch the sessions - DVD - some DVDs to help with running a class - maybe a bit more of the how to talk to people who have approached because I forgot how to do that - extra help - more sessions with students - better time table - more training x 2 <p>OTHER/POSITIVE COMMENTS</p> <ul style="list-style-type: none"> - yes it gave enough preparation. I was aware of all possible outcomes and I was enjoying the support of the peers, teachers and counsellors. - unsure – nothing really – it really helped - nothing - nothing really everything was explained properly 			