



Young people as agents of change in preventing violence against women

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Acknowledgement of Country

ANROWS acknowledges the Traditional Owners of the land across Australia on which we live and work. We pay our respects to Aboriginal and Torres Strait Islander Elders past, present and emerging. We value Aboriginal and Torres Strait Islander histories, cultures and knowledge.

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Young people as agents of change in preventing violence against women

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Our collaborating partners were:

- a. YFS Ltd, Logan. YFS initiated and continues to support R4Respect. YFS is a multi-service non-government organisation.
- b. Ruby Gaea, Darwin, Northern Territory. Ruby Gaea is an independent Darwin women's organisation providing counselling and support to women and children who have experienced sexual assault at any time in their lives.

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Acknowledgement of lived experiences of violence

We acknowledge the lives and experiences of the women and children affected by domestic, family, sexual violence and neglect, who are represented in this report. We recognise the individual stories of courage, hope and resilience that form the basis of ANROWS research.

Caution: Some people may find parts of this content confronting or distressing.

Recommended support services include: 1800 RESPECT - 1800 737 732, Lifeline - 13 11 14

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Key terms

Adolescent relationship violence and abuse (ARVA)	Adolescent relationship violence and abuse (ARVA) (Beres, 2017) refers to abuse and violence occurring in the romantic and sexual relationships that young people engage in as distinct from friendships or familial relationships.
Domestic and family violence (DFV)	Domestic and family violence (DFV) is the term used in this report to encompass the range of violent and abusive behaviours – physical, psychological, sexual, financial, technology-facilitated and neglectful – that are predominantly perpetrated by men against women and their children in current or past intimate or familial or kinship relationships. This is consistent with the Third Action Plan 2016-2019 of the National Plan to Reduce Violence against Women and their Children 2010-2022 (Australia. Department of Social Services, 2016) (http://plan4womenssafety.dss.gov.au/).
Gender-based violence	Gender-based violence refers to violence that is specifically ‘directed against a woman because she is a woman or that affects women disproportionately’ (UN, 1992, cited in Our Watch, Australia’s National Research Organisation for Women’s Safety & VicHealth, 2015).
Intimate partner violence (IPV)	Intimate partner violence (IPV) (also commonly referred to as domestic violence) includes “physical violence, sexual violence, stalking and psychological aggression (including coercive tactics) by a current or former intimate partner (i.e., spouse, boyfriend/girlfriend, dating partner, or ongoing sexual partner).” Some forms of IPV (e.g., aspects of sexual violence, psychological aggression, including coercive tactics and stalking) can be perpetrated electronically through mobile devices and social media sites, as well as, in person. IPV happens in all types of intimate relationships, including heterosexual relationships and relationships among sexual minority populations. (Niolon et al., 2017, p.7).
Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTIQ)	The terms ‘LGBTIQ people’ and ‘people from LGBTIQ communities’ will be used interchangeably throughout the report, unless directly citing or paraphrasing from external sources. The use of these terms refers to people who self-identify as lesbian, gay, bisexual, trans or gender diverse, and those who have intersex variations. The ‘LGBTIQ’ acronym is also used to include people who may not identify exclusively as LGBTIQ but who may have relationships that are same-sex, bisexual, pansexual or with someone who is transgender or gender diverse or someone with intersex variations. This report also acknowledges that there may be many people who do not identify with any of these categorisations (Ansara, 2013).
Participatory action research	An interactive, cyclical process of changing things in the process of studying them (Wicks, Reason, & Bradbury, 2008). In the case of the R4Respect Project, this involved the formation of a Youth Research Group (YRG) through which young people could develop research skills, critically reflect on and adapt the R4Respect peer program and influence the research process.

Pedagogy Pedagogy is the way that content is delivered, which includes the use of various methodologies that help different children engage with educational content and learn more effectively, recognizing that individuals learn in different ways (United Nations Educational, Scientific and Cultural Organization, 2016, p. 10)

The Line The Line is a primary prevention behaviour change campaign for young people aged 12-20 years initiated under *The National Plan to Reduce Violence Against Women and their Children 2010-2022* (Council of Australian Governments, 2011).

The Line encourages healthy and respectful relationships by challenging and changing attitudes and behaviours that support violence. R4Respect is an active user of The Line resources. This report refers to both The Line as a campaign and as the concept "crossing the line." The campaign resources of The Line are aimed at assisting young people to clearly understand that there is a line between acceptable and harmful attitudes and actions. This aim is central to the educational work of R4Respect.

The Line (<https://www.theline.org.au/>) primary prevention behaviour change campaign recognises "...there's no argument about where to draw the line in our friendships and relationships. But the line can get blurry."

Acronyms and abbreviations

DCSYW	Department of Child Safety, Youth and Women
DFV	Domestic and family violence
DSS	Department of Social Services, Australian Government
GSV	Gender and sexually diverse
IPV	Intimate partner violence
LGBTIQ	Lesbian, Gay, Bisexual, Transgender, Intersex, and Queer/Questioning
NT	Northern Territory
Qld	Queensland
RRE	Respectful Relationships Education
VAW	Violence against women
YFS	YFS Ltd, Logan - auspice of R4Respect
YRG	Youth Research Group

Executive summary: Our snapshot of this research

Prepared by the R4Respect team of young people

What is R4Respect?

R4Respect is a violence prevention program in which young people challenge harmful and violence supportive attitudes among young people to promote respectful relationships. The program has four main pillars of action:

1. youth-led peer-to-peer respectful relationships education sessions;
2. a social media strategy;
3. community events; and
4. law reform and advocacy for young people.

R4Respect was established to counter men's violence against women. This aim has broadened to encompass gender-based violence in the interpersonal context, rather than collective and institutional violence. The focus is on efforts to prevent and reduce forms of violence and abuse between individuals, peers or small numbers of people, such as domestic or intimate partner violence, online abuse, rape and sexual assault, and sexual harassment.

The R4Respect model draws inspiration from international movements that promote young people as agents of positive change on major health and well-being issues (United Nations Children's Fund, 2012; United Nations Development Program, 2018). The aim of R4Respect is to challenge attitudes and behaviours that foster gender inequality and disrespect for those who do not fit the white male and dominant identity. This form of masculinity — based on characteristics such as violence, physical strength, suppression of emotion, devaluation of women and domination—is described as *toxic masculinity* (Elliott, 2018; PettyJohn, Muzzey, Maas, & McCauley, 2018). The work of R4Respect is based on a gender-based framework consistent with the Council of Australian Governments' *National Plan to Reduce Violence against Women and their Children* (the National Plan) (2011). The gender-based framework recognises that men are the primary perpetrators of violence and that male violence will persist while toxic masculinity and gender inequality persist. The R4Respect 'program logic' is underpinned by a theoretical framework that:

1. addresses the links between gender, power and violence; and
2. guides young people as active agents of social change.

The research process

This research project included an action research methodology allowing us to act, reflect and learn from the feedback of young people, teachers and others, and then to adapt our program. With the researchers and our partner organisation, Ruby Gaea in Darwin, we formed a Youth Research Group (YRG). The first phase of the research involved our peer educators developing and delivering 4 hours of respectful relationships education content to young people aged 14-25 years of age. The research methods included pre- and post-workshop surveys with youth participants and interviews with stakeholders.

Our research questions

1. Do peer educators in the R4Respect program have a positive impact on the awareness and attitudes young people have of what constitutes respect in relationships?
2. What features of the R4Respect program have a positive impact, and how can the program be improved to enhance positive impact?

The results

We know from the research that youth participants, teachers and community workers were very positive about R4Respect's peer-to-peer education. We are excited to know that we are having a positive impact on the immediate attitudes young people have in relationships and what crosses the line into harm — 84 percent of the youth participants said that having young people lead the learning helped them better understand what is okay and what crosses the line into harm. However, too many young men view themselves as superior to women, as indicated by the finding that even after the workshop 41 percent of male students were unsure or in agreement that men should take control in relationships (down from 44%).

Encouragement from stakeholders to embed peer-to-peer respectful relationships education (RRE)

The teachers and community workers said that programs like R4Respect can be most effective when they are delivered over a longer term, and for schools they need to be planned as part of the school RRE curricula and strategy.

On the peer-to-peer education model

- 92 percent of youth participants strongly agreed or agreed that it is helpful to have young people leading the learning on respectful relationships. Only 1 percent disagreed, and 6 percent were unsure.
- 91 percent of the youth participants strongly agreed (54%) or agreed (37%) that the peer educators knew what they were talking about.
- 86 percent strongly agreed (55%) or agreed (31%) to the statement: “Things I learnt in the program would help me act with greater respect in the future”.

Teachers and others were very positive about the relatability of the peer educators, and the gender mix and cultural diversity in R4Respect. They also offered constructive ideas to improve our program. One stakeholder said: “It is obvious that the [peer educators] want to be there, they show enthusiasm and energy”. Another reported that this enthusiasm helps the content to be more of a young person’s issue than teacher directed: “...they [peer educators] ooze that kind of enthusiasm that it’s their kind of project, that it’s important to them personally...”.

On the influence of R4Respect on the attitudes of young people

In response to the statement “I know that there is a clear line between what is ok behaviour and what is harmful behaviour”, it was encouraging to find that 91 percent of

youth participants indicated agreement post-workshop, compared to 87 percent pre-workshop, with only 8 percent post-workshop disagreeing or unsure.

In response to the statement “It’s okay to put pressure on someone to have sex”, the young people overwhelmingly stated their strong disagreement and disagreement pre-workshop (80% and 10% respectively), and at post-workshop, this strong disagreement/disagreement had increased to 86 percent and 6 percent respectively.

Promising impacts

The aim is to have 100 percent strong disagreement by young people to the statement that “It’s ok to physically force someone to have sex” as this constitutes rape. At 91 percent, this high level of disagreement can be taken to indicate a promising impact of R4Respect’s messaging about seeking consent.

In response to the statement “It’s ok to physically force someone to have sex”, the young people overwhelming stated their strong disagreement and disagreement pre-workshop (82% and 5% respectively), and at post-workshop, this strong disagreement/disagreement had increased to 86 percent and 5 percent respectively.

The responses to the four statements that explicitly explored views on gender equality were concerning:

- “Men should take control in relationships”.
- “Men should be the head of the household”.
- “Men are better at more things than women are, in general”.
- “These days guys realise that girls are their equals”.

Female participants expressed a higher level of certainty in viewing themselves as “equals” to males and a higher level of disagreement to comments that “men should take control in relationships” or “men are better at more things than women”. Forty-one percent of male students post-workshop were unsure or in agreement that men should take control

compared to 17 percent of female students. Twenty percent of male participants agreed/strongly agreed that men are better at more things. No female participants agreed. Both male (46%) and female (30%) participants were unsure whether guys realise that girls are their equals.

On the influence of R4Respect on the actions of young people

Four statements asked young people to think about actions they take to protect themselves or others from harm, including one statement related to bystander action:

- “I solve disagreements peacefully.”
- “I can remove myself from a person or partner who could cause physical or emotional harm to me.”
- “Things I learnt in the program will help me to act with greater respect in future.”
- “I can approach or interrupt someone who is being unsafe or dangerous towards their friend or partner in person or online.”

On each of these statements, young people showed a positive shift in their actions or perceived actions. On the statement “I solve disagreements peacefully”, there was a 12 percent increase post-workshop in youth participants indicating strong agreement to this statement. The responses to the statement “I can remove myself from a person or partner who could cause physical or emotional harm to me” were encouraging. Eighty-three percent of youth participants at post-workshop indicated that they agreed/strongly agreed compared to 68 percent pre-workshop. In response to the statement “Things I learnt in the program will help me to act with greater respect in future”, 86 percent of youth participants agreed or strongly agreed post-workshop. This is a promising sign that the youth participants will recall the information presented by the peer educators post-workshop (that is, immediately after the 4 hours of educational delivery had occurred) and that it will be helpful in future. The responses to the statement “I behave respectfully towards my girlfriend/boyfriend/friends” showed that female participants marked themselves lower on respectful behaviour towards friends/partners than the males. At the pre-workshop stage, 63 percent of males and 37 percent of females strongly agreed that they behave respectfully

to partners/friends, increasing to 66 percent and 59 percent respectively post-workshop (92% and 94% when strongly agree/agree are combined). There was no significant change on the statement “I can approach or interrupt someone who is being unsafe or dangerous towards their friend or partner in person or online”, with 74 percent of youth participants agreeing or strongly agreeing pre-workshop and 76 percent post-workshop. This indicates that taking action to “call out” disrespectful behaviour is challenging. Specialist bystander education programs are emerging that aim to improve the willingness, skills and confidence of young people to intervene when they witness harm or sexual violence. Research on these programs report clear and positive changes for participants (mostly young people) across behavioural, cognitive and attitudinal domains (Taket & Crisp, 2017, p. 14). Due to the limited time of 4 hours in the R4Respect program for this research, there was no scope to deal comprehensively with bystander behaviour. R4Respect refers schools to bystander programs such as MATE, Griffith University, and in future R4Respect aims to incorporate more training for peer educators and more program content on bystander behaviour.

What do these findings mean?

Young people demonstrated that the content and pedagogy used in the short workshop improved their knowledge and understanding of harmful behaviour and attitudes. However, there are clear indications that attitudes to gender equality and consent still need improvement.

The youth participants showed more awareness of what behaviours cross the line into harm, and many said that they would act with greater respect in future. The research showed that there are too many young people who think that it’s okay to put pressure on or force someone to have sex. There are also too many young men who think that men are superior to women. Disrespect for women is a driver of violence in relationships. This means that much more work needs to be done to promote cultural change and gender equality.

From a pedagogical perspective, educators in the evaluation of R4Respect expressed some reservations with external programs such as R4Respect that are not embedded in the

curriculum. They acknowledged that learning can be limited when the information and experience are not reinforced over time and where learning outcomes are not evaluated. It was evident from the school and community stakeholders in the R4Respect evaluation that R4Respect engages students effectively and that it is best used to complement and reinforce other respectful relationships educational activities within a whole of school, curriculum-based response to respectful relationships education.

It is important to note that a limited, non-representative sample of young people were involved in this research. The young people who completed the survey before the workshop (n=86) and after the workshop (n=80) attended school in one local area in Queensland and one local program in the Northern Territory (n=5). Additionally, a relatively small sample of educational stakeholders (n=10) were interviewed in the qualitative stage of the study. This limits the generalisability of the findings, meaning that the research outcomes cannot be applied to all young people within Australia.

Implications for practice, policy and research

Implications for practice

RESPECT-Ed Peer Education Check List

With the research team, several members of the R4Respect core team (R4Respect co-ordinator plus several casual peer educators) have developed a checklist for developing peer-to-peer respectful relationships education programs – RESPECT-Ed. (See Figure 1). This will be a tool that the R4Respect team will use in training and program development – it could also be a useful checklist for other organisations. It is detailed in the Implications for practice section of this report.

Figure 1 RESPECT-Ed: a checklist for peer-to-peer education programs for respectful relationships education (RRE)**Responsibility.**

Does the program acknowledge that young people have some responsibility for violence prevention? Have strategies been employed to enable young people to take significant responsibility for the planning and development of the program? Have strategies been employed to attract young men who have a demonstrated commitment to tackling gender-based violence and promoting gender equality? Young people can take responsibility for violence prevention. It is essential to attract male peer educators with values and awareness of violence against women (VAW) that are consistent with the nationally supported gender-based frameworks. Young men and women must be encouraged to take equal responsibility for planning and development of the programs by establishing participatory and decision-making structures and processes that foster active inclusion of young women and men.

Embed.

Is there an opportunity for the program to be embedded and planned in whole of school or whole of community violence prevention strategies? The program is likely to be more effective when they are located within a broader strategy and supported over a longer term.

Specialist violence against women expertise.

Are specialists with experience of VAW engaged in the program as a resource for training, mentoring and accountability of peer-to-peer program? Adults/ youth alliances will foster continuous learning and feedback for the peer educators and assist in maintaining the accountability and integrity of the programs.

Participation.

Are there paid work as well as volunteering opportunities to encourage and reward commitment to training and program delivery by young people? Young people from low socio-economic backgrounds may not have the resources to participate actively unless they receive some paid work. It is also helpful in the skills development of young people for the peer education to be sustained within an ongoing youth program that incorporates learning, participation and networking in and outside of school contexts.

Equality.

Is there sustained learning to enable young people to understand and overcome the drivers of gender-based violence: gender inequality, male superiority, power and disrespect for women? These are core aims for peer-to-peer (RRE) programs.

Care of young people.

Are steps in place to promote the well-being of young people – both participants and peer educators? Protocols for managing disclosures and any distress are essential. Self-care and support strategies for peer educators are also helpful.

The Line.

Is the program reinforcing in the minds of young people that there is a line that causes harm when it is crossed? Most young people have a blurred line of what is okay and what crosses the line into harm.

Evidence.

Has an evaluation plan been established to maintain an evidence base? Knowing what works and why helps to motivate peer educators and will help the program to keep up to date with contemporary evidence.

Diversity is essential.

Does the program feature young people from a diversity of identities and backgrounds? Active inclusion of young people from a wide range of cultures, experiences and identities will enable the program to: (a) be much more relevant and relatable to these young people, and (b) respond to other forms of inequality such as those based on race, sexual identity, disability and how these intersect with and compound gender-based violence.

Implications for policy development

- The need for RRE peer-educator programs to maintain alignment with the gender-based framework of the National Plan and *Change the Story* (Our Watch, ANROWS & VicHealth, 2015) to tackle the drivers of gender-based violence – inequality, power and disrespect for women.
- To achieve “youth voice”, youth participation in RRE and violence against women (VAW) prevention, innovation like youth peer-to-peer education is worthy of support by governments.
- Governments to consider supporting the widespread implementation of respectful relationships education and resourcing for schools and community organisations to increase their ability to embed RRE in their schools/organisations.

Implications for research

Peer education programs in RRE need to be evidence-based. There need to be more robust research tools that measure:

1. the impact of peer-to-peer delivery in RRE with youth participants; and
2. views on the challenges and benefits of peer educators in delivering RRE.

Next steps for young people as agents of change

It is our aim that other schools, community and youth organisations will create more opportunities for young people to be involved in the design and delivery of RRE peer-to-peer models. The next steps require building much more capacity in the program — more peer educators, more training and more secure funding. We are up for the challenge.

Introduction

To maintain an evidence-base for R4Respect, it is important to conduct research on the impact peer educators have on the knowledge, attitudes and actions young people have in relation to respectful relationships. The proposition underpinning this research is that:

1. respectful relationships programs can impact positively on the awareness and attitudes young people have about violence against women and girls; and
2. young people can be positive agents of change as peer educators in respectful relationships education.

The primary aims of this research are to assess the impact of the R4Respect respectful relationships peer education model in:

- improving the understanding young people have of respectful relationships and gender equality in order to contribute to the reduction of the prevalence of violence against women and girls in the long term;
- utilising peer educators to engage young people in respectful relationships education; and
- positioning young people at the centre of the research process through a participatory action research approach.

In order to pursue these aims, two main research questions are explored in this research, as follows:

- Do peer educators in the R4Respect program have a positive impact on the awareness and attitudes young people have of what constitutes respect in relationships?
- What features of the R4Respect program have a positive impact, and how can the program be improved to enhance positive impact?

The focus of this research is young people as agents of change in preventing violence against women. This reflects the origins of R4Respect as primarily a domestic violence prevention program. As the program has developed — reaching more than 5000 young people and in excess of 50 schools and community agencies in its 2 years of operating — community leaders have requested support to engage young people on image-based abuse, cyber-bullying and other forms of abuse in peer relationships.

Proposed outcomes

- Increased awareness of respect in relationships and what crosses the line into harm among the youth participants, peer educators and the Youth Research Group.
- Enhanced effectiveness of R4Respect peer educators in engaging young people and improving their understanding of respect in relationships.
- Development of research skills for the Youth Research Group members that can be applied to future research.
- Increased collaboration, and shared learnings on violence against women prevention, among the partner organisations.
- Improved competence for the R4Respect peer educators and the research team in applying a gender-based framework that is also inclusive of the diverse cultures, identities and abilities of young people.
- Preparing an R4Respect program manual to support the roll-out of R4Respect peer education program in regions beyond Logan, Queensland.

Research findings impact positively on policy and program delivery of respectful relationships in Queensland and the Northern Territory.

These outcomes are aligned with the goals of the National Plan and the research agenda adopted by Australia's National Research Organisation for Women's Safety (ANROWS). A major feature of the National Plan is the recognition that gender-based violence is preventable — primarily by building gender-equality and more respectful attitudes and behaviours among young people through school and community-wide strategies (Our Watch, 2015). The national policy commitment promoting the delivery of respectful relationships education in all Australian schools is supported by evidence indicating that respectful relationships education — within a gender-based framework — can impact positively on the primary prevention of violence against women and girls.

State of knowledge review

Introduction

In Australia, publicly funded respectful relationships education is grounded in a gender-based framework consistent with *The National Plan to Reduce Violence against Women and their Children 2010-2022* (the National Plan) (Council of Australian Governments, 2011) and the *Change the Story* framework (Our Watch, ANROWS & VicHealth, 2015). These frameworks are evidence-based. The evidence shows that gender inequality, entrenched in all aspects of socio-cultural, economic and political life, is a primary driver of VAW. Gender inequality:

- results in disrespect for women;
- creates conditions for attitudes supportive of violence against women; and
- limits the capacity women have to leave harmful and violent relationships (COAG 2011; Our Watch, ANROWS & VicHealth, 2015).

Programs that have been shown to reduce gender-based violence among children and young people are those that promote respectful relationships, more egalitarian gender role attitudes and alternatives to violence as a means of problem resolution (McCarry & Lombard, 2016; Our Watch, 2015; Ollis & Dyson, 2017; Stanley et al., 2015).

It is suggested that the focus of respectful relationships interventions should begin in early childhood as children can normalise and accept men's violence against women at a young age (McCarry & Lombard, 2016). Respectful relationships education can occur in school, post-school institutions, youth groups and other contexts. It can also occur through face-to-face delivery and online.

In this research, respectful relationships education programs encompass other programs, such as:

- health education;
- sexuality and relationships education;
- dating violence prevention;
- sexual violence prevention;
- bystander; and
- related programs that are underpinned by a gender-based framework.

R4Respect draws on materials and resources from a range of these evidence-based programs in its program content and delivery.

R4Respect is comprised of 14 young people from diverse backgrounds, aged approximately 17-25 years. The membership fluctuates, so the recruitment and training of peer educators and/or Youth Ambassadors are continuous. A small group of the peer educators receive a casual wage (8 hours per week average) to work with the part-time youth coordinator to lead the program. This is referred to as the core team. Mentoring, support and assistance with program accountability, fidelity and funding are provided by YFS Ltd, Logan. Peer educators are more experienced members who show aptitude and interest in conducting respectful relationships education. Youth Ambassadors are recruited via a scholarship program where they are paid approximately \$1000-\$2000 to participate for 12 months in training and other activities run by R4Respect. Youth Ambassadors may progress to be peer educators as they develop knowledge, skills and confidence. Funding is provided by YFS Ltd, a small pool of community and corporate donations, and a 3 year grant from the Department of Child Safety, Youth and Women (CSYW), Queensland, and from the Department of Social Services (DSS), Australian Government. R4Respect advertise for peer educators (casual paid work) and Youth Ambassador (scholarship positions) using social media, networks such as Logan Elders, Student Union groups and more. Young people apply, respond to selection criteria and undergo interviews with a panel of experienced team members. When selected, the peer educators and Youth Ambassadors participate in ongoing training and peer support consistent with the R4Respect manual and their level of responsibilities. Youth Ambassadors observe peer education sessions, but they do not lead the sessions.

The context in which R4Respect has developed

YFS had been collaborating with south-east Queensland schools, TAFE and community organisations in the delivery of respectful relationships education in the period 2009-2012. Funding was one-off and ad hoc and the work was not sustained. The initiative to set up R4Respect arose in 2015 as YFS identified an opportunity to engage young people to counter the violence supportive attitudes and behaviours that their peers have in relation to violence against women. These attitudes include beliefs such as, men are superior and that it is okay to force a woman to have sex. Evidence was also showing that "...shifts in young people's attitudes towards violence against women, while incremental, are gradually improving over the course of decades" (VicHealth, 2014 cited in Our Watch, 2017). On attitudes about consent and pressure in sex, Our Watch (2017, p. 5) found:

- 1 in 5 (20%) young people believe that it is normal for young men to put pressure on young women to do sexual things, down slightly from 21 percent in September 2015
- 1 in 5 (22%) young people believe that if a young man wants to have sex with a young woman, that it's up to the woman to make it very clear she does not want to, down slightly from 23 percent in September 2015.
- 1 in 5 (20%) of young people think that jealousy is a sign that your partner loves you, down slightly from 22 percent in September 2015.

Moreover, a national personal safety survey reported that since the age of 15 years, 1 in 6 Australian women had experienced physical or sexual violence from a former or current partner (Australian Bureau of Statistics, 2017). The YFS leadership understood the significance of national primary prevention efforts through the National Plan. The emergence of The Line campaign and Our Watch — and the educational resources and research available through The Line campaign — gave YFS confidence to explore how a youth participation model, featuring peer educators and social media strategies, might be useful in preventing relationship-based violence. YFS was also influenced by research in the youth development field with examples being:

- Youth wellbeing and social development can improve when

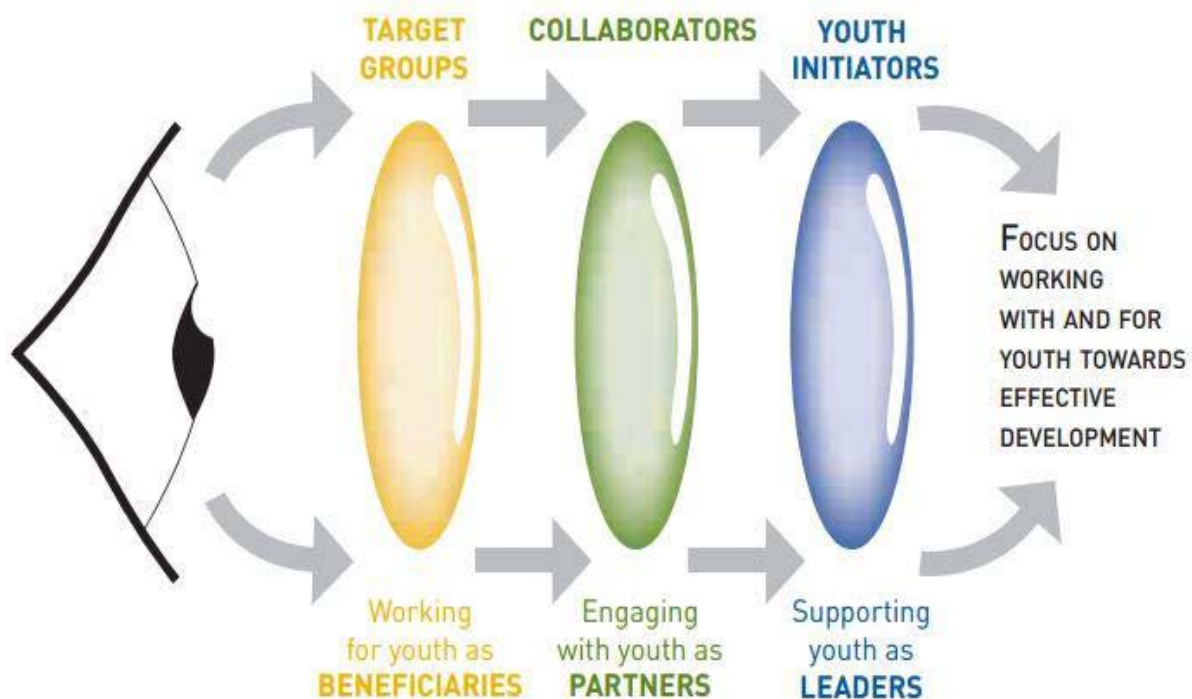
young people are active agents in social change (UNDP, 2018; UNCF, 2012; Zeldin, Christens & Powers, 2013).

- In evaluating domestic violence prevention programs for young people, Stanley et al. (2015) reported that most are adult/teacher-led, with the most impactful being programs delivered by trained teachers over a lengthy period of time. Further to this, they suggested that the impact of domestic violence prevention programs can be enhanced when developed in collaboration with young people, with robust evaluations to determine which interventions work and which specific groups they work for.
- Peer-led interventions can be effective in influencing attitudes of young people (Denison, Kotraba & Castano, 2012; Rue, Polanin, Espelage, & Pigott, 2014).
- Young people are most engaged in a space where they are most comfortable, which is often online, and using digital technologies can help foster young people's active participation (Anker, Reinhart & Feeley, 2011).

In establishing R4Respect, YFS was guided by an asset-based framework that views young people as both: resources to be developed, not problems to be managed (Roth & Brooks-Gunn, 2003) and agents of change, not solely targets of change (UNCF, 2012). The R4Respect model draws inspiration from the international movement that promotes the resourcing of young people as agents of positive change on major health and well-being issues (UNCF, 2012). To foster the involvement of young people in a way that is meaningful, empowering, and that improves their wellbeing, research suggests it is important to apply principles of effective youth development and participation (Seymour, 2012; Tiffany, Exner-Cortens & Eckenrode, 2012). Effective youth participation strategies are considered to be those in which young people initiate or share decision-making and responsibility with adults (Wong, Zimmerman, & Parker, 2010). Youth participation models vary in the scale and scope of decision-making and autonomy young people adopt (Tiffany et al. 2012; Wong et al. 2010). Evidence shows that youth participation models based on the Good Practice Principles, which promote the strengths and diversity of young people and foster their decision-making, responsibility and learning in a safe and supportive environment, produce better outcomes and experiences for young people (Seymour, 2012; Wong et al., 2010). The United Nations Development Program (2018)

Figure 2 The lens of participation for young people

Source: World Bank (2006) cited in Walker, Perezniето, Bergh and Smith (2014)



supports youth participation principles that promote young people as beneficiaries, partners and leaders in change. This can be depicted as a lens of participation (see Figure 2).

In the R4Respect approach, young people are supported to develop the knowledge and skills required to take leadership and to be peer educators in the prevention of interpersonal violence. They use social media, community events, peer education, conferences and meetings to reach other young people and stakeholders. To advocate for change and law reform they routinely prepare submissions to government, parliamentary and other law reform inquiries, and actively seek meetings with decision-makers in all sectors.

The diverse membership of R4Respect is one of its hallmarks. (Struthers, Tilbury & Williams, 2017). The aim is to move beyond the binaries male/female, gay/straight and continue to be inclusive of diverse identities, social and economic status and recognise the compounding impact that identities and status can have on people. This inclusion is reflected in the membership of R4Respect, and all facets of work. R4Respect acknowledges, for instance, that many young people express gender and sexual identity in many ways and many adopt principled positions on the need for public action and change. R4Respects is committed to promoting positive mindsets to gender and sexual diversity in the team

and practice. The experience of the R4Respect team is that unless young team members have ‘buddies’ from similar identities or backgrounds, they can feel isolated and at risk of leaving the program.

The R4Respect team is aware that there are challenges with recruiting, mentoring and sustaining the involvement of young people in a manner that goes beyond tokenism (Denison et al., 2012; UNCF, 2012). Other claims include that many adults do not have the necessary skills or the confidence in young people to share decision-making with them, and societal norms and institutional structures are not commonly designed to support adult-youth partnerships (Zeldin et al., 2014; Walker, Perezniето, Bergh, & Smith, 2014). In addition, Walker et al. (2014) found that one of the primary obstacles for many adults is their view that “...young people [are] ‘incomplete’, immature, with no proposals or analytical capacity to contribute based on their life experiences in topics that affect them” (p. 8). It is also suggested that young people need to be well supported to handle the complexity of issues related to violence and the discomfort that may arise for peer educators and participants (Evans, Krogh & Carmody, 2009). In drawing on this evidence in the establishment and development of R4Respect, YFS has maintained a structure of personnel with specialist DFV knowledge and experience to recruit, support and mentor the young team members in

R4Respect. The objective being that over-time, and as more funding is available, members of the youth team are taking responsibility for leading the program in paid casual work roles. Experienced DFV personnel with specialist DFV knowledge and experience, as well as those with education and youth work expertise, continue to provide advice, mentoring and training in collaboration with the youth team members.

Defining the terms: Respectful relationships programs targeting young people and violence

The term respectful relationships education (RRE) in this research encompasses a broad view of educational work to prevent violence in relationships. It specifically includes respectful relationships education while also referring to related programs such as sexual violence prevention programs, image-based abuse and online abuse prevention programs that are grounded in a gender-based analysis of violence consistent with the National Plan. In reference to New Zealand programs, Beres used the term adolescent relationship violence and abuse (ARVA) as the focus of her research "...about the romantic and sexual relationships that young people engage in and to distinguish these relationships from friendships or familial relationships" (2017, p. 3).

The educational content and aims of R4Respect draw from a range of evidence-based RRE programs and The Line (<https://www.theline.org.au/>) — a communication campaign which recognises that "...there's no argument about where to draw the line in our friendships and relationships. But the line can get blurry". The original mission of R4Respect in 2016 was to prevent violence against women (VAW). Due to increasing requests from schools and youth organisations, R4Respect broadened its mission to encompass all forms of abuse and violence in personal relationships in which young people are involved, including peer relationships and online. R4Respect pursued this change while remaining grounded in its gender-based framework.

At a national level, RRE for school students is now established as a priority. Not all Australian jurisdictions have developed respectful curricula nor have they all made implementation

compulsory in schools. An action under priority area one in the National Plan is to:

Support schools and teachers to deliver age-appropriate and evidence-based respectful relationships education to all school children covering sexual violence, gender equality issues and a range of other relationship issues and tailored to vulnerable cohorts (Australia. Department of Social Services, 2016, p. 10)

Some schools embed RRE learning in their Health and Physical Education Curriculum. Some will complement their teaching efforts with the engagement of external providers to provide LOVE BiTES and other related programs. In the case of R4Respect, the providers are peer educators.

Peer education models in preventing violence against women

This State of Knowledge review identifies and analyses literature in two main fields of inquiry central to this research:

- Education programs that promote respectful relationships: what has impact and how can peer education play a role?
- Young people as agents of change and theories of change.

The initial literature review was conducted in February to April 2018. The research process also uncovered literature as it progressed. The literature review was conducted in two phases:

1. an exploratory search, including bibliographic database browsing, web-searching, contacting authors and experts and hand-searching of relevant journals; and
2. a search of bibliographic databases (ERIC, ProQuest Education and ProQuest Social Sciences) and other e-resources.

Three topics were explored:

1. respectful relationships education with young people;
2. the effectiveness of peer-peer learning models and young people; and
3. action research and social change.

Examples of the search terms that elicited the most relevant results included:

- healthy relationships and (programs);
- dating violence and prevention;
- peer learning and violence prevention;
- youth violence prevention;
- peer influence theory;
- action research and young people; and
- respectful relationships.

Using a filter to search literature from 2010-2018, up to 4800 articles were retrieved for selected topics, with five to ten percent of abstracts and approximately 45 of the articles read. As a result of utilising an English language filter on results, most texts were sourced from the United States, United Kingdom and Australia.

Peer education in respectful relationships education: benefits, challenges and pedagogy

Definition:

The definition of peer-to-peer education guiding R4Respect is: "...a participatory style of teaching and learning in which people of similar social status or group membership (peers) educate each other about specific topics" (McKeganey, 2000 in Southgate & Aggleton, 2017, p. 4). The age range for membership of R4Respect is broadly set at 14-25 years, with peer educators generally in the range of 17-25 years. This is also the primary age range for the young people R4Respect is targeting in this research. Strictly speaking, a peer educator aged 24 years is not a peer to a 14 year old student. The term "near-peer" has been applied particularly in tertiary education settings, to describe older students supporting young undergraduate students through peer-to-peer educational methods (Naeger, Conrad, Nguyen, Kohi, & Webb, 2013). R4Respect do not use this term "near peer". The notion of a similar status group (that is young people broadly defined as peers) rather than a distinct age group, guides the use of peer-to-peer terminology applied in R4Respect.

Benefits:

Peer-led interventions are viewed as a means of engaging young people, especially those from marginalised groups, on a range of sensitive topics including sexual health, drug use, mental health, bullying and more (Kim & Free, 2008; Rice, Tulbert, Cederbaum, Adhikari, & Milburn, 2012; [UNCE, 2012](#)). The use of peer models is prompted by an assets-based view of young people that values their capacity to participate and lead change, and recognises the potential benefits to the health and well-being of young people when they are involved actively in the process of change (UNDP, 2018). A summary of evidence on the benefits of peer education is outlined below:

- Young people can have success in reaching marginalised groups and their peers on sensitive topics that they may be reluctant to discuss with adult educators in positions of unequal status (Kim & Free, 2008; Rice et al., 2012; Stock et al., 2007 in Southgate & Aggleton, 2017).
- Research into sexual health and preventative education found that young people are more likely to change their attitudes and behaviours if:
 - ...they believe the messenger is similar to them and faces the same concerns, and young people can act as a support for each other as models of behaviour and trusted sources of information. (Layzer, Rosapep & Barr, 2014, p. 73)
- Where peer educators are able to design and deliver the program, including in developing nations the content is more likely to be relevant for the target audience as the peer educators know the socio-cultural context that the young people experience (Adeomi et al., 2014; Medley, Kennedy, O'Reilly & Sweat, 2009; Patalay et al., 2017).
- In relation to substance abuse, Hunt et al. (2016, p. 10) reported that peer education can be helpful in minimising harm, but the selection of peers is to be made carefully "... to ensure that they are highly credible among the target population for the desired behaviour and that they are not engaging in activities that are the focus of intervention".
- The beneficiaries of peer-led education include the peer educators themselves through improved knowledge, skills and leadership development (Frawley & Bigby, 2014; Imbessi & Lees, 2011; O'Reilly, Barry, Neary, Lane & O'Keeffe, 2016).

- A unique peer education program “Living Safer Sexual Lives: Respectful Relationships (LSSL: RR) abuse prevention model” on respectful relationships with people with disabilities was implemented, as there has been little recognition of the rights of people with an intellectual disability to make choices and determine for themselves how they will have relationships and be sexual. The research found that people with an intellectual disability in this study who had been peer educators recognised that they could help others with an intellectual disability and could feel empowered themselves through sharing insights (Frawley & Bigby, 2014, p. 168).

Challenges and limitations:

The evidence also reports the challenges and limitations of peer education and learning. In reviewing critical studies on peer education, Stephenson et al., (2008, p. 1588) reported that the long-term benefits of peer-led interventions are not as evident as their popularity. The issue seems to be that most evaluations focus on students’ achievement of outcomes — both in attitude and behaviour change. While positive attitude change among young people is commonly reported immediately, behaviour change is difficult to measure and is not featured in most studies. The challenges and limitations of the research on peer education with young people on health and well-being, including violence prevention, is summarised as follows:

- Peer education studies have no definitive answer on whether it is more effective over other models of teaching nor whether this comparison is useful (Mellanby et al., 2000 & Tolli, 2012 in Southgate & Aggleton, 2017, p 4).
- There is a lack of conclusive evidence surrounding the implementation, experience and outcomes actualised by students and educators engaged in peer-to-peer education programs (Southgate & Aggleton, 2017).

In Respectful Relationships Education using peers, Warthe, Kostouros, Carter-Snell and Tutty (2013) found that students had increased knowledge about dating violence and helpful resources and these changes persisted over time. The researchers concluded that the use of peers as facilitators and community partner involvement contributed to the success of the program (Warthe et al., 2013). It is also suggested that

peer influences may be strengthened where prosocial peer influences promote pro-social attitudes and behaviours rather than focusing solely on reducing ‘deviant’ peer influences (Farrell, Thompson & Mehari, 2018, p. 1366). In the peer educator pilot project evaluated by Imbesi and Lees (2011) the aim was to build the capacity of more than 60 senior secondary students (aged 16–18) to take a leadership role in the delivery of a sexual violence prevention curriculum alongside peers and school staff. The development of a peer educator model had been suggested by students who indicated that their learning about sexual assault within the 6-week Sexual Assault Prevention Program in Secondary Schools (SAPPSS) student curriculum would have been greatly enhanced if there had been peer educators involved alongside staff and external educators. The findings of the evaluation showed that the peer educators enhanced their knowledge and skills in relation to sex and relationships and that they were better equipped to promote non-violent social norms amongst their peers and positive bystander behaviours (Imbesi & Lees, 2011).

To counter the potential for young peer educators to be under-prepared and under-resourced to facilitate learning on the sensitive and complex topic of relationships and violence, and to counter the risk that they may become targeted by other young people for help or to be harmed (Evans et al., 2009), the peer educators in the SAPPSS model received training, support and mentoring throughout the project (Imbesi & Lees, 2011). It is also recommended that peer educators be sufficiently trained and supported to meet the educational and support needs that students can expect by engaging in an educational program about safe and respectful relationships; that the theoretical framework and theory of change underpinning the program is articulated, and the programs are evaluated (Imbesi & Lees, 2011; Southgate & Aggleton, 2017). A difference between R4Respect and one-off peer education RRE programs is that R4Respect is a multi-purpose youth participation program that is sustained over time. R4Respect features peer-to-peer education on RRE as one activity in efforts by the young people to raise awareness and prevent violence in relationships.

Education pedagogy:

It has been noted that existing research on peer education generally does not elicit information on the experiences of teaching and learning from the perspective of those being educated (Southgate & Aggleton, 2017, p. 6). To better understand the educative dynamics of peer education and its capacity to influence young people, Southgate and Aggleton (2017, p. 8) suggest there is a need to engage more with pedagogy and how knowledge is produced and influenced by group membership and social context.

There are abundant literature and research tools that measure the impact peer educators have on young people in the area of violence prevention and public health (Kim & Free, 2008; Layzer, Rosape & Barr, 2014; Strange, Forrest & Oakley, 2002). No relevant survey tool that specifically asked youth participants about the knowledge, skills and impacts the peer educators have on them as youth participants was located by the researchers. We therefore developed, with the YRG, a short instrument with nine questions (see Figure 5). The most common focus of research instruments was attitude or behaviour change in participants — not the process of peer education itself. In the Australian context, Imbesi and Lees (2011) reported on the views of the peer educators on the peer education process.

In developing RRE programs that are responsive to the diversity of young people, it is also useful to consider “culturally responsive pedagogy” defined by Howard (2010, pp. 67–68 cited in Taylor & Sobel, 2011) “...as a framework that recognises the rich and varied cultural wealth, knowledge, and skills that students from diverse groups bring...” (p. 16). This includes the way educators design instruction and act in order to recognise diversity and prepare students to live in a world of increasing diversity (Cartledge, Gardner, & Ford, 2009 cited in Taylor & Sobel, 2011).

Respectful relationships education: Evidence on impacts

Evidence affirms that a continuous curriculum throughout the school years, and whole of school and community strategies, are arguably the best way to provide education about respectful

relationships (RRE) with young people (Victoria. Department of Education and Training, 2018; Kearney, Leung, Joyce, Ollis & Green, 2016; Our Watch, 2015; Stanley et al., 2015). The whole school approach recognises “that in order to achieve sustainable change, shifts are needed at a policy, structural, process, system and institutional level” (Our Watch, 2016, p. 5). The Respectful Relationships Education in Schools (RREiS) pilot reached 1700 staff and 4000 students across 19 schools (Kearney et al., 2016, p. 5). RREiS evaluated the delivery of respectful relationships education and whole of school strategies against seven evidence-based core elements:

1. Addressing the drivers of gender-based violence.
2. Taking a whole school approach (see explanation above).
3. Integrating evaluation and continual improvement.
4. Providing resources and support for teachers.
5. Utilising age-appropriate, interactive and participatory curriculum (for Years 8 and 9).
6. Establish mechanisms for collaboration and coordinated effort.
7. Have a long-term vision, approach and funding.

A recommendation arising from the RREiS pilot is the need to systematise respectful relationships education — that is, to build the capacity of the education system through curriculum guidance, staff training, leadership and whole of school approaches (Kearney et al., 2016). There is a major policy shift in Australia from a reliance on one-off RRE programs to RRE curriculum with professional development and curriculum support and resources, which is embedded in a whole of school approach to building respectful relationships. There is a place for collaboration with external agencies and use of innovative or specialist DFV community education and RRE programs, such as the work of NAPCAN through its LOVE BiTES program, but the evidence is showing the greater impact on young people can be achieved when RRE programs are sustained as part of a wider school or community strategy (Kearney et al., 2016; Stanley et al., 2015).

The literature is abundant with evaluations of one-off school and community-based respectful relationships, dating and sexual violence prevention programs. The meta-evaluation undertaken by Stanley et al. (2015) of programmes in the UK, US, Australia and other nations reported that the vast

majority of children and young people took the domestic violence/respectful relationships program topics seriously and viewed them as interesting and worthwhile. Most educators thought programmes were on the whole successful in prompting the thinking of young people on respectful relationships and domestic violence. However, the researchers noted that programmes are often selected for implementation in an opportunistic manner (Stanley et al., 2015, p. 197). The evaluation indicated that children and young people gained increased knowledge and understanding of the nature and extent of domestic abuse and some attitude change was reported. The modest reported change led Stanley et al. (2015, p. 77) to recommend early years respectful relationships education:

Given the lack of a moderate effect for most outcomes except short-term knowledge and attitudes achieved by most of the programmes included in this review, it might be argued that values, attitudes and behaviours are firmly established via family, community and early socialisation by the time children are 10 years old or older. This suggests that the need for interventions for younger children to be developed and tested, and media campaigns that can target children, young people and their parents in the home, also warrant further examination.

Behavioural change was either not reported or, if measured, positive change was not significant (Stanley et al., 2015).

A systematic review by Rue, Polanin, Espelage and Pigott (2014) on school-based interventions to reduce dating and sexual violence reported that:

...the results of this meta-analysis indicated that while prevention programs show promise in increasing knowledge and awareness, impacts on behaviours are less clear and indeed are not often reported. (p. 49)

This led the researchers to recommend that future research should explore the role of bystanders and how prevention programs may shift the peer culture to be less tolerant of dating violence. Niolon et al. (2017, p. 16) reported evidence suggesting that respectful relationships programs with young people can prevent IPV perpetration and victimisation. In the Safe Dates evaluation, for example, students exposed to

the program reported between 56 percent and 92 percent less perpetration and victimization, respectively, at four-year follow-up when compared to control students.

The Stronger Families Program was an RRE program designed by Aboriginal and Torres Strait Islander people. Young people who were exposed to RRE using elders and facilitators reported improved awareness among young people. As part of the program, males were separated from females to interact with male facilitators and elders — this enhanced the learning of the young men (Duley, Botfield, Ritter, Wicks & Brassil, 2017). In a different cultural context of India, UNESCO (2016, p. 64) reported mixed results for the Gender Equity Movement in Schools (GEMS). GEMS is a curriculum-based program that operated in 45 schools in Goa, Kota and Mumbai for two years with boys and girls ages 12–14 years in public schools. GEMS encouraged equal relationships, critical examination of social norms defining gender roles and responsibilities, and questioning the perpetuation of gender-based violence. Changes in the participating students' behaviours and attitudes around reducing violence showed mixed results. The students demonstrated some rethinking of gender norms, becoming more supportive of girls pursuing higher education and marrying later in life, and of boys and men contributing to household work. The GEMS approach is now being scaled up to 250 schools in Mumbai, following the success of the first pilot programme (UNESCO, 2016).

Given the variance in evaluation methods and outcomes, Stanley et al. (2015) recommended that researchers and stakeholders could collaborate on ways of measuring knowledge, attitudes and behaviour change over the short, medium and longer term, as well as disclosure and help-seeking behaviours for inclusion as outcomes in program evaluations. It was their intention that this

...work could provide the basis for the development of a tool agreed by both stakeholders and researchers to evaluate outcomes and process in these interventions. (Stanley et al., 2015, p. 168)

A challenge with the delivery of RRE was also identified by Stanley et al. (2015) in stating that:

The lack of committed funding for interventions has contributed to short-termism both in schools and in

the domestic abuse sector where many programmes are developed. A statutory basis for delivering these interventions alongside more predictable funding would enable schools, programme designers and staff to take a longer-term view, which could include building ongoing evaluation, including analysis of costs, into programme delivery. (Stanley et al., 2015, p. 168)

As programs like R4Respect are delivered by personnel external to schools, their use is encouraged as a complement to curriculum, not as a replacement. The Department of Education Public Schools NSW guidelines for external providers state, for example, that one-off sessions from external providers in schools can be informative but as this format:

...is isolated from the context of a planned approach to education, it will have minimal effect in enhancing students' knowledge and skills. (New South Wales. Department of Education, Public Schools, 2018, p. 2)

The guidelines indicate that effective programs should involve progressive learning that is reinforced over the school years. The guidelines encourage the use of programs that build the capacity of teachers to deliver effective education programs and those that add value to educational syllabus implementation. Specifically in relation to school gender-based violence programs, Huxley (2009 cited in UNESCO, 2016, p. 66) reported that pedagogy and teacher training are important to tackle violence in and around schools as:

...teachers need to be more aware of the various dynamics in their classrooms, including gender, power and racial or ethnic dynamics, as well as being more aware of their own biases and behaviours.

It is important for teachers to practice equality of pedagogy, in that girls and boys receive the same respectful treatment and attention, follow the same curriculum, and enjoy teaching methods and tools free of stereotypes and gender bias and that present positive images of boys and girls and other aspects of diversity.

These factors are affirmed in the research by Stanley et al. (2015), who concluded that external staff from specialist services can offer knowledge and expertise on domestic abuse

that supports teaching staff, but ultimately it is teaching staff who can impact on the whole of school culture and offer continuity of education. It was recognised that external expert staff could assist teachers in the content program and in managing disclosures from students as teachers need to be well trained and confident in delivering the content (Stanley et al., 2015). It was also reported that the impact of programs would be enhanced with active input from young people (Stanley et al., 2015).

A major challenge for respectful relationships and sexual violence prevention education is engaging young men as participants and peer educators (Beshers, 2008; Imbesi & Lees, 2011; Rich, Utley, Janke & Moldoveanu, 2010). In the US, Rich et al. (2010) conducted a study of college students' attitudes to on-campus sexual violence prevention programs. The researchers found that young men were disinterested in sexual violence prevention programs, stating:

...it was disappointing to discover that so many men did not see the relevance to their own lives. In addition, many respondents felt that prevention programs would be a waste of their time". (Rich et al., 2010, p. 283)

In her study of sexual violence prevention peer education programs, Beshers (2008, p. 289) found that female peer educators outnumbered males by 3:1. Given the proposition that male peer educators may be more influential in modifying norms and attitudes of their male peers, Beshers (2008) sought to uncover strategies that may encourage greater participation of male peer educators in sexual violence prevention programs. Beshers' (2008) research indicated that barriers to male peer educator participation may be:

- the lack of a financial stipend;
- a view that the content and relationship building processes of this work are more suited to females; and
- the greater responsibility female students on campus tended to take for community service activities.

It is also important that young men are selected who are highly credible and who do not engage in behaviours that the programs are designed to address. This was reported as an issue in substance abuse peer programs by Hunt et al. (2016, p. 10).

A multi-theoretical approach: Young people as researchers and agents of change

The essential feature of this research approach is the positioning of young people at the centre of the research as participants and researchers – as learners and agents of change. The work of R4Respect and this research functions within a multi-layered theoretical framework comprised of:

- a gender-based, feminist analysis of violence;
- the concept of intersectionality;
- theories of change; and
- youth participation.

Gender-based, feminist analysis

R4Respect recognises that many young people do not readily understand the gender basis of violence. Some minimise or normalise male abuse and violence as “boys will be boys”, and many believe that girls and women are as violent as boys and men. Gendered power relations position men or boys as more dominant, in control and as representing or holding authority compared with women or girls. They are produced and upheld by many young people, and underpin their justification and normalisation of sexual harassment and violence in heterosexual relationships (Sundaram & Jackson, 2018, p. 4). The dismissal of offensive behaviours as “boys will be boys” underpins a “rape culture” in which gender-based violence is pervasive, and victims of rape are too often blamed and revictimised. In the UK, the concept of ‘lad culture has emerged to identify the misogynist banter, objectification of women, sexual harassment and violence that has been entrenched in sub-cultures of men (Phipps, Ringrose, Renold, & Jackson, 2017; Sundaram & Jackson, 2018). These behaviours reflect a wider culture, similar to Australia, “...in which sexual harassment and violence become normalized and routinized” (Sundaram & Jackson, 2018, p. 4). This leads to a sense of inevitability regarding the behaviour of boys. From a young age men learn ‘masculine’ behaviours associated with stereotypical masculine identities such as aggression, competition, domination and control (Kidd, 2013 cited in Nichols, 2018, p. 75). Flood (2019, p. 18) has reported that men have “rape-supporting social relationships”, whether in

sport, on campus or in the military, and “...this feeds into their use of violence against women”. For example, there are higher rates of sexual violence against young women in contexts characterised by gender segregation, a belief in male sexual conquest, strong male bonding, high alcohol consumption, use of pornography and sexist social norms (Flood & Pease, 2006 cited in Flood, 2019, p. 18). Conversely, men who do not hold patriarchal and hostile gender norms are less likely than other men to use physical or sexual violence against an intimate partner (Murnen, Wright, & Kaluzny, 2002 cited in Flood, 2019, p. 17). Violence against women is preventable and young people can improve their understanding of gender, power and violence to be agents of change in preventing VAW.

The importance of an intersectional approach

Feminist activism and research has focused attention on the complex intersections of social difference and social location to help better understand the lived experience of all people regardless of sexuality, gender, race/ethnicity, age, class or other factors and the way that different identities intersect to compound the impact of violence, inequality and hardship (Crenshaw, 1995 cited in Muñoz Cabrera, 2010, p. 10; Bose, 2012). This research adopts an analysis of gender-based violence which recognises that gender inequality and other structural inequalities — such as those related to unequal status, wealth, and power — must be overcome for prevention to be effective. Central to this is an intersectional approach in which (Chen, 2017, p. 6) shows:

...that gender is not experienced in the same way by everyone. For example our age, gender identity, life stage, ability, sexuality, indigeneity, race, ethnicity, class, religious beliefs, family, geographical location and profession can all change our perceptions of gender as well as the way our gender is perceived and treated by law, policy, institutions and others.

Flood (2019) also shows how an intersectional analysis is essential to understanding male violence in that:

...there are multiple masculinities, with some dominant and some subordinate or marginalised...Men in different social locations have differential access to social resources

and social status... Gendered power is intersected by race power and class power. Indigenous men, men of colour and ethnic minority men are clearly not the beneficiaries of patriarchal capitalism in the same way as other men. (p. 350)

It is acknowledged that gender-based violence including domestic violence "...will not be eradicated... using a solely heteronormative approach" (Lorenzetti, Wells, Logie & Callaghan, 2017, p. 183). In the survey of young people conducted by Hillier et al. (2010, p. 98) 3 percent of youth participants described themselves as gender queer, transgender or other. They reported high levels of homelessness, homophobic abuse, physical abuse, exclusions and self-harm — particularly at school. (Hillier et al., 2010, p. 39). This is supported in other research; LGBTIQ young people experience higher rates of all types of dating victimisation and perpetration experiences compared to heterosexual youth (Dank, Lachman, Zweig, & Yahner, 2014, p. 854).

It is also a major concern that Aboriginal and Torres Strait Islander people experience prejudice and violence at far greater levels than any other cultural group in Australia. Intervention needs to be culturally relevant and recognise the limitations of a feminist or gender-based framework that "...inadvertently renders invisible the trauma and suffering experienced by Indigenous families as a result of their status as a colonised people" (Blagg et al., 2018, p. 52).

Research also shows that girls and women with disability are at greater risk of violence, exploitation and abuse than men with disabilities or other women without disability (International Network of Women with Disabilities, 2011 in Dowse, Soldatic, Didi, Frohmader & Toorn, 2013). Sexuality and relationship education for people with an intellectual disability has rarely included people with an intellectual disability as peer educators or in the development of programs and little is known about its effectiveness with this group (Barger, Wacker, Macy, & Parish, 2009; Black & Roberts, 2009 cited in Frawley & Bigby, 2014). Peer education does reflect the central ethos of self-advocacy — "Nothing about us without us" — which suggests applicability to programs for people with an intellectual disability (Frawley & Bigby, 2014, p. 168).

Theories on change and young people

Two main bodies of theory provide an impetus for the R4Respect program goal that young people can be influenced by peers to better understand and enact respectful relationships. The causal theories that explain the factors contributing to gender-based violence, such as feminist theory (referred to earlier in this report) provide the analysis of what needs to change and why, while social change theories inform the processes of how attitudes and behaviours among young people can be impacted. Several theories, including social network theory (Baumann & Ennett, 1996) and theory of reasoned action have informed R4Respect in the use of peer education as a mechanism for influencing change in young people. As these theories are not grounded in any ideological position, they are considered in this research through the layered lens of feminism and intersectionality. Social network theories seek to understand the way in which peer and other social networks influence behaviour and attitudes among people. While it can be important for young people to resist peer influence on harmful behaviours, social support from peer networks is important for healthy youth development (Bauman & Ennett, 1996). It is also suggested that young men sharing norms with male peers, may have more influence over their male peers than young women (Beshers, 2008).

The theory of reasoned action argues capacity for people to change a behaviour is strongly influenced by their view of its positive or negative consequences and what their peers would think about it (Abdi & Simbar, 2013). The theory of reasoned action proposes that behaviour is determined by two major factors:

1. beliefs about the outcomes of that behaviour and the value of those outcomes; and
2. the person's motivation to comply with what other people think (Ajzen & Fishbein, 1980 in Breinbauer & Maddaleno, 2005, p. 71).

Changing social norms — that is, perceptions of what an individual sees as normal among peers whose opinions and views they respect — influence their own attitudes and behaviours. R4Respect recognises the powerful influence of "lad culture" (Phipps, Renold, Ringrose & Jackson, 2017) and notions like "boys will be boys" that result in normalisation

of disrespect for women. The R4Respect team aims, through well trained and supported peer educators, to provide young people with positive information and role models that can assist in overcoming deeply embedded violence supportive norms for young people.

Participatory research: valuing young people

One of the benefits of youth participation in research is that young people will ask different questions, reflecting different knowledge, issues and priorities (Kellett, 2011). The action research method was selected because it seeks to promote participation and develop partnerships between young people and adults. Action research is both an instrument for introducing and evaluating change and transformation, and a vehicle for discussion, negotiation learning in and through action and reflection (Moore & Armstrong, 2004; McNiff, 2013). Given these features, action research suits the needs of R4Respect for ongoing self-reflection and adaptation of the model. This action research approach is also influenced by development evaluation

...in which the evaluator is often part of a development team whose members collaborate to conceptualize, design and test new approaches in a long-term, ongoing process of continuous development, adaptation and experimentation. (Patton, 2011, p. 1)

According to Patton (2011), in contrast to traditional program evaluation which seeks to test, prove or validate a program, development evaluation seeks to generate ideas with performative ongoing innovation and development is expected rather than a fixed intervention. The evaluator is part of the innovation team. Development Evaluation employs a “systems thinking” approach, mapping relationships and interconnectivity, articulating assumptions about how change occurs and how the social “problem” being addressed by a program is part of a larger system (Patton, 2011 cited in Rosier, Moore, Robinson, & Smart, 2018). Developmental Evaluation is appealing to R4Respect and this research as it is claimed to be “...useful for dynamic situations where program stakeholders expect to keep developing and adapting the program, and never intend to conduct a final outcome evaluation of a standardised model” (Patton, 2011 in Rosier et al., 2018, p. 1).

Methodology

This section includes:

- the framework guiding the research;
- research aims and questions;
- the description of the mixed methods approach to enable it to be reviewed and replicated;
- ethical considerations; and
- the approach to knowledge transfer arising from the research.

The framework guiding the research

This research is motivated by the need to affect significant cultural change in the attitudes, values and behaviours among young people that enable gender-based violence to flourish. This research functions within the ambit of critical social science: a process of social inquiry that

...challenges unequal access to power and resources in social and economic relations, and has as an aim, not simply to study the world but change it, and has a research goal to empower people. (Neuman, 2006, p. 95)

The research process is influenced by a feminist epistemology that:

1. challenges conventional views of research and knowledge development as objective, rational and male-centric; and
2. seeks opportunities for social change to overcome patriarchal structures (Ramazanoglu & Holland, 2002).

Our research task is not value neutral. The research is forward-looking and optimistic about the capacity of young people to understand and change their social situation. This approach is consistent with an ontological position of constructionism that considers social phenomena as being socially constructed; that is, produced and constantly changing through social interactions and meaning assigned by observers (Bryman, 2008). There are two primary tasks for our research team that arise from our ontological frame of reference:

1. to promote understanding of the gender-based analysis of relationship abuse and violence; and
2. to encourage young people (members of the Youth Research Group and youth participants) to challenge

and deconstruct views and values that are supportive of gender-based abuse and violence.

As stated, this research adopts an analysis of gender-based violence that identifies and responds to the intersecting forms of inequality, based on factors such as, race, indigeneity, refugee status, class, gender identity, sexuality, ability and age. This analysis influences our efforts as researchers to encourage and support young people from diverse cultures and identities to approach their educational work with “eyes wide open” to the many factors that contribute to gender-based violence and how it impacts differently on the diversity of young people they encounter. We are inspired in this research by the statement by Bose (2012, p. 69): “The ultimate aim of intersectionality is to challenge inequality and enact change to eliminate it”.

The partnership with Ruby Gaea in Darwin provided an opportunity for the R4Respect peer educators and research team to apply and review the program in a context that differs in geography, culture and socio-economic conditions from South-East Queensland. For instance, Ruby Gaea staff indicated that in particular, Darwin has a high proportion of young Aboriginal people — many young people are highly mobile between remote communities and Darwin and many are from families living in significant housing stress and poverty. The positioning of young people at the centre of the research as participants and researchers is supported by a partnership approach between adults and young people. The youth/adult alliance advocated by Checkoway (2011), informs how the perspectives of, and decision-making by the R4Respect team, are elevated in the research. The R4Respect team are learning about gender-based violence and social change; peer-to-peer educational methods and about research methods through their input into the survey design, fieldwork, educational content and methods and data analysis. The process of critical reflection throughout the research enabled the researchers and members of the YRG to assess the views of youth participants and stakeholders to refocus the educational content and delivery and to develop an R4Respect program manual as a knowledge transfer activity arising from the research.

Figure 3 Viewing each element of the research through a feminist lens.



Research overview

This ANROWS funded research aims to inform ways young people as peer educators can engage in positive change that promotes understanding among their peers of: what constitutes respectful behaviour; how gender, power and violence contributes to violence against women and girls (VAW) and what actions they can take to reduce the prevalence of violence in their interpersonal relationships. While focussing on VAW, R4Respect is also mindful of the need to be inclusive. In this research, young people aged 17-25 years participated as peer educators and/or members of a Youth Research Group and young people aged 14-25 years were included as participants in peer education sessions. This positioned young people as both learners and agents of change. This ANROWS-funded research advances the objective of actively including young people and fostering their leadership in the research process as well as the R4Respect program delivery and continuous improvement. This research adopts an action research approach that engages young people collaboratively with

the researchers in the design, implementation and critical reflection on the peer-to-peer R4Respect violence prevention program. The research evaluated the impact that the peer-to-peer respectful relationships program, R4Respect, has on influencing the views of young people (see Figure 3). This is a cross-jurisdictional collaborative research project between Griffith University, Qld, Ruby Gaea Sexual Assault Service, Darwin, NT, and YFS Ltd., Logan, Qld. The research team collected data from young people and adult stakeholders in two locations: in Darwin, NT, and Logan, Queensland.

Research method

This is a mixed methods study with four elements:

1. A quantitative method using three surveys with young people participating in the peer education sessions. This included an immediate pre- and post-workshop survey and a follow-up survey 6-8 weeks after participation in the program.

2. A qualitative method of interviews with education and service provider stakeholders to assess their views on the R4Respect peer education model.
3. Critical reflection group meetings to enable routine program feedback and adaptation during the course of the action research process.
4. Knowledge transfer activities and applied learning activities.

Research aims and questions

The primary aims of this research are to assess the impact that the R4Respect respectful relationships peer education model has:

- in improving the understanding young people have of respectful relationships and gender equality in order to reduce the prevalence of violence against women and girls;
- in utilising peer educators to engage young people in respectful relationships education; and,
- in positioning young people at the centre of the research process through a participatory action research approach.

Primary Questions

- Do peer educators in the R4Respect program have a positive impact on the awareness and attitudes young people have of what constitutes respect in relationships?
- What features of the R4Respect program have a positive impact, and how can the program be improved to enhance positive impact?

Sub-questions

- Do young people have a better understanding of the gender influences and differences underpinning VAW after participating in the R4Respect program?
- What feedback did young people and stakeholders give about the sessions being run by peer educators?
- What feedback did stakeholders have on the peer model and how it can be improved?

Active participation of young people: the role of the Youth Research Group

The research applied an action research approach (Wicks, Reason & Bradbury, 2008) that sought to engage young people actively in design, implementation and critical reflection on the research process and the peer-to-peer R4Respect violence prevention program. Mentoring was provided by staff at YFS and the research team. In this sense the researchers are not independent of the research process; they are active participants. The primary mechanism for the active participation of young people aged 17-25 years was through the establishment of a Youth Research Group (YRG). Participation in the YRG was offered to all of the R4Respect team (peer educators, Youth Ambassadors and the program coordinator), one Ruby Gaea community educator, two human services and social work students, Griffith University, and the Research Officer. This open invitation was accepted by all, but their participation at meetings and training was variable. Five members of the YRG, including the Research Officer, committed to regular attendance and participation.

The role of the YRG was to facilitate the input of the R4Respect team and students in: the design of the survey tools and schedule of questions; routine reflection on the program delivery and revisions following each session; and the data entry and analysis. Future tasks will include the knowledge transfer activities arising from the research. In conducting this research, three opportunities for participation by young people existed:

1. membership of R4Respect (including Youth Ambassadors).
2. membership of the YRG; and
3. peer educators developing and delivering educational sessions.

The experienced R4Respect team members (those who have 2 years membership of R4Respect) took responsibility for much of the learning and support during the research as peer educators. In this report, the terms YRG, R4Respect team and peer educators are used. However, it is important to note that some young people had multiple roles in the conduct of the research — as peer educators, members of the YRG and members of R4Respect. The peer educators

Table 1 The activities and learning outcomes for peer educators and members of the Youth Research Group (YRG).

Peer educators and YRG- training and preparation topics	Learning Outcomes	Timeline
Research methodology/methods (including ethics). De-mystifying action research – critical reflection cycle.	Better informed of action research and its application to R4R/ ANROWS research.	May
Research design	Better informed and able to input into the student survey designs and stakeholder schedule of questions.	May/June
R4Respect and Don't Be a Bad Apple training x 4 (av. 2 hr face-to-face sessions). Online self-learning encouraged, but minimal take-up by new peer educators.	Up-skilling in a 4hr R4Respect program, including gender-based framework, power and control, forms of violence, crossing the line and more.	May-July
Data analysis / thematic analysis. Survey Monkey training.	Contribute to data entry and thematic analysis.	27 September/October
Critical reflection discussions and workshop.	Feedback from students and stakeholders was discussed promptly after each educational session with the peer educators, and the program was adapted as a result. A workshop was held at the completion of the educational sessions to discuss the process and next steps.	July-August September
Develop knowledge transfer activity (R4Respect manual).	Awareness of the importance of continuous learning, and opportunities for replication of R4Respect.	Commenced Sept. Ongoing to March 2019

received a casual wage for their work, Youth Ambassadors receive a modest financial scholarship for 12 months, and the students contributed as volunteers to complete their course requirements.

As a research partner working with women impacted by sexual violence, and having staff from diverse backgrounds, Ruby Gaea provided cultural input and feedback to the R4Respect educators and researchers. The aim was for the R4Respect team to learn more — particularly from Aboriginal and Torres Strait Islander participants and the research partners — to critically reflect on, and improve its capacity to be culturally inclusive and relevant. The training sessions with the members of the R4Respect team and YRG have also incorporated discussions about the experiences and impact of relationship violence for young people who identify as LGBTIQ as a result of initiative shown by members of the YRG.

A need arose during the research to bolster the number of available and capable male peer educators. This was not unexpected, as the challenges in sustaining the involvement of men reported in research on related programs (Beshers, 2008; Imbesi & Lees, 2011; Rich et al., 2010) were apparent to the researchers and members of the YRG. Four new male peer educators were recruited mid-2018 and two existing male Youth Ambassadors accepted the opportunity to join the peer educator training. The membership and level of participation of the YRG varied during the course of the research, with average attendance at meetings being five young people. The level of participation varied among the young people, with the core team of R4Respect and university students most active. Table 1 outlines the main learning activities and outcomes of the YRG and peer educator training during the course of the research. The core team of R4Respect is taking primary responsibility for the development of the knowledge transfer activity (the production of an R4Respect manual) and they

have had some input into the RESPECT-Ed checklist for peer-to-peer education programs arising from this research (see Figure 1).

Developing the educational content

The R4Respect team developed their program materials into a 4-hour delivery program (4 x 1 hour sessions). The R4Respect program content is adapted from several sources that apply a gender-based framework consistent with the National Plan:

1. Respectful Relationships: A Resource Kit for Victorian Schools (Victoria. Department of Education and Training, 2018).
2. R4Respect Don't Be a Bad Apple (DBABA) animated videos and activities derived from the DBABA facilitator guide.
3. The Line campaign (Our Watch, 2017) videos and activities.

LOVE BiTES, National Association for the Prevention of Child Abuse and Neglect (NAPCAN) (<https://www.napcan.org.au/Programs/love-bites/>). The peer educators are all trained as facilitators of LOVE BiTES. Training in LOVE BiTES is ongoing and offered to new members or those moving to peer education roles.

The R4Respect program content can be found at Appendix C. The aim is to use this program content with the research participants, reflect and revise it based on feedback through the research process, then develop it into a peer-to-peer educational manual that can be used by other facilitators and organisations.

The fieldwork

The research spanned two locations: Darwin, Northern Territory and Logan, Queensland. The Darwin fieldwork has been conducted in partnership with a women's sexual violence intervention service, Ruby Gaea Darwin Centre Against Sexual Violence. The purpose of conducting fieldwork in Darwin was to establish the requirements of, and cultural expectations for, program replication for use with young Aboriginal and Torres Strait Islander young women and men. Both schools in Logan were selected on the basis of two features compatible with the research:

- A commitment backed by determined efforts to promote respectful relationships across their school community.
- A positive relationship with R4Respect, including a willingness to support the growth and development of R4Respect through research.

An outline of the activities that these two schools undertake in promoting respectful relationships and violence prevention are set out in Appendix D.

Located in Logan, both schools share a low socio-economic demographic and a highly diverse student population (with over 120 cultures represented in Logan). One college is a P-12 school operated by Brisbane Catholic Education in the Franciscan tradition. The other is a large state high school in excess of 2500 students. Staff at both schools were invited to select students in the age range from 14-18 years. Both schools selected Year 10 classes, with the common age range of 14-15 years.

Research partner Ruby Gaea had responsibility for organising access to young people aged between 14-25 years in a youth setting in the Darwin region. Ruby Gaea advised the research team that schools were not likely to participate because the NAPCAN, NT LOVE BiTES program appeared to be the educational program of choice. The researchers were informed that a non-government youth service was willing to provide access to young people (aged 14-25 years) attending the service for educational sessions (4 hours in total, and a social BBQ). As the date for the fieldwork approached (2-5 July 2018), the researchers were informed that the service had withdrawn this offer. Ruby Gaea faced some organisational challenges in attracting and confirming the participation of community/youth organisations and young people. The R4Respect peer educators and research team ran the program during the week of July 1-5 with a young parent's program in Darwin and a YMCA vacation program in Palmerston.

The quantitative process

Pre- (n=86) and post-workshop (n=80) surveys with young people were undertaken during July-September (see surveys in Appendix A). The pre-workshop survey adapted questions from

a more extensive survey developed by Flood and Kendrick, (2012) for the LOVEBiTES (NAPCAN) evaluation. The R4Respect team considered the Flood and Kendrick (2012) survey to be robust and comprehensive in its inclusion of questions that elicit attitudinal and behavioural responses to gender-based violence and its cause. The team, therefore, drew on this work of Flood and Kendrick (2012) in developing the survey tools for this research. A major point of difference for this research was the need to have brief surveys that also incorporated questions in the post-workshop survey on the R4Respect peer education model. The Flood and Kendrick (2012) evaluation was not a peer education RRE model. The Knowledge, Attitudes and Behaviour Intent (KABBI) tool developed by Warthe et al. (2013) in the peer-to-peer evaluation bore some relevance to the research questions but it did not contain questions surrounding the effectiveness of the peer-to-peer educational dynamic. The KABBI tool did contain pre- and post-workshop survey assessing knowledge of respectful relationships, gender stereotypes and warning signs of abuse.

The surveys in this research elicited participant views on:

1. The peer-to-peer delivery mode.
2. What constitutes respect and harm in a relationship.
3. The gender-based factors and gender inequality that contribute to violence.
4. Actions that young people take or perceived future actions to protect themselves or others from harm.

The pre- and post-workshop survey tool (Appendix A) used a five-point Likert scale to measure the level of agreement from strongly agree to strongly disagree to each item. In the post-workshop survey, items were added to gauge participant views on young people as peer educators in the program. An open-ended question was included for participants to say how the program could be improved.

Due to the limited time of 4 hours in the R4Respect program for this research, there was no scope to deal comprehensively with bystander behaviour. As a result, only one question related directly to bystander behaviour. Bystander behaviour and confidence in taking action are important in this area of work. R4Respect promotes other programs, such as the

evidence-based MATE Bystander Program, Griffith University (<https://www.griffith.edu.au/arts-education-law/mate-bystander-program>), and the Our Watch, Doing nothing does harm communications campaign (<https://www.ourwatch.org.au/doingnothingdoesharm/home>).

The post-workshop survey incorporated all of the elements of the pre-workshop survey with the addition of questions that specifically canvassed the student participant views on the peer-to-peer delivery method and the videos used in the educational sessions. A follow-up survey containing five questions was conducted in October and November 2018 (n=75). This was designed to explore indicators of recall on the learning 6 weeks after the sessions were completed.

There is a growing body of literature that examines peer-to-peer education and youth participation models, but there are limited tools available for evaluating youth participant views of the impact of the peer-to-peer educators. A process evaluation of R4Respect (Struthers et al., 2017) used the Tiffany-Eckenrode Program Participation Scale (TEPPS) (Tiffany et al., 2012) to measure the quality of youth participation by participants, but there appears to be no similar scale or measure of youth peer-to-peer education. As a result, the YRG and researchers formulated the questions that were included in the post-workshop survey to obtain student participant views on the peer-to-peer education model. Staff at each school reviewed the surveys and agreed to their use.

The participants

Staff at each school agreed to identify two classes of year 10 students whose timetable enabled them to participate in a 4 hour R4Respect educational program during August 2018. The other selection criteria within this age range included ensuring a gender balance. Staff arranged for the consent processes to be completed and scheduling of the sessions.

Ruby Gaea staff, in consultation with the researchers and YRG, arranged access to young people in Darwin. The fieldwork proceeded at the YMCA holiday program in Palmerston and young parents' group in Darwin, but the participation was low. The researchers arranged for consent forms to be

Table 2 Stakeholder interviews

Location	Stakeholders
Darwin	1 Youth Worker in NGO 1 Community Education Officer NGO
A Catholic college, Logan	3 teachers
A state high school, Logan	1 teacher 2 student teachers 1 Guidance Officer
A national NGO	1 Senior Policy Officer
Total:	10

completed and the pre- and post-surveys were issued. Only five participants met the requirement to attend the full 4 hours of educational delivery and complete the pre- and post-workshop surveys.

Data entry and analysis

The YRG and Research Officer completed the data entry. It is noteworthy that the young participants were cooperative in providing considered responses (evident in the majority of fully completed surveys, with very little doodling or irrelevant comments on the forms). This data was entered into and analysed using *Survey Monkey* (which is the licensed tool used by YFS, and the system that some of the R4Respect youth team have familiarity with). The youth team generated excel reports to enable statistical comparisons between pre-workshop and post-workshop responses, as well as to report on the views of the peer education model. A descriptive analysis between the pre- and post-workshop data was prepared by the youth team with oversight from the lead researcher. This data was reviewed by the Research and Evaluation Manager at YFS Ltd. No statistical tests for significance were carried out on any of the data sets. The main variables used to obtain comparative data tables from the *Survey Monkey* reports were each statement analysed separately, then by gender. A separate analysis was completed for Darwin and the Logan data to elicit location-specific differences. No statistical tests for significance were conducted as the researchers viewed the Darwin sample as too small for any significant differences to be identified. Most reporting is therefore an aggregate of all youth participants. Data will be stored in a password secure PC for the duration of the project and for up to a total of 7 years.

The qualitative process

There were three sources of data in the qualitative elements of this research:

- Interviews with education and community stakeholders who have some exposure to R4Respect.
- A focus group, led by a Social Work Honours student with the peer educators and YRG members near the conclusion of their fieldwork in September 2018 (See Appendix F).
- The log of observations and reflections made by the researchers during the research process (See Appendix G).

Stakeholder interviews

Telephone interviews with adult educators and community organisation workers (n=10, see Table 2) were conducted. They were audio-recorded with written records of the interviews prepared by the researchers. The interviews averaged 35 minutes in duration. The schedule contained the following questions as a guide:

1. Please describe the nature of your contact with R4Respect?
2. Explain why respectful relationships education for students is important and what your school/organisation does to promote respectful relationships.
3. Did your students/young people engage well with the R4Respect program? Please explain (e.g. Do students from diverse backgrounds participate well in the program?)
4. What impact do you think the R4Respect program has on your students/young people?
5. Is the program improving understanding of respectful relationships among students? Please provide examples.
6. Is the program improving respectful behaviours among students? Please provide examples.

7. What is useful and not useful about the R4Respect program?
8. Is the peer-to-peer delivery of the program helpful? Please explain.
9. How does the peer-to-peer delivery compare to other delivery modes?
10. How could the program be improved?
11. Would you recommend participation in the R4Respect program to other schools and youth organisations?

Participants were selected and invited to participate in an interview by the researchers based on the following criteria: exposure to the R4Respect delivery sessions; gender balance; and willingness to participate. No school could provide the names of staff before each visit. Staff, student teachers and supply staff supervised the students with very few attending consistently for the entire sessions. The researchers provided information to the stakeholder participants on the research, expectations of them, confidentiality and consent processes. Signed consent was obtained. A Masters student at the School of Human Services and Social Work, Griffith University, planned and conducted a number of the stakeholder interviews as part of her dissertation requirements.

The feedback from these interviews was helpful for the critical reflection process underpinning this research. Feedback was presented to the YRG members and peer educators through the educational delivery and data collection phase to inform any changes to upcoming sessions. For example, a teacher at the Catholic college in Logan reported that students experienced some ambiguity in an interactive exercise in which they had to identify what behaviours cross the line into harm. On the basis of this feedback, it was revised for session 2 at this college. The researchers conducted a thematic analysis of the narrative data acquired through the interviews, focus group and researcher log using the six stages of thematic analysis described by Braun and Clarke (2006) as a guide. From the initial coding exercise, 25 major themes were identified. A continuous process of refinement reduced thematic categories (Appendix H). This analysis involved identifying, analysing and reporting patterns within the data, leading to the identification of common themes and those that were less common, yet significant, in relation to the research questions.

The lead researcher took responsibility for mapping themes and integrating them into eleven categories to enable them to be readily explained and discussed with the YRG and peer educators. To enhance consistency in interpretation of data, several members of the research team, including the Masters student, compared their analysis and cross-checked themes to agree on the major themes in a manner consistent with that suggested by Braun and Clarke (2006).

The R4Respect team focus group

A Social Work honours student accepted an opportunity to be a member of the YRG and research team to complete her honours dissertation on the R4Respect peer education model. The honours student assumed primary responsibility for conducting a focus group with the peer educators and the YRG near the conclusion of their fieldwork in September 2018, with five participants. Her research questions complemented the main research questions while enabling her to have a discrete area of responsibility and primary research data. The purpose of the focus group was to obtain feedback from the R4Respect team members on the research process, its impact on them and on participants and areas for improvement. It was agreed that this would contribute well to the critical reflection process central to the research.

Researcher log of observations and reflections

The lead researcher and research officer maintained a record of their observations (see Appendix G for a summary of the log). As part of the action-reflection process, the log facilitated feedback to the peer educators and amendments to the program.

Ethical considerations

The research ethics approval process spanned five months and three agencies: Griffith University; Department of Education and Training, Queensland; and Brisbane Catholic Education Research Committee. Griffith University and BCE responded promptly in providing full research clearance. The research team made the decision to add a Catholic college in

Logan to the research in case the research application to the Department of Education and Training was further delayed or not approved. All approvals were received by May 2018 enabling the fieldwork to commence. To promote the safety and inclusion of young people, the research team prepared a protocol to clarify the role of peer educators; strategies to manage disclosures of harm or distress experienced by young people and to support participants. This incorporated referral processes to teachers and other significant adults and helpful online and telephone services. Students were also provided with clear information on the project, expectations of them, guidance on confidentiality of information and their voluntary participation, and a signed consent form for joint approval with parents/carers. Incentives (\$40 vouchers) were provided to young people participating in Darwin. Education authorities did not allow payment to individual students for research participation. As an alternative, \$40 prize vouchers were offered to ten youth participants for applied social media learning activities, and four young male students at the Catholic college applied for and accepted scholarships to the value of \$500 to join R4Respect as Youth Ambassadors.

Knowledge translation

The research team is promoting findings from this research through four main activities:

1. Implementing a social media strategy through R4Respect social media platforms during the research and on its completion.
2. Providing user-friendly summary reports to participant schools, Ruby Gaea and final reports to Brisbane Catholic Education and Department of Education, Queensland.
3. Finalising an R4Respect program manual based on the educational programs/sessions used in the research.
4. Submitting the research findings to two (minimum) peer-refereed journals for publication.

Findings

Overview: a valued role for peer-to-peer respectful relationships education

In this section on findings, the two primary data sources are reported and analysed separately in the context of the literature review. A synthesis of the main issues and implications for practice and policy is provided. The quantitative analysis is reported in line with the four categories in the survey:

1. The peer-to-peer delivery mode (including the use of the Don't Be a Bad Apple animation series developed by R4Respect and Griffith Film School).
2. The factors that constitute respect and harm in relationships.
3. The gender-based factors and gender inequality that contribute to violence.
4. Actions they take currently or perceived future actions to protect themselves or others from harm.

The two data sources analysed in this section are:

1. What the young participants had to say: This is primarily quantitative data sourced through pre- and post-workshop surveys with youth participants, then a follow-up survey 6 weeks after the completion of the educational sessions. Surveys also include some open-ended survey questions.
2. What the stakeholders, peer educators and researchers had to say: This is qualitative data sourced through stakeholder interviews, the focus group with the members of the Youth Research Group (including available peer educators) and the researchers' log of observations.

There is promising evidence in the findings that youth participants value the peer-to-peer R4Respect education model and that R4Respect impacts positively on the awareness of, and attitudes youth participants have to respect in relationships. Overall, there are positive attitudes developing as a result of the engagement youth participants have with the content and activities in the R4Respect educational sessions. This research shows that a peer-led model is likely to be most impactful where:

- a. it is positioned within a broader and strategic whole of school or community response to RRE; and
- b. it is a planned and enduring activity, not a one-off. For schools, it would be important to have programs like

R4Respect embedded in the school curriculum and planned into the school calendar.

What the young participants had to say: quantitative analysis

Eighty-six initial surveys were collected in total from Darwin (n=5) and Logan (n=81). Subsequently, 80 surveys were completed immediately after the workshop. The young people surveyed in Darwin were aged between 17-25 years. They made up 6 percent of the total participant sample. The young people from Logan were all in Year 10 and were between the ages of 15-17 years of age. The Darwin results are integrated with the Logan findings in this section due to the small sample size and similarity with the Logan findings. There were similarities found in responses to the content and delivery of the R4Respect program from both locations and age groups (see Table 3). Results from all locations are displayed in Appendix E.

From the small participant sample in Darwin, pre- and post-workshop surveys were collected from young women only. The balance between male and female responses for the Logan R4Respect pre-workshop stage was slightly skewed towards male participants at 56 percent and 44 percent for male and female respectively (see Table 4). Differences in responses to questions between male and female participants will be examined in more detail below.

Survey respondents across the research sample represented a rich diversity of cultural backgrounds. The research aimed to source insights from the lived experience of young Aboriginal and Torres Strait Islander people. While 21 youth participants joined the two sessions in Darwin, only five completed the ethical and consent requirements of the research. This meant that participant numbers were low and of the five youth participants that were pre and post surveyed in Darwin, one identified as Aboriginal and Māori. Other young participants identified as Australian with connections to south-east Asian cultures, including the Philippines. At the two Logan schools engaged in the research, young people identified from a range of backgrounds. Apart from 'Australian', the cultural backgrounds that the most students identified with were Māori, Samoan, Cambodian and Aboriginal (see Table 5).

Table 3 Age range of survey respondents

Age	Before. Percentage (%)	After Percentage (%)
<i>Under 15</i>	1%	1%
<i>15-17</i>	94%	94%
<i>18-25</i>	5%	5%

Table 4 Percentage of male and female survey respondents n=86

Gender	Number (N)	Percentage (%)
Male	45	52%
Female	41	48%
Total	86	100%

Table 5 Distribution of most common cultural backgrounds amongst participants.

Cultural background	Before	After
<i>Australian</i>	8	9
<i>Māori</i>	8	5
<i>I don't have one</i>	6	1
<i>Samoa</i>	6	6
<i>Hmong</i>	5	4
<i>Cambodian</i>	4	3
<i>Iraq</i>	4	0
<i>Cook Island</i>	3	2
<i>Filipino</i>	3	3
<i>Aboriginal</i>	2	4

Note: not all participants provided a response to this question

Table 6 Young people's responses to peer-to-peer education approach.

It is helpful to have young people to lead the learning on respectful relationships.				
<i>Strongly agree</i>	<i>Agree</i>	<i>Unsure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
63%	29%	6%	1%	0%
The young people leading the learning knew what they were talking about.				
<i>Strongly agree</i>	<i>Agree</i>	<i>Unsure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
54%	37%	8%	1%	0%
The young people leading the learning helped me better understand what is ok and what crosses the line into harm.				
<i>Strongly agree</i>	<i>Agree</i>	<i>Unsure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
56%	28%	10%	3%	3%
Things I learnt in the program will help me to act with greater respect in future.				
<i>Strongly agree</i>	<i>Agree</i>	<i>Unsure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
55%	31%	8%	3%	4%
I prefer teachers to lead this kind of education, not young people.				
<i>Strongly agree</i>	<i>Agree</i>	<i>Unsure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
3%	6%	21%	35%	36%

Note: rounding of figures may lead to a 1-2% variation from 100%

Youth participants value the peer-to-peer education

To assess the views of youth participants on the peer-to-peer delivery model they were asked, as part of the post-workshop survey, to indicate their level of agreement/disagreement to five statements on peer-to-peer delivery, and two questions on the use of the new *Don't Be A Bad Apple* animations that R4Respect had developed with the Griffith Film School, using a five-point scale (see Appendix A). The analysis revealed that youth participants have a very favourable view of the skills and knowledge of the peer educators and the peer delivery model. These results (detailed in Table 6) are encouraging signs that the youth participants had confidence in the knowledge and skills of the peer educators, and that they may be prompted to act with greater respect in future:

- 92 percent of youth participants agreed or strongly agreed that it is helpful to have young people leading the learning on respectful relationships. Only 1 percent disagreed, and 6 percent were unsure.

- 91 percent of the youth participants strongly agreed (54%) or agreed (37%) that the peer educators knew what they were talking about.
- 84 percent of the youth participants strongly agreed (56%) or agreed (28%) that young people leading the learning helped them better understand what is okay and what crosses the line into harm.
- 86 percent of youth participants strongly agreed (55%) or agreed (31%) to the statement "Things I learnt in the program would help me act with greater respect in the future".

When young people were asked whether they preferred their teachers to lead this kind of education, 71 percent of those surveyed either strongly disagreed or disagreed, favouring young people as leaders and facilitators of activities and discussions. These findings are consistent with research in which youth participants have indicated an interest, and benefits, in having other young people as peer educators and/

or working alongside experienced educators in delivering respectful relationships education (Imbesi & Lees, 2011; Layzer, Rosapep & Barr, 2014; Stanley et al., 2015). It seemed apparent that the peer educators were successful in influencing the youth participants by presenting themselves as trusted sources of information (Layzer, Rosapep & Barr, 2014). There may well be an element of anti-authority or an anti-teacher sentiment underpinning the responses of the youth participants. These results are not a sign of disapproval of teachers delivering this content; rather they show that youth participants in this research responded favourably to the involvement and/or leadership of capable, knowledgeable, young people. The students in the two participating Logan schools have the opportunity for teacher-led education on sexual consent and related issues in their Health and Physical Education subject in year 9 (See Appendix D). There was some evidence that students had some prior formal learning on these topics.

At the conclusion of the post-survey, the youth participants were asked if they could tell us how the program could be improved. Some of these comments also endorsed the peer-to-peer model.

- “Keep doing what you’re doing. [R4Respect] helped a lot in getting me to recognise what assault is. Also helped in letting me know how important consent is”.
- “...[R4Respect] showed me what is ok and not ok in more detail”.

Another young person reflected on their opinion of peer leaders and how they would like to see an extension of the program’s initial content: “Well, it was actually pretty good. I liked having the young people and the only improvement could be extended to a few more lessons”. This reflection was supported further by one young participant expressing their wish to “spend more time in these programs” another supported this by saying, “More animations and more/longer sessions”. From these comments, the young people showed that they are generally supportive of the content being delivered and would like to engage with it further through more activities and discussions. Youth participants also requested enhanced clarity on questions relating to the crossing the line activity in the qualitative responses in the post-workshop surveys. Two young people commented on

the need for questions and scenarios posed in the crossing the line activity to be made clearer, “the line questions could be clearer” and “be more clear on your questions”.

Change in awareness, attitudes and actions

R4Respect peer educators aim to generate discussions among the participants to reinforce what is healthy and not healthy in relationships. In drawing on the resources and aims of The Line campaign, the activities in R4Respect encourage youth participants to establish a much clearer line in their minds of what is acceptable and not acceptable behaviour. The pre- and post-workshop surveys sought responses from youth participants in two domains of awareness and attitudes, and one on actions, as follows:

- Youth participants understanding of and views on what constitutes respect and harm in relationships.
- Youth participants understanding of and views on the gender-based factors and gender inequality that contribute to violence.
- What actions youth participants take currently or perceived future actions to protect themselves or others from harm.

The survey results indicate that the R4Respect peer education sessions impacted positively on the awareness and attitudes youth participants have of respectful behaviour and in helping them distinguish what constitutes respect and harm. A number of statements from the survey are examined in this section. Appendix E contains a more comprehensive data report. There are a number of issues on which youth participants remain unsure of what is acceptable and what is harmful and/or they (particularly young male participants) continue to hold potentially harmful gender stereotypes or pro-violence views. For example, it was evident more time and resources were necessary to allow for a deeper understanding of equality amongst all genders and gender roles. This observation was signalled by the fact there had been little change in pre- and post-workshop responses to the questions, “It’s okay to physically force someone to have sex”, and “Men should be the head of the household” (see Appendix E). There are also significant areas of gender difference in response to the statements which will feature in the analysis of this section.

Table 7 Responses to selected statements that deal with harm and consent.

I know that there is a clear line between what is ok behaviour and what is harmful behaviour.			
	Before	After	Change
Strongly agree	38%	50%	+12%
Agree	49%	41%	-8%
Unsure	12%	6%	-4%
Disagree	1%	1%	0%
Strongly disagree	0%	1%	+1%
It's okay to put pressure on someone to have sex.			
	Before	After	Change
Strongly agree	1%	1%	0%
Agree	0%	0%	0%
Unsure	10%	6%	-4%
Disagree	10%	6%	-3%
Strongly disagree	80%	86%	+6%
It's ok to physically force someone to have sex.			
	Before	After	Change
Strongly agree	5%	3%	-2%
Agree	0%	4%	+4%
Unsure	8%	3%	-5%
Disagree	5%	5%	0%
Strongly Disagree	82%	86%	+4%

Note: rounding of figures may lead to a 1-2% variation from 100%

The findings are generally consistent with other program evaluations in which peer educators:

- have enhanced the knowledge of youth participants in relation to respect in relationships (Imbesi & Lees, 2011; Warthe et al., 2013);
- are viewed by young people as trusted and relatable sources of information (Layzer, Rosapep & Barr, 2014); and
- promote non-violent social norms amongst their peers (Imbesi & Lees, 2011).

As indicated in previous research, the peer educators have been less influential in prompting behavior change in young people (Strange et al., 2002; Warthe et al., 2013). On the issue of bystander behaviour, Imbesi and Lees (2011) reported that peers had influenced positive bystander behaviors among their peer group, but in this research, there was little change pre- and post-workshop on the bystander statement. In this research, the peer educators appear to have influenced the

actions young people may take in future to protect themselves or others, but the surveys did not directly explore whether they are, or are likely to be abusive or violent in personal relationships in future.

Positive shift in awareness and attitudes

Two of the main learning areas featured in the R4Respect program are: reinforcing where the line is between acceptable and harmful behaviour and reinforcing the importance of consent in sexual relations. The three relevant statements in the survey that explored these issues are examined below and reported in Table 7.

"I know that there is a clear line between what is ok behaviour and what is harmful behaviour."

In response to this statement it was encouraging to find:

- a 12 percent increase post-workshop in youth participants indicating strong agreement to this statement: and
- 91 percent of youth participants indicated strong agreement or agreement post-workshop compared to 87 percent pre-workshop, with only 8 percent post-workshop disagreeing or unsure.

When youth participants responded to statements at the pre-workshop stage on the use of pressure and physical force in sex, it is evident that around 10 percent of youth participants did not have a clear view of where behaviour can cross the line into harm.

“It’s okay to put pressure on someone to have sex.”

An overwhelming majority of young people expressed their strong disapproval of putting pressure on someone to have sex. The majority of survey respondents strongly disagreed both in the pre- and post-workshop surveys. Of those taking the survey before the workshop, 90 percent of young people either strongly disagreed or disagreed it was okay to pressure someone to have sex. After the workshops, there was a 6 percent increase in those who strongly disagreed, revealing a promising impact of R4Respect’s messaging about seeking consent and applying principles of respect in intimate relationships.

“It’s ok to physically force someone to have sex.”

When young people were asked if it was okay to physically force someone to have sex, the majority of young people at pre-workshop stage strongly disagreed (82%), with the post-workshop response rising to 86 percent of young people stating strong disagreement to forcing someone to have sex.

On the one hand, it remains disturbing that there is not a 100 percent strong disagreement in response to these statements, on the other, this level of disapproval to these statements can be considered comparable (or slightly more favourable) when considered against the Our Watch survey (2017, p.5). This study found that while there had been some improvement in attitudes since 2015, 1 in 5 (20 percent) of young people recognised the normative social pressures which perpetuate an expectation on young women to do

sexual things with young men. This is down slightly from 21 percent in September 2015.

Youth participants have been exposed to previous education on the issue of consent. A supervising teacher at the state high school, for example, had indicated that their students were exposed to educational content on consent in their Year 9 Health and Physical Education. The results indicate that ongoing reinforcement can work to improve attitudes to consent and related issues, but it is a process of continual learning, both within and outside of the school environment.

Notable areas of positive change evident at the post-workshop stage were in response to the two statements that encourage the youth participants to think about the influence of jealousy and public humiliation on violence and whether they are accepted as excuses for male violence (see Table 8). The two statements that explored these issues are:

- “If a guy hits a girl he really likes because he is jealous, it shows how much he likes her.”
- “It’s ok for a guy to hit out if he has been made to look stupid in front of his mates.”

Prior to beginning the R4Respect workshops, more female respondents strongly disagreed or disagreed that “If a guy hits a girl he really likes because he is jealous, it shows how much he likes her” (F 83%; M 70%). As a result of engaging in the workshops, the proportion of youth participants across both genders who strongly disagreed or disagreed increased (F 83% to 92%; M 70% to 78%). It remains concerning that 22 percent of young men remain unsure, agree or strongly agree that jealousy can explain or be an excuse for violence by men. However, the Our Watch (2017) survey also found that 1 in 5 (20%) of young people think that jealousy is a sign that your partner loves you, down slightly from 22 percent in September 2015. The results in this research may be a promising indication that reinforcement of messages from peers helped to shift attitudes of the youth participants. Similarly for the statement “It’s ok for a guy to hit out if he has been made to look stupid in front of his mates”, more female participants than males at post-workshop disagreed or strongly disagreed with this statement and there was a positive shift in attitudes from the pre-workshop level of

Table 8 Responses to statements that explore excuses for violence

If a guy hits a girl he really likes because he is jealous, it shows how much he likes her		
Male	Before Percentage (%)	After Percentage (%)
Strongly agree	5%	8%
Agree	2%	6%
Unsure	23%	8%
Disagree	26%	25%
Strongly disagree	44%	53%
Female	Before Percentage (%)	After Percentage (%)
Strongly agree	5%	0%
Agree	7%	3%
Unsure	5%	5%
Disagree	22%	8%
Strongly disagree	61%	84%
It's ok for a guy to hit out if he has been made to look stupid in front of his mates		
Male	Before Percentage (%)	After Percentage (%)
Strongly agree	2%	0%
Agree	5%	0%
Unsure	14%	14%
Disagree	49%	25%
Strongly disagree	30%	61%
Female	Before Percentage (%)	After Percentage (%)
Strongly agree	0%	0%
Agree	2%	0%
Unsure	20%	5%
Disagree	34%	21%
Strongly disagree	44%	74%

disagreement to this statement (F 78% to 95% and M 79% to 86%). It is noteworthy that no male or female participants agreed with this statement at the post-workshop stage, although a small percentage remained unsure. The results indicate that the youth participants increased their understanding of how excuses are commonly used to justify violence, yet these do not make it acceptable.

"I recognise when a friendship or relationship is unsafe or dangerous."

In response to this statement there was a mixed response. There was a significant increase in the percentage of youth

participants who strongly agreed to this statement from the pre-workshop to the post-workshop stage (F 27% to 50%; M 23% to 44%). The result indicates that more youth participants felt much better able to recognise an unsafe relationship after the R4Respect sessions. When agree and strongly agree responses are combined pre- and post-workshop, there is a slight decline in male participants agreement to the statement (F 86% to 92%; M 86% to 83%). The percentage of male participants who remained unsure of their response to this question increased from 9 percent pre-workshop to 17 percent post-workshop. Overall the results indicate a relatively high level of confidence among the youth participants in their ability to recognise an unsafe relationship, with more educational work needed to better inform those who remain unsure.

Attitudes to gender equality: differences in male and female participant responses

Notable differences among male and female participants were received to the statements that related to gendered behaviour and gender equality. Gender equality and respect for diversity in gender, identity, culture and class is a continually evolving social narrative to which only some young people are engaging with (Bragg, Ringrose, Renold & Jackson, 2018). The high amount of unsure responses to this group of statements may be attributed to this age cohort having limited conversations about how young people perceive their identity and status in relation to each other. The responses to the following statements elicited concerning responses and significant gender differences, with many male participants expressing a view that they are better at more things than women, should take control in relationships and be the head of households:

- “Men should take control in relationships.”
- “Men should be the head of the household.”
- “Men are better at more things than women are, in general.”
- “These days guys realise that girls are their equals.”

The responses are concerning, as the evidence is compelling that disrespect for women and gender inequality contribute to and perpetuate male violence (Ollis & Dyson, 2017; Our Watch, 2015). The evidence indicates that cultural change is required to reduce gendered violence, end toxic masculinity and to enhance the status of, and respect for women. On these four statements that explicitly explored views on gender equality, female participants expressed a higher level of certainty in viewing themselves as “equals” to males and a higher level of disagreement to comments that men should take control in relationships or men are better at more things than women (see Table 9).

“Men should take control in relationships.”

On the statement “men should take control in relationships,” the percentage of male participants who were unsure, agreed or strongly agreed at pre- and post-workshop stage decreased slightly compared to women (M 44% to 41%; F 31% to 17%). This result shows that a large proportion of the male participants held to a view that supported men having control in relationships despite exposure to the

educational content of R4Respect that promotes equality and the harm that can result from a pattern of coercion and control in relationships. Similarly the exposure to the R4Respect program, had little positive impact in response to the statement “men are better at more things than women are, in general.” Female participants were mostly very clear at pre- and post-workshop stage in indicating that men are not better, yet the response of male participants showed that a high proportion remained unsure or agreed with the statement. Results pre- and post-workshop for unsure, agree or strongly agree to the statement were female 12% to 14% and male 35% to 46%, respectively.

“These days guys realise that girls are their equals.”

The statement, “these days, guys realise that girls are their equals” was met with the least amount of certainty amongst all of the survey statements at pre- and post-workshop stages. At post-workshop, male participants (46%) agreed/strongly agreed that “guys realise girls are their equals”, and 46 percent remained unsure. Similarly, at post-workshop, female participants (35%) agreed/strongly agreed that “guys realise girls are their equals”, and 30 percent remained unsure. The wording of the statement may have led to some confusion about what was meant by the term “guys” — whether this referred to all men or their peer group. Future use of this statement should use the terms men and boys/women and girls, not guys and girls.

It is apparent from the responses that many of the young male participants perceive men as superior to, not equal to women. This inferior status and disrespect for women is a major contributing factor to VAW (Ourwatch, ANROWS & VicHealth, 2015; Phipps, Ringrose, Renold, & Jackson, 2017). This research shows that young people are willing to have discussions on gender roles and relationships in education programs, like R4Respect. This peer-to-peer context can be useful in raising discussions among young people to challenge “the boys will be boys” prevailing cultural norms that foster male dominance and that serve to perpetuate male violence (Sundaram, Maxwell & Ollis, 2016; Ollis, 2017; Ollis & Dyson, 2017). Ultimately the promotion of large-scale cultural change and gender equality through the National Plan, the *Change the Story* framework (Our Watch, ANROWS & VicHealth, 2015) and the efforts of many organisations and individuals, need to be elevated and persistent.

Table 9 Responses to selected statements to gender equality.

Men should take control in relationships		
<i>Male</i>	<i>Before</i> <i>Percentage (%)</i>	<i>After</i> <i>Percentage (%)</i>
Strongly agree	2%	6%
Agree	12%	6%
Unsure	30%	29%
Disagree	33%	37%
Strongly disagree	23%	23%
<i>Female</i>	<i>Before</i> <i>Percentage (%)</i>	<i>After</i> <i>Percentage (%)</i>
Strongly agree	0%	0%
Agree	2%	3%
Unsure	29%	14%
Disagree	20%	35%
Strongly disagree	49%	49%
Men should be the 'head' of the household		
<i>Male</i>	<i>Before</i> <i>Percentage (%)</i>	<i>After</i> <i>Percentage (%)</i>
Strongly agree	7%	9%
Agree	21%	14%
Unsure	23%	14%
Disagree	28%	40%
Strongly disagree	21%	23%
<i>Female</i>	<i>Before</i> <i>Percentage (%)</i>	<i>After</i> <i>Percentage (%)</i>
Strongly agree	0%	0%
Agree	5%	3%
Unsure	20%	22%
Disagree	32%	24%
Strongly disagree	44%	51%
Men are better at more things than women are, in general		
<i>Male</i>	<i>Before</i> <i>Percentage (%)</i>	<i>After</i> <i>Percentage (%)</i>
Strongly agree	2%	3%
Agree	5%	17%
Unsure	28%	26%
Disagree	40%	34%
Strongly disagree	26%	20%
<i>Female</i>	<i>Before</i> <i>Percentage (%)</i>	<i>After</i> <i>Percentage (%)</i>
Strongly agree	0%	0%
Agree	5%	0%
Unsure	7%	14%
Disagree	22%	24%
Strongly disagree	66%	62%

Table 9 Responses to selected statements to gender equality (cont...)

These days guys realise that girls are their equals		
Male	Before Percentage (%)	After Percentage (%)
Strongly agree	9%	9%
Agree	42%	37%
Unsure	42%	46%
Disagree	5%	3%
Strongly disagree	2%	6%
Female	Before Percentage (%)	After Percentage (%)
Strongly agree	2%	5%
Agree	22%	30%
Unsure	37%	30%
Disagree	34%	35%
Strongly disagree	5%	0%

Note: rounding of figures may lead to a 1-2% variation from 100%.

Positive shift in perceived actions

Four statements specifically sought participant responses on current or perceived future actions to protect themselves or others from harm, including one statement that related to bystander action:

- “I solve disagreements peacefully.”
- “I can remove myself from a person or partner who could cause physical or emotional harm to me.”
- “I behave respectfully towards my girlfriend/boyfriend/friends.”
- “I can approach or interrupt someone who is being unsafe or dangerous towards their friend or partner in person or online.”¹

Post-workshop survey responses to the above statements showed a positive shift in how the participants perceive that they will act as a result of engaging in the R4Respect program. These results provide promising support to the positive impact peer-facilitated RRE can have on young people. However, the results are also to be interpreted with caution as the evidence suggests that RRE has a variable or limited impact on the actions of young people, particularly on recidivist abuse or violence (Stanley et al., 2015; Flood & Kendrick, 2012). The surveys did not pursue directly how likely the participants were to engage in future abuse or harm.

“I solve disagreements peacefully.”

On the statement “I solve disagreements peacefully”, there was a 12 percent increase post-workshop in youth participants indicating strong agreement to this statement. An encouraging

sign that the youth participants can begin to skill-up in non-violent ways of managing disagreements through exposure to peer education.

“I can remove myself from a person or partner who could cause physical or emotional harm to me.”

The responses to the statement “I can remove myself from a person or partner who could cause physical or emotional harm to me” were mixed. It was concerning that 27 percent of females and 23 percent of males at pre-workshop were unsure if they could remove themselves. This had reduced to 18 percent and 8 percent respectively at post-workshop. Further, at the post-workshop stage, 78 percent of females and 92 percent of males indicated that they agreed/strongly agreed that they could remove themselves — a positive shift from 63 percent and 72 percent respectively. It remains concerning, however, that 21 percent of female participants were unsure or not able to remove themselves from a harmful person at the post-workshop stage. This statement did not relate to partner relationships specifically, but the evidence shows that many women can find it extremely difficult to leave partners who are harming them due to the fear they endure as a consequence of coercive and controlling behaviour (Stark, 2009). The R4Respect program aims to give young people the ability to recognise and understand the intricate dynamics of VAW through activities such as the *power and control wheel*. The results indicated that these activities (detailed in Appendix C) give the majority of participants the skills to identify when a relationship is unsafe and the confidence to leave harmful relationships.

¹ See Appendix E for a comprehensive pre- and post-workshop survey comparison of these responses.

Table 10 Responses to “Don’t be a Bad Apple” animations.

The animation “Don’t be a Bad Apple” helped me to better understand how actions can be harmful				
Strongly agree	Agree	Unsure	Disagree	Strongly Disagree
36%	42%	17%	5%	0%
78%			5%	
The animation “Don’t be a Bad Apple” is a good way to get the message about respect to young people				
Strongly agree	Agree	Unsure	Disagree	Strongly Disagree
42%	41%	13%	3%	1%
83%			4%	

“I behave respectfully towards my girlfriend/boyfriend/friends.”

The responses to the statement “I behave respectfully towards my girlfriend/boyfriend/friends” showed an unexpected response that female participants marked themselves lower on respectful behaviour towards friends/partners than the males at the pre-workshop stage. At this stage, 71 percent of females and 93 percent of males agreed or strongly agreed that they behave respectfully to partners/friends, increasing to 94 percent and 92 percent respectively post-workshop. After being exposed to learning on what constitutes disrespectful and harmful behaviour during the workshops, there was little shift in male responses, yet 22 percent more females strongly agreed that they behave respectfully. It is not possible to explain this gender difference, but it is notable that male participants rated their respectful behaviour at a high level pre- and post-workshop, yet their responses to all other statements reported in the research findings showed a higher level of acceptance of disrespectful or abusive behaviour than female students. This gender difference may in fact indicate that young men assess respectful behaviour differently to young women. They possibly downplay or understate what may in fact be disrespectful to their friends or partner in their own behaviour.

“I can approach or interrupt someone who is being unsafe or dangerous towards their friend or partner in person or online”

On the statement “I can approach or interrupt someone who is being unsafe or dangerous towards their friend or partner in person or online”, more male participants than female participants agreed or strongly agreed with this statement at pre- and post-workshop stages (F 68% to 73%; M 79% to 78%). There was a small increase in confidence shown by female participants as a result of the workshop. The results indicate that taking action to “call out” disrespectful behaviour is challenging and that not all youth participants

could intervene. It reinforces the importance of high profile public awareness campaigns, like the Our Watch national communications campaign Doing Nothing Does Harm, to build more skills and confidence in young people to take action. Research indicates that young people need to better understand their responsibility to call-out harmful attitudes and behaviour and acquire skills and confidence to do this (Sundaram, Maxwell & Ollis, 2016; Taket & Crisp, 2017).

The Don’t Be a Bad Apple animation series rates well

The post-workshop survey asked for specific responses to the featured use of the new animation series developed by R4Respect with Griffith Film School: Don’t Be a Bad Apple (DBABA) videos. The inclusion of following two questions followed a request from one of the Honours student member of the YRG who was specifically assessing its impact for her dissertation — an example of the YRG members shaping the research tools.

Q. 1.6 “The animation “Don’t be a Bad Apple” helped me to better understand how actions can be harmful”.

Q.1.7 “The animation “Don’t be a Bad Apple” is a good way to get the message about respect to young people”.

The inclusion of these two questions was prompted, in large part, by the interest the Social Work Honours student had in exploring the impact of the DBABA series in her research questions and thesis. A majority of participants (78%) agreed or strongly agreed that the DBABA videos helped them better understand how actions may be harmful within different types of relationships. Similarly, 83 percent of participants agreed or strongly agreed that the animation Don’t be a Bad Apple is a good way to get the message about respect to young people (see Table 10). There were a number of open-ended

responses at the end of the post-workshop survey which articulated an interest in more videos which help explain the core messages. One young person requested more short videos, another saying more animations would improve the program. From the participant comments it was evident that the videos and animations used in the workshops prompted questions, discussion and new insights into the core themes, particularly those relating to sexting and consent laws.

Six week follow-up surveys - recall and reflection on the R4Respect learning

Follow-up surveys (n=75) were delivered 6 weeks after the workshops concluded in both Darwin and Logan. The participants were asked to respond using a scale of not at all, sometimes or many times to five questions:

- “I have used the information from the R4Respect session”;
- “I have helped others based on the information in the R4Respect session”;
- “I have helped myself based on the information in the R4Respect session”;
- “I will use the information from the R4Respect session in future”; and
- “more sessions on R4Respect would be helpful to me” (See Appendix E for results).

Five responses were received from the Darwin participants and 70 from Logan. Data collected from the follow-up surveys were considered useful in identifying evidence of short-term recall or application of the educational sessions. In RRE using peers, Warthe et al. (2013) reported that the increased knowledge of dating violence and helpful resources obtained in the program persisted over time. This research allowed a short follow-up period and overall results were largely positive. The five participants from the Darwin contingent of the study reported favourable reflections from their experience engaging with the peer educators. The majority of responses to the questions were “sometimes”, indicating that young people from Darwin applied the knowledge from the workshops on an infrequent basis. These responses were further reinforced by the qualitative feedback given at the end of the survey. One participant said of the workshops, “It was great, I really love the information that they have

shared. I am using this as information for my relationship to my parents and also my partner”.

Another Darwin participant commented the workshops enabled her to “...tell my friends or family if they’re in an unhealthy relationship”, which shows that there is potential social influence via word-of-mouth in young people’s social circles of influence. Another participant shared her thoughts on how this workshop would benefit being held amongst a younger audience timed with their first experiences of partner relationships. She said, “[It] was a very well-run session, enjoyable and eye opening. [The workshops] would be great for middle school students beginning to explore with relationships and building more friendships”.

The follow-up surveys with the Logan Year 10 classes also resulted in mostly positive feedback. Sixty-three percent of students in Logan reported they had used the information from the R4Respect workshops “sometimes”, 21 percent had used it “many times” and 16 percent “not at all”. Of the Logan student cohort, 59 percent of the participants said they had helped others “sometimes”, 23 percent “many times” and 19 percent “not at all”. This result supports the potential for R4Respect’s content to be communicated and shared amongst participants’ close networks.

When youth participants in Logan were asked if the R4Respect content had helped them personally in their lives, a resounding 80 percent of students felt it had helped them either ‘sometimes’ (56%) or ‘many times’ (24%). Logan students felt strongly that the content within the R4Respect workshops will be useful to them in the future, with 93 percent of the total student participants reporting that it would help them either ‘sometimes’ (50%) or many times (43%). When Logan youth participants were asked whether more sessions on R4Respect would be helpful to them, 70 percent of students said yes, with 30 percent stating no. In the qualitative feedback from Logan, youth participants mostly commented on the need for more activities and more videos. Responses in this section are categorised based on two themes: short-term impacts and what the youth participants wanted to see more of.

Short-term impacts: In commenting on impacts from the workshop sessions, some youth participants said that it

helped them make “smarter choices” and “respect others”. Two youth participants specifically mentioned instances where they undertook good bystander behaviour after the workshop. Comments from other youth participants included: the workshops had helped them to know “what to do when I see someone in danger” and “what to do in situations I am uncomfortable in”. Additionally, one youth participant stated that the workshop content helped “me get out of a toxic relationship”. The workshops uncovered new learning for youth participants around laws relating to consent, and one student commented that they now understood the laws better.

What the youth participants wanted to see more of: There were a few youth participants who indicated that they enjoyed the workshops yet they had suggestions on how to improve on the existing model. Two students indicated they would like to see more sessions which focus on relationships, another simply stating they would like “more sessions”.

What the stakeholders, peer educators and researchers had to say

The three primary data collection methods: interviews with education and community stakeholders, a focus group with the R4Respect team members and a log of observations made by the researchers are integrated and reported under the following headings.

Important for young people not to “blur the line”

One educator described how the experiences of young people at home influence how they “blur the line” between what is acceptable behaviour and what is not:

...it’s very much just allowing them to think about what’s appropriate and what’s not and I think that, just for our kids, I think that, those lines are blurred in some situations because, well, their parents would obviously tell them to do the right thing but sometimes their actions can be different so it’s kind of that ‘do as I say, not as I do’ thing for a lot of them. And just being able to teach them in a schooling context with examples that are really relevant to their age group.

Each of the stakeholders viewed RRE as essential in helping young people to better understand respectful behaviour and relationships. When asked what age a program like R4Respect should be pitched to, stakeholders indicated that the 14-15 years age group is appropriate. This was primarily due to their level of maturity; their exposure to sexting, bullying and other harmful behaviours, and that some young people are in the early stage of forming intimate and sexual relationships. One educator expressed this view as:

So I think that year 10 is a good place in terms of where their development is at and being able to have a mature and positive discussion around these things.

A community stakeholder made the argument for exposure in very early years to age-appropriate respectful relationships education, as ideas and values form early in the lives of children. This view is consistent with the evidence that respectful relationships and related education need to begin in the early years of education as attitudes and values related to respect in relationships are influenced by family, friends and school, and are formed by age 10 (Stanley et al., 2015).

The stakeholders were more familiar with school-based teacher delivery models, but they were all very supportive of the R4Respect peer-to-peer program content and peer delivery model. The two Logan schools actively promote respectful behaviour in school life and the curricula. The NT non-government organisations promote respectful behaviours and healthy relationships in their community education work and youth focussed programs. For the YMCA, that includes internal youth vacation programs, and for Ruby Gaea, it includes external young parent’s programs, youth programs and work in schools. One of the educators specifically stated that “...it is nationally recognised that we need to educate young people around the values of respectful relationships.” One educator acknowledged that:

I especially think these conversations are making a difference for students understanding between what is caring and what is controlling because that difference is important. That difference between ‘I care about you’ and ‘I need to know where you are and who you are with every second of the day’.

Consistent with the evidence (Stanley et al., 2015; Strange et al., 2002), stakeholders noted that young people form their notions of relationships and what is acceptable through the attitudes and experiences in their home lives and through the positive and negative influence of their peers. Several of the stakeholders stated the R4Respect program was important to challenge negative views and gender stereotypes. Other stakeholders stated:

...the understanding that students will have of relationships has come from a very limited range of places – their home life and what they're exposed to at home. There's not much explicitly covered on this in the media and I guess it's stereotypical. The R4Respect program focusses a lot on male behaviour and we live in a society that has institutionalized a lot in favour of male dominance and so presenting the R4Respect project gives them an alternative view to that.

I think a lot of them, they come from a variety of different backgrounds and home lives, and sometimes I think that they forget that there's different arenas in their life and that there's different ways to be respectful.

During the course of the research, the R4Respect team were invited to offer educational sessions to students in primary years by schools familiar with R4Respect. While the value of early years respectful relationships education was raised in the research, the R4Respect peer educators decided they currently do not have the capacity to train and respond to the huge volume of students in this age group.

Peer-to-peer delivery method engages students – they feel safe to talk up

The peer-to-peer model received very positive feedback from the stakeholders. One stakeholder noted that "...peer education is a really key way to engage young people as both leaders and participants in this work". The most cited benefits were the high level of engagement that the peer educators were able to achieve, their capacity to create a safe learning space and to be relatable. These benefits were identified in the literature ([Kim & Free, 2008](#); [Rice et al., 2012](#); [UNCE, 2012](#)) and had provided the impetus for the development of

the R4Respect model. The feedback about their engagement with the youth participants provided affirmation to the peer educators. One educator stated: "Yeah I was probably surprised with how well they engaged with it...they obviously felt quite comfortable to engage in it because it wasn't....personally invasive". A central feature of the action/reflection process of this research was the peer educators and YRG discussing stakeholder feedback. Taking action on suggestions for improved clarity in some of the delivery and activities was welcome and applied.

School-based educators spoke of the importance of the program in providing a safe space among peers to "get the young people thinking differently". Comments included:

- "...they may not take it on 110 percent but just the fact that it's breaking down the wall between having these types of conversations with people that are older than them like adults and teachers".
- "... it gives them the opportunity to share their experiences/ understanding and knowledge with their peers".
- "...unless they are able to see what the social norms are with other young people and get that feedback from their peers I do think some people can become quite entrenched in their belief so I do think education and exploring in a safe environment within the school context is a good place to voice values and explore different".

One educator made a direct comparison with teacher delivery methods in stating:

If these kind of slides and resources were given to a teacher it would not have the same impact. I liked the way [name] presented to the students, she nailed it! [name] brought real-world context to the issues. The presenters are approachable and understanding of the students' experience at their age. They know the language, the terminology, they use relatable language to connect with them. I can see the students listening and it might be because they are listening to people who are only a few years older than them.

In their focus group the peer educators also made comments acknowledging that they offer a program delivery that is different to what teachers or other experienced adults

might offer. Comments included: “we make it ‘real’ for the students” and “we are empowering students to start their own journey of learning and help to make things clearer between presenters and students as positive role models”. One peer educator said: “We are not teachers, we’re mentors”. There was a risk emerging, however, that the peer educators were viewing their program delivery as superior to teachers and school-based programs. A peer-to-peer education program such as R4Respect is ideally positioned to complement existing respectful relationships education programs and curricula. Teacher-to-student RRE education models are demonstrated to be effective (Ollis, 2014; Ollis & Dyson, 2017). The evidence-base for peer-to-peer models is emerging. There was also a risk, particularly in the Darwin young parents’ group (with youth participants closer in age to the peer educators) that a couple of the peer educators were not acknowledging adequately, the lived experience of this group. The researchers identified these concerns in their log. They reminded the peer educators of the evidence base indicating that peer education studies have no definitive answer on whether it is more effective over other models of teaching (Mellanby et al., 2000 & Tolli, 2012 in Southgate & Aggleton, 2017, p. 4). The peer educators agreed to desist from language like “we can teach you” to instead recognise that the youth participants and R4Respect team (including researchers) are learning from each other.

The relatable language used by the peer educators was cited as a benefit as evident in comments like:

What made them engage well was the fact that the group leading the program were young people themselves, and they could relate well because they are similar in age. It was also in the way they presented – using youthful language...

The ‘real life’ activities used by the peer educators to show the consequences of poor behaviour was viewed as a positive feature. The suggestion that peers can be more approachable than teachers on issues related to respectful behaviour was supported consistently through the research by the peer educators and stakeholders and is raised in the literature (Kim & Free, 2008; Layzer, Rosapep & Barr, 2014; Rice et al., 2012). The comment provided by one educator is reproduced in some detail here as they affirm the relatability of the peer educators:

I think a lot of the time the students at this age are getting caught up with what is ‘cool’ rather than what is ‘right’... some of the videos have been able to reveal the outcome or consequence of what happens when you choose the cool option as well as the right option. I think a program like R4Respect is important to include in a school like (the participating school) because I don’t think teachers necessarily have time, resourcing or capacity to give these issues the space they need. I mean, they have so much they need to cover as part of the curriculum but the [R4R team] are able to have conversations with them. Going to a parent or guidance counsellor might be confronting for students where having an open conversation with their peers is less so. And they don’t have to draw their own conclusions, they can get real answers, and further explanation on types of incidents.

This educator further reported that:

The okay/not okay activity showed them that being on the line is an option and got them to think critically about why they remained ‘on the line’. They had the space to make up their mind in their own time.

The enthusiasm and passion of the peer educators were also raised as a positive feature of the program, with one stakeholder stating: “It is obvious that the [peer educators] want to be there, they show enthusiasm and energy”. Another reported that this enthusiasm helps the content to be more of a young person’s issue, rather than teacher directed:

...they [peer educators] ooze that kind of enthusiasm that it’s their kind of project, that it’s important to them personally...It becomes less of a lecture style, it becomes much more of ‘this is an important young person’s issue’. I like that aspect, I think that is useful...rather than it being the adults and the teachers are telling them ‘this is how we need to behave and these are the values we’re meant to have in Australian society’, they’re hearing it from their peers that these are the normalised behaviours, and these ones aren’t.

It was suggested that the peer approach facilitated a self-awareness that “carries a little bit more weight”, than a style where the young people feel directed by adults on what is

right. This educator also indicated that young people of this age would not generally challenge unhealthy behaviours: “I can’t imagine, generally speaking, 22-year-old males walking around saying how against they are to sexual violence and unhealthy relationships”. This educator commended the way in which the R4Respect peer educators were able to demonstrate the importance of bystander action, rather than inaction.

These observations from the stakeholders and peer educators provide some support for social network theory and the way in which the external influence of the peer educators impacted on the shared views within the social groups in the research (Bauman & Ennett, 1996). Similarly, the theory of reasoned action suggests that young people in the educational sessions are assessing the positive or negative consequences of an idea or action, and what their peer educators would think about it (Abdi & Simbar, 2013). While the youth participants debated issues, the stakeholders identified that the summing up and delivery by the peer educators was influencing the views of the youth participants in their groups. The peer educators commented that it is particularly important for male peer educators to join programs like R4Respect to lead discussions on consent and other issues as they seem to have more of a positive influence over other young men. This proposition is supported by evidence indicating that young men sharing norms with male peers may be more influential over their male peers than young women (Beshers, 2008).

Some stakeholders also spoke favourably about the positive behaviour of young people in the sessions, citing this as a sign of high engagement and interest:

By the end of it, I was really quite proud of the way my students were engaging with the facilitators. It’s always a gamble changing the daily procedure, particularly behaviour wise, you think ‘oh well, the teachers aren’t there delivering content through our responsible behaviour plan and....okay....we’ll see how this goes and hopefully we maintain order and....there wasn’t any behaviour issues in there which was really pleasing to see and that was another signal to me that they were engaged.

The question of “What is a peer and at what age are they not a peer anymore?” was raised by one stakeholder in noting that some of the peer educators are “nearing the age of what

a teacher would be”. This was not presented as a negative, but more as a point for consideration. The literature contains a range of definitions of peer educator. R4Respect applies the definition by McKeganey (2000, cited in Southgate & Aggleton, 2017) that avoids an age category and instead describes a participatory style of learning among members of a similar status group. There was no suggestion in this research that the R4Respect peer educators were not considered peers. Positive comments were raised, such as: “Using young university students is a great idea, especially when making connections with school-aged students. It helps to build that safe environment”.

Promote well-being for young people: peer educators and participants

Several stakeholders stated that due to their youth and limited experience, peer educators need routine training, mentoring and support to promote their well-being and to handle disclosures and the well-being of young people in the educational sessions. The well-being of young people as educators and participants was recognised as a significant issue in the ethics approval process and in the literature — in particular, disclosures of abuse by participants are important to handle in line with professionally developed protocols (Partners in Prevention, 2018). In the stakeholder interviews conducted by Stanley et al. (2015, p. 123) it was acknowledged “...that disclosures of domestic abuse could be difficult for schools to handle appropriately and that staff needed support to do so”. Knowing that experienced educators can experience disclosures as challenging, there is no doubt that this is a major challenge for peer education programs. R4Respect has a disclosure protocol that is also a training tool for the R4Respect team. One stakeholder stressed the importance of ensuring that peer educators are supported by teachers or youth workers or others to ensure that they are “...appropriately trained and have access to evidence-based resources that assist them to support the peer education initiative”. A school-based stakeholder acknowledged that a peer educator had handled a private disclosure from a student very well after a session. No stakeholders reported witnessing distress in students, but dedicated training and support to maintain the well-being of young people is a significant consideration for peer programs, such as R4Respect.

Not all programs identified in the literature described how the peer educators were prepared for managing disclosures and well-being of youth participants. For example, Warthe et al. (2013, p. 13) stated that peer facilitators were not at all prepared for disclosures, as they were not encouraged or considered to be aligned with the purpose of the programs. Yet disclosures occurred and the researchers said they made a positive contribution to the program (Warthe et al., p. 113). This may be more a matter of luck, rather than good planning.

Need to embed and sustain programs - peer delivery to complement other respectful relationships programs

The challenges Ruby Gaea experienced in confirming access to young people for the R4Respect educational programs exposed the difficulties inherent in engaging community providers of RRE beyond schools, particularly in locations that can be geographically challenging. Schools provide a structure and ready access to young people. It is important to have strong relationships among participating community organisations, and to offer RRE programs in a well-planned manner. From a pedagogical perspective, educators expressed some limitations with programs such as R4Respect that deal with complex, sensitive issues that are one-off and not embedded in the curriculum. They acknowledged that learning can be limited when the information and experience are not reinforced over-time and where learning outcomes are not evaluated. It was evident from the school and community stakeholders that R4Respect compares well with and is best used to complement and reinforce other respectful relationship educational activities. In describing the current commitment their schools have to respectful relationships education and personal development in the curricula of their school, several educators made comments like “you can’t really do the message enough”. Educators described how external programs, such as R4Respect reinforce existing education, and that they are most useful when complementing existing programs rather than “standing alone”:

- “This supports our Health Education curriculum. We do cover aspects of assertiveness and how interpersonal skills develop in an individual and about power levels in different relationships and how to solve conflict and things like that”.

- “Peer education is to be an additional activity, not the primary mode of education delivery....peer education has the potential to reinforce messages that are learned through more systematic respectful relationships that’s embedded in their education system”.

It was also reported that the R4Respect peer model offers notable points of difference from school-based respectful relationships education. One educator stated that R4Respect offers a useful complement to existing school-based programs, as the students find it exciting. She explained:

...they [students] know there’s Personal Development on their timetable once a week and they hate it, they don’t want to engage, their behaviour is always terrible, they just hate it across the board. So, I don’t think it is getting through as much as something like your program and being a bit more exciting.

In spite of the program limitations, there was overwhelming support and recommendations for a more widespread application of R4Respect. Comments included:

- “Just being able to discuss those things in a way that allowed the kids to engage and understand the severity of some situations etc., was really important I think and is something I would hope could be more and more embedded into schooling across the year and across the year levels....but I just think that if it was something consistent and it was constantly revisited over a longer period of time – like a term – each week or each fortnight or something than that might just become part of their learning and part of their routine for a little while and you might just get a little bit deeper as well and bring it together that way”.
- “I think it might require a longer-term program. A bit more targeted on those kinds of behaviours. It’s something that requires a really broad social change as well. So, if you were able to deliver this program to all the youth in Australia, for one year and then in the second year see if there’s a changed perspective. I think that it’s part of the problem that we really need to change as a society, the way we perceive respectful relationships. Start it with young people but you need to get that critical mass before you can see that translate to a distinct behavioural change”.

The stakeholders from NGOs expressed similar feedback to the school-based educators on the importance of continuity with programs like R4Respect. One stakeholder stressed the long-term commitment to education and change that is needed: "...we know that prevention of violence against women is long term change to norms, behaviours and attitudes. So programs in isolation can't achieve that on their own." Another stated:

It's not enough having only one workshop over 2 days – as not enough time to build rapport and it's not enough to change behaviour. The project is important and it needs to be ongoing, like maybe five times a year, rather than once and it should be run all around the NT.

In describing how peer education is a way to engage young people as both leaders and participants in this work, a stakeholder expressed concern about the capacity to sustain the involvement of young people over time, stating that:

...sustainability is a challenge for any peer-to-peer model, because educators tend to move on, they've got study commitments, or work or family commitments, and so programs have to have mechanisms to manage turnover effectively and continue to ensure the educators are appropriately equipped.

Gender analysis and ongoing training of peers needed

The importance of respectful relationships education utilising a gendered analysis was affirmed by stakeholders, with one stressing the point that: "...peer educators need to be really supported to understand and deliver that content of the gendered analysis". All stakeholders commented positively on the gender equality and role models that R4Respect promotes in its program content and peer delivery.

A male educator encouraged schools to adopt programs like R4Respect that help:

...all students to build positive relationships regardless of whether they are male and female, by working together as strong young people driving a message of equality and positive role responsibility using current data to encourage growth...and how they (as both young men and women)

can work together to help improve their own attitudes towards one another.

The importance of young people hearing and having some empathy with the standpoint of others from diverse social and cultural identities was supported by another educator who stated that: "...it's useful that they get to hear their peers' point of view, particularly around gender and equality". There was some indication that the discussion of gender in relation to the Don't Be a Bad Apple videos, needs to be made more explicit to reinforce the gender analysis of the national framework that underpins R4Respect. Several educators spoke favourably of the gender-neutral fruit images in the DBABA animations in being inclusive of all contexts, identities and to engage all young people.

Diversity in peer educators is important

One educator described the benefits of "different cultures in the room, being able to hear somebody else's point of view, to develop empathy potentially as well...". This educator further stated that: "We have largely...the Pacific Islander background where, women are the primary caregivers... so I think it's probably just interesting that the males and females can be in a workshop where they're working together to hear each other's different point of view". Other comments included: "What I like about this program is they reflect my student body" and:

...I think peer delivery is really effective...you had a diverse range of cultural backgrounds, there were men and women presenting to our kids which helped our students engage as well.

The peer educators in Logan and Darwin make efforts to be responsive to the local cultural context. In Darwin, familiarity with the diversity of cultures in Darwin was assisted by Ruby Gaea staff, and in Logan the peer educators build ongoing relationships with cultural leaders and elders.

Peer educators in R4Respect represent diverse gender and sexual identities. There were no specific comments from stakeholders, but the literature reports that RRE programs also need to be much more responsive to the needs of LGBTIQ

community members. For example, in reviewing respectful relationships programs in UK, US, Australia and more, Stanley et al. (2015) reported that they generally had a very positive impact but they were not so strong in dealing with LGBTIQ issues and that their impact can be enhanced when developed "...in collaboration with young people".

An emerging issue in the Australian research on the experience of violence for people with disabilities is that education, prevention and intervention programs must include and target people with disabilities and their carers and advocates (Barger, Wacker, Macy, & Parish, 2009; Black & Roberts, 2009; cited in Frawley & Bigby, 2014; WWDA:YN, 2018). For R4Respect to enhance the responsiveness and utility of its peer-to-peer education model, it would be helpful to consider approaches to specialist disability services.

The importance of perspectives from young people

The peer educators commented favourably on their opportunity and capacity to design the surveys with the researchers and take primary responsibility for the educational content and activities. While there is some questioning of the capacity and maturity of young people to assume leadership roles on social change programs (Imbesi & Lees, 2011), the researchers reported in their log on the impressive work of the R4Respect team members through the research process. It was clear to the researchers, however, that the R4Respect team were much more self-directed and capable in the design of their educational delivery rather than in the research tasks. The technical research skills were facilitated and overseen by the Research Officer. On the question of was it helpful to have them as young people designing and delivering the workshops, R4R team members described how their perspectives and capacity to connect with other young people is different from older adults:

- "Having young people design the workshop and then present it, it's good. Not only we learned about what we were going to be talking about, but we put it in a sense of, that we can understand as young people, then other young people can understand it".
- "Well, I think that including us in the process of making

the workshops and delivering the workshops, has helped connect with the students better. I think that when we're creating these workshops, we're looking at it from a viewpoint of a young person, like, 'How am I going to understand this concept, with things like sexting and stuff like that?' As compared to an older person who might not even know what sexting is. I think it has made it better for our program to be able to connect to young people in that sense, by having us create it ourselves too".

- "There's a lot of value to older people and their being part of the educational resources, because they're people who have experience, know how people learn and stuff. I think if the program was run by older people, it'd be an entirely different program. All the benefits of our program, I think they'd be very different benefits".
- "Most of us are not long out of high school. We have remembered what it's like".
- "If older people were presenting the research and asking the survey questions, I think it would feel like it was more of a test to the kids. It would be less about learning and more about being in an experiment kind of thing".

The discussion showed that R4Respect team members perceive many benefits that arise from them as peer educators. They felt that they can understand young people better; they know the concepts and behaviours of young people better than older people, and that they are able to relate well to young people with similar experiences to them. These benefits of peer educators are suggested in the literature (Kim & Free, 2008; Layzer, Rosapep & Barr, 2014), but not necessarily confirmed with evidence. The researchers in this study witnessed the relatability of the peer educators and their positive engagement with youth participants. This was affirmed by the stakeholders. The R4Respect team and stakeholders considered it important for educational sessions on respectful relationships to be run by experienced teachers and educators over a consistent and extended period of time. The peer educators were viewed as an important supplement to this more mainstream education process.

What works? Challenges in measuring impact

A common view among the stakeholders, and consistent with the literature (Rue, Polanin, Espelage, & Pigott, 2014; Stanley et al., 2015), is that RRE programs like R4Respect can improve understanding of the issues underpinning respectful relationships, but behavioural change is longer-term and challenging to measure. The challenge was reported by one stakeholder in stating that:

Impact is a difficult one because I haven't had a look at the pre- and post- data to say, quantitatively, what impact it has had....I find this is a difficult area with a lot of social/emotional learning strategies, like, how we measure these things of human nature. It always bewilders me, how do we measure improvements.... As a marker of an outcome, increasing their understanding of when, potentially, they are acting abusively or, at the same time, when they are being abused. I would like that to be a measurable outcome.... But, the kids turned up willing, excited participants and, particularly in that last session they were really highly engaged, and so, if I look at impact in student learning, it's that hook and I think what the program did well, they were hooked by the presenters, by the activities, by the content, particularly as they became more....more hands-on activities rather than the instructional....that's just my style of learners at our school, they do prefer more activity.

The immediate impact on student awareness and understanding of issues was considered positive and identified in comments such as:

...they are beginning to understand the line between caring and controlling behaviour, with the line activity that was very obvious that they were beginning to think about where they stood on a lot of the scenarios....Yes I think the program is helping to improve understanding of respect in relationships, particularly on issues around consent....the students were asking questions about consent law and what is allowed and not allowed, refining their understanding.

I especially think these conversations are making a difference for students understanding between what is caring and what is controlling because, that difference is important. That difference between 'I care about you'

and 'I need to know where you are and who you are with every second of the day.'

What I have found has been useful so far are the hands-on activities....Possibly getting them to do role plays based on the videos will get them thinking about the scenarios in a more focused way and help them see what was good and what was not good. I like that the Don't Be A Bad Apple videos were not gender specific showing that these behaviours can be displayed by guys and girls....So more than anything I think the impact will be that they will feel a little bit more comfortable coming to their teachers and knowing people will work with them and try and solve those problems going forward.

On the question of what worked in the educational sessions, the R4R peer educators offered constructive insights. The extract of dialogue from their discussion illustrates this point.

Male peer educator: I think The Line activity was a really good activity for any age, because it creates open discussion and you get to hear what your friends and peers have to say. Get them to challenging it, challenge each other, which gives them the tool on how to challenge, if that makes any sense.

Male peer educator: ...we created an environment where there wasn't a clear answer, but in some of the questions we asked, there is a clear answer. We probably didn't draw the line dark enough for them.

In this exchange where a peer educator concludes that "We probably didn't draw the line dark enough for them," it is clear that the peer educator is using the program aim of helping young people to 'draw a line' on what is acceptable and what crosses the line into harm, as an informal benchmark in his critical reflection of what works. This is a positive sign that the peer educators themselves are accepting the validity and importance of promoting The Line (<https://www.theline.org.au/>). The peer educators had opportunities to reflect on their delivery through the process and in the focus group. On the question, "what do you think you did well?", the peer educators had mixed views, as follows:

Peer educator: I think it's empowering to see the students challenge their own friends and peers, rather than us doing it for them. Even though we still work with young people, it's even better when it's coming from a classmate who's challenging you, but then actually seeing them take it in, rather than go against it.

Convenor: Do you feel your delivery of the message through the activities was clear? Do you think you guys performed well? What could you do better?

Peer educator: I think we practiced the content for a long time, and we've all had [mentor name] check it. That gives us that tick of approval. For myself I'd say, it feels like our PowerPoint is really clear. We've got the aims and then we target each aim. Then, it's been good having our survey questions because each of the survey questions touches on one of the aims. I feel like we deliver everything we say we do.

Peer educator: ...it's somewhat tricky when you have a group of passionate people, passionate young people and they actually criticize themselves to a higher standard....a lot of them are very critical on their performances and that's because they're very passionate about the messages...

Convenor: You'd still go with a younger person talking to another younger person?

Peer educator: In my opinion, I still feel like the kids would still benefit from the young person delivering the message and the message which is received. Even though this group is very critical and very passionate.... In sessions where I feel like I don't deliver, I still feel like the message is being received. If you were to compare it to someone else delivering the message, say, someone of a lot older, they couldn't connect. It would still be more beneficial to go with the younger person.

Peer educator: We need to be clearer on legislation around consent and child pornography. It needs its own slide so they can see it plain and clear.

In this exchange, the strong message is that the peer educators feel that they prepared, trained and delivered the sessions well. They acknowledged that they were not prepared for every issue and that they are in a learning process. This exchange is a positive sign of their growing confidence, but also indicates a need for ongoing training, including role-

plays and preparation for the peer educators.

The R4Respect members in the YRG said that they were motivated by the feedback they had received from stakeholders during the research showing that they are making a positive difference. They were encouraged to hear that young people are gaining awareness and understanding of respectful relationships from the sessions. This was expressed in comments such as:

- "...makes me feel like they understood or got something out of the workshops. It shows they were listening";
- "...we are empowering students to start their own journey of learning"; and
- "...we are helping to make things clearer between presenters and students as positive role models".

They also described their role as different to teachers in comments like:

- "We are not teachers, we're mentors"; and
- "...we interact, we converse, we related well....we don't want to be seen as a teacher or person of authority".

The team see themselves as relatable to other young people:

We are changing our language to suit the audience – we are already using our own terms which they're already familiar with....this is a main point of it being led by young people.

The R4Respect team also discussed the benefits and limitations of their audio-visual/multi-media resources, in comments, such as:

- "The Line is empowering, it gives young people the opportunity to put out their own opinion and helps them challenge their own views and the views of their peers".
- "DBABA is a good conversation starter, a soft-entry point, reflecting on what they'd do if they were bystanders, reflect on when they could use the scenarios and apply them to their own life".

In their reflections, the peer educators reported that they felt the young participants were thinking and learning in a positive way after seeing The Line videos and related resources. In discussing the question of whether they feel that young

participants have a better understanding of the line between what is okay and what is harm, following the sessions, the peer educators made positive observations on their impact. Comments from this exchange include:

Peer educator: ...all of these young people have been remembering what you guys tell them about the power control wheel and I actually think it's one of the strongest new things about the program that they're remembering...

Peer educator: Yes. I believe young people's understanding of the line has improved, to what extent, I don't know.

Peer educator: ...I can say that when it comes to topics like consent, and the child pornography situation, they really got that...

In describing the response to the Don't Be a Bad Apple animations, one male peer educator described the impact of the peer educators as "planting seeds" in stating:

I think it's empowering as a man, when you see the young boys challenge....and they put it through their own experience, through their friends and males, and they start talking about that it's not good. When I think about it, when I was a kid their age, I didn't know what was good, even the fact that they're verbally saying that it's wrong, and it's unhealthy, you can say that it's empowering, that a seed has been planted, whereas when I was that age there were no seeds.

Suggested improvements in content and delivery

The educators affirmed the relevance and value of the program content and mix of instructional, video and hands-on activities. The content and terminology was considered age-appropriate with references to sexual relations, sexual violence and intimacy not challenged by educators. The relatively casual rather than formal delivery style of the peer presenters was supported, yet very constructive feedback was provided on ways to improve the peer-to-peer delivery. The stakeholders, peer educators and the youth participants provided positive feedback about the program content and mix of video resources and interactive sessions.

Areas for improvement included: removing any ambiguity

from program questions or activities and more cohesive delivery between presenters through more rehearsal. Some educators reported that the young people seemed a bit confused at times, so they stepped in to clarify questions. This was evident in comments such as:

- "...in some of the activities they were doing where they had to stand on the line and move to one side or the other it was just clear that some of the kids were not quite understanding the statements that were coming up there".
- "Sometimes the scenarios were a bit unclear".

One educator stated that some of the presentations might need further rehearsal to better deliver the key messages:

I think there is scope to refine the delivery. There is a certain point where you have to be casual and meet students where they are, in their lingo and their mannerisms and their social references but I think that can be tightened up a little bit and at times, it was not well rehearsed. That's not to take away from what they were doing, they put a lot of effort in....but it seemed like it was early stages and not that well-rehearsed.

There was some discussion among the peer educators and researchers about whether it could be useful to divide groups by gender for some of the program activities. This was also prompted by a stakeholder who suggested that:

...breaking up the girls and guys into separate groups might get them to think more about where they sit on the line for all the scenarios. And maybe asking guy specific and girl specific questions as I noticed there were a few scenarios which were particularly gendered, like catcalling for girls. The Stronger Families Program designed by Aboriginal and Torres Strait Islander people reported benefits in separating male participants from females to allow the young men to interact with male facilitators and elders. (Duley et al., 2017)

Peer educators: making a difference, growing in confidence

The R4Respect team showed insights into their own learning and the difference that is occurring as they gain experience.

The comment by one YRG member that young people can be the change, "...we don't have to wait for adults to make change", was endorsed in the focus group discussions. This was also affirmed by the stakeholders who were overwhelming in their encouragement and support for the R4Respect peer educators to continue to grow and develop their program based on the research findings. The peer educators were insightful on the strengths and challenges in their program delivery, as expressed by members in the following comments:

Peer educator: "I feel like we've all done a lot of training. We've gone through a lot of the content, but it can never prepare you for the questions that you may be asked. Sometimes, you are put on the spot, and there are sometimes where genuinely you don't know the answer. That's when, I guess, it helps that you've got the other person there....I do feel like we are trained very well, but sometimes your audience is different, and they're going to ask some really tough questions..."

Peer educator: "Like I've said, we are trained well. We're always learning something new. I feel like we definitely try our best and we're trying to do our best. We're still learning too".

Peer educator: "...we feel it's clear, we have done a lot of training, sometimes we are put on the spot, it's tricky when some youth educators are very passionate".

As identified by Imbesi and Lees (2011) peer educators learn and grow in their understanding of respectful relationships and their confidence to articulate their views. The peer educators recognised that experienced adult educators may be better placed to handle the tough issues, but as young people their advantage is a connection with young people. The use of adult/youth alliances (Checkoway, 2011) and/or structured mentoring, training and feedback remains an important consideration for R4Respect. This research experience and its findings will inform the 2019 planning of the structure, activities and vision of R4Respect.

The researcher's log (see Appendix G) indicated that the peer educators felt influential over the research process, with the young people in R4Respect taking much greater leadership of the peer education program content and delivery. The research officer facilitated a number of opportunities for team training

and for their contribution to survey design and analysis. The researchers observed that the YRG and R4Respect team grew in confidence, and skills through the process. It was evident from the comments of the R4Respect members that they were developing as peer educators, partners and leaders in a manner consistent with the youth participation continuum that has guided the early development of R4Respect (Wong et al., 2010).

The importance of male leadership

The focus group participants discussed the importance of having a gender balance in their team and in presenters to model positive gender roles and identities. Sustaining the participation of male peer educators with values and behaviours consistent with a gender-based analysis of the program proved to be challenging. Hunt et al. (2016) reported that to enhance the effectiveness of peer-led programs in alcohol and drug prevention:

The selection of peers is made carefully to ensure that they are highly credible among the target population for the desired behaviour and that they are not engaging in activities that are the focus of intervention. (p. 10)

The attitudes of some of the young men in R4Respect were a source of concern on occasion despite training. In a case where concern persisted, the young man was relinquished from the program. A suggested barrier to male participation in peer education programs is the incorrect perception that programs relating to relationship development and sexuality are essentially a "feminine activity" (Beshers, 2008, p. 290). Another barrier is the perceived imbalance in interest or enthusiasm to be part of peer education programs. The R4Respect team actively recruited more young men during 2018. In their feedback sessions, the YRG and researchers also discussed the need to overcome the unequal workload in R4Respect — with female members taking responsibility for most of the planning and tasks relative to the male members.

“Thumbs-up” for peer-to-peer education: A synthesis of the input from the young participants, stakeholders, peer educators and researchers

In this section we integrate our findings from all information sources. The R4Respect peer-education model received favorable responses in this research from all participants. The model received the “thumbs-up” from youth participants and stakeholders with suggestions offered for how the program delivery can be improved. This research showed that the youth participants could relate well to the peer educators on topics associated with RRE that are considered complex and sensitive. In addition, the awareness of youth participants and their attitudes to respectful relationships was influenced positively by the peer educators. It was affirmed in the learning demonstrated by the youth participants in the program through the survey results. As stated for example, 84 percent of the youth participants strongly agreed or agreed that young people leading the learning helped them better understand what is okay and what crosses the line into harm, and 86 percent strongly agreed or agreed that what they learnt in the program would help them act with greater respect in the future. This was affirming for the R4Respect team as they focus on reinforcing the line between healthy and unhealthy relationships with young people. This impact of peer educators is consistent with previous research (Frawley & Bigby, 2014; Imbesi & Lees, 2011; Kim & Free, 2008; Layzer, Rosapep & Barr, 2014). Importantly both the youth participants and stakeholders had confidence in the ability of the peer educators to convey information in a relatable, knowledgeable way.

The focus of this section is further analysis of:

- four main elements identified in this research that make the R4Respect peer program work well;
- four main elements that could enhance the impact of R4Respect and peer education in RRE; and
- implications for practice, policy and research.

Four main elements identified in this research that make the program work well

1. The value of young people as agents of change in preventing VAW — their passion, relatability, knowledge and diversity.
2. Well-developed, engaging program content.
3. Support from the schools and community organisations.

4. A valued complement to whole of school or other community violence prevention strategies.

The value of young people as agents of change in preventing VAW

The notable benefits of the R4Respect peer-to-peer model were the capacity of the peer educators to be relatable, knowledgeable and engage the interest of young people; to deliver their educational messages with enthusiasm and passion, and to have currency in the context and language used by young people. It was apparent the R4Respect team were viewed as positive agents of change. The R4Respect team felt that their role was active, not tokenistic. From their direct and constructive input into the survey tools, and their ability to reflect and adapt through the process, the R4Respect team showed that they are active leaders in this program. The concern that youth participation is often tokenistic, that experienced adults may not have confidence in youth leadership (Denison et al., 2012) and that adults may have the view that “...young people [are] ‘incomplete’, immature, with no proposals or analytical capacity to contribute based on their life experiences in topics that affect them” (Walker et al., 2014, p. 8), did not emerge in this research. The researcher log, the stakeholder views and the input from the peer educators, showed that the peer educators were capable and mostly autonomous in designing and delivering an educational program that generated positive learning outcomes. In their focus group, the peer educators also described the ways in which their learning and skills were growing through the peer education roles.

There is growing recognition of the importance of young people being active in RRE and DFV prevention activities, including in their design and implementation (Stanley et al., 2015). A recent example of the emerging attention on the “youth voice” was the Respectful Relationships in Australia: Embedding Student Voice workshop (Partners in Prevention, November 14, 2018 www.partnersinprevention.org.au/event/respectful-relationships-victoria-student-voice) — a forum for practitioners, educators, policy makers and researchers to share initiatives develop strategies to advance the inclusion of young people in RRE. The findings of this research show that input of young people in the design and content of programs,

as well as equipping young people to deliver or co-deliver the RRE programs, is both desirable and impactful.

In the literature research, we did not uncover surveys or tools that could be used by youth participants to assess and give feedback on the peer educators — their knowledge, their capacity to lead the learning on RRE and their influence on the young people. In drawing on the research by Southgate and Aggleton (2017), the primary method for assessing the impact of peer-to-peer education models appears to be focused more on measuring the participants' achievement of outcomes, and making inferences to the likely influence of the peer educators, rather than directly assessing the participants' views on the peer educators.

Good educational practice engages both teachers and young people well in content and learning methods. The action research methods, with the participation of the YRG in this research, enabled the young people in the R4Respect team to contribute to the survey design with the researchers. The use of the peer education questions in the post-workshop survey elicited useful information on what the youth participants felt about the knowledge and relatability of the peer educators. This experience can now provide a basis for more comprehensive and robust tools to obtain feedback from participants on the knowledge, skills and influence of peer educators, and how this model can complement conventional teacher models, to be developed in future research. It could be helpful to add questions to elicit other information on the processes of the peer education program, including for the safety and well-being of the young people. The basis of a peer education assessment tool for RRE is suggested in Figure 4.

The stakeholders in this research showed confidence in, and support for the skills of peer educators. There was no indication that experienced adults did not have confidence in the ability of young people to manage disclosures or maintain the well-being of young people as identified by Evans et al. (2009). The stakeholders did, however, raise the importance of peer educators receiving training, support and mentoring from experienced educators and/or DFV specialists to understand and manage the sensitive topics related to relationships; to develop their understanding of gender-based violence and to manage any distress or disclosure that might occur for

the youth participants or themselves. Stakeholders appeared satisfied that students felt safe to speak in the sessions and that no visible signs of distress were apparent or reported.

Well-developed, engaging program content

The high levels of engagement in the activities and program content expressed by the youth participants, and their positive feedback on the use of the power and control wheel activity and videos like those from *The Line* and *DBABA*, are positive signs of the utility of the program. The learning value of the R4Respect peer education program — the educational content and interactive, problem-solving activities — was considered effective by the stakeholders. A number of participants raised issues in some areas and activities where information needed to be more clearly presented by the peer educators and any ambiguity removed. This feedback informed changes to the educational sessions as the research progressed, and it is informing the development of the R4Respect manual, which is a knowledge transfer tool arising from the research.

The *The Line* campaign's survey results served as an initial marker of attitudes of youth participants that the R4Respect aimed to improve on through their educational activities. Findings from *The Line* survey with young people aged 12-20 years (*Our Watch*, 2017, p. 5), revealed: 1 in 5 (20 percent) of young people believe that it is normal for young men to put pressure on young women to do sexual things. Comparatively, 90 percent of youth participants in this research at the pre-workshop stage expressed their disapproval of putting pressure on someone to have sex. The pre-workshop survey results therefore indicate that the youth participants may well have benefited from previous learning on topics related to RRE (such as students learning about consent in Year 9, 2017, at the state high school, Logan). The improved awareness and attitudes of youth participants at the post-workshop stage on a number of statements indicate that R4Respect educational sessions enhanced youth participants' previous learning. However, there is still capacity for further learning and positive change among the youth participants.

The findings that a large number of young male participants hold views that support traditional understandings of unequal

Figure 4 Peer2Peer Education Assessment Tool for respectful relationships education (RRE)

Let us know your views on young people leading the program

1. It is helpful to have young people to lead the learning on respectful relationships.

Strongly agree Agree Unsure Disagree Strongly Disagree

2. The young people leading the learning knew what they were talking about.

Strongly agree Agree Unsure Disagree Strongly Disagree

3. The young people leading the learning helped me better understand what is ok and what crosses the line into harm.

Strongly agree Agree Unsure Disagree Strongly Disagree

4. I prefer teachers to lead this kind of education, not young people.

Strongly agree Agree Unsure Disagree Strongly Disagree

5. I could speak up and have my say.

Strongly agree Agree Unsure Disagree Strongly Disagree

6. I felt comfortable and safe to discuss these topics with my peers.

Strongly agree Agree Unsure Disagree Strongly Disagree

7. The information presented by the young people was interesting and helpful.

Strongly agree Agree Unsure Disagree Strongly Disagree

8. Things I learnt in the program will help me to act with greater respect for others in future.

Strongly agree Agree Unsure Disagree Strongly Disagree

9. Tell us how the program could be improved _____

Thank you for your ideas.

gender relations are evident in responses to the statement that “men are better than women” and “men should take control in relationships”. This provides impetus for ensuring that a gender-based analysis of VAW is central to the framework that underpins RRE work. Program content as well as positive male role models in the peer educator group, are all important mechanisms to promote respect for women as equals.

Support from the schools and community organisations

It was clear to the R4Respect team and the researchers that the R4Respect peer education program would only be successful if school and community leaders have a commitment to preventing VAW and other forms of inter-personal and peer violence in the school community and confidence in the R4Respect peer education program model. Attaining access to young people in schools and community organisations is not easy. This was particularly evident in Darwin, where the research partner organisation Ruby Gaea had difficulty gaining access to young people through schools and a youth organisation. In Logan, relationships have been developing between schools, community organisations and R4Respect for several years who all share a strong commitment to violence prevention and RRE. As reported by Stanley et al. (2015, p. 197) RRE programmes “...are often selected for implementation in an opportunistic manner”. R4Respect seizes opportunities, responding mostly to invitations from schools and community organisations to deliver its program. Leaders within the schools took responsibility for organising educational sessions by R4Respect in the research. As the visits were not embedded in the school program, logistics like room access were at times problematic. The stakeholders and peer educators acknowledged that the utility of R4Respect will be enhanced if R4Respect educational sessions can be pre-arranged each calendar year so that they are planned and secured within the annual programming for the schools. There were numerous discussions with school-based stakeholders during the course of this research, as they recognised that programs like R4Respect need to be embedded in their overall school response to RRE and they showed interest in more students being exposed to peer-based learning as part of this response.

Further signs of positive interest in the R4Respect peer model were shown by stakeholders:

- One school supported four Year 12 male students to join R4Respect as Youth Ambassadors as a consequence of the research.
- The YMCA youth worker showed interest in follow-up visits from R4Respect peer educators to the NT.
- R4Respect peer educators delivered the program at other Logan schools (for example, 5 x 1 hour sessions) partly on the strength of the ANROWS-funded research and commitment to evidence-based practice demonstrated by R4Respect.

A valued complement to whole of school or other community violence prevention strategies

The demonstrated ability of the R4Respect peer-to-peer program to reach young people shows that it has a useful role to play as a part of whole of school/community strategies in promoting respectful relationships among young people. The positive impact of R4Respect does not mean that its peer-to-peer model is better than any other program in reaching young people and facilitating their learning on respectful relationships. Instead, it can be seen to have a role to complement the wide range of activities and communication strategies that are recommended in schools, in the media and social media to address the drivers of gender-based violence (Kearney et al., 2016; Our Watch, ANROWS & VicHealth, 2015).

The evidence is very clear that systematised, whole of school and community strategies that improve the culture of schools and the learning of students and staff in relation to respectful relationships are required for positive change to occur (Our Watch, ANROWS & VicHealth, 2015; Stanley et al., 2015). To advance the “youth voice” and youth participation in RRE, R4Respect and other programs utilising peer educators are very worthy of inclusion in this growing “systematised” response to RRE in Australia. From a pedagogical perspective, educators in the research expressed some general reservations about programs such as R4Respect that deal with complex sensitive issues being a one-off. The schools in the study are making an

effort towards more sustainable, whole of school approaches to violence prevention and RRE. At one participating school, staff said they are considering how to more routinely engage with R4Respect in 2019 and beyond as part of their commitment to embedding RRE in their school. The school-based stakeholders all spoke of the need for RRE to be embedded in the school curriculum.

There is an opportunity for R4Respect to be an external provider due to the wider commitment the schools have to RRE. In spite of the program limitations, there was overwhelming support and recommendations for a more widespread application of R4Respect. The reality is that R4Respect has limited capacity to move beyond one-off educational sessions or a series of sessions. It has government funding for a further 2 years. R4Respect team members are building relationships with school communities through attendance at events and other activities, not solely for the delivery of peer education. This is a point of difference from programs evaluated in the literature.

R4Respect does not have the current capacity to ‘scale up’ much more than its 2017/2018 reach of 6-8 schools and contact with around 1500 students in educational sessions (YFS internal data, 2018). The program reaches many more students through events and schools visits of short duration. The model received support in this research to be replicated in other locations with the support of community organisations, government and schools. An NT stakeholder, for example, suggested that R4Respect be ‘rolled-out’ across the NT and be directed at young age groups as well as 14 years plus. Despite the rewards of youth participation, it is resource intensive to attract, train and mentor young people as peer educators. The knowledge transfer activity funded by ANROWS in this research — the development of an R4Respect program manual — will enable other organisations to consider developing a peer-to-peer education model by drawing on the processes and content used by R4Respect.

The findings of this research — the survey results and constructive feedback — have enabled the R4Respect team to move forward with confidence that they are positive agents of change who can contribute well to VAW prevention in schools and the wider community. R4Respect relies heavily on the

communication skills and role modelling of the peer educators to engage the interest of young people and to influence their learning on respectful relationships. Social change theories on peer influence such as social network theory (Bauman & Ennett, 1996) and Diffusions of Innovation (Rogers, 2003) that suggest peers can be influential with young people on social and behavioural matters through interpersonal communication and peer networks underpin the early development of the R4Respect program. Their relevance is reinforced by the positive influence of the R4Respect team in this research. Rogers (2003) further suggests that peers can be even more influential in spreading ideas with the added influence of opinion leaders. An example of a strategy using opinion leaders as influencers is the use of high profile ambassadors in The Line campaign. This research process has also prompted R4Respect to think more broadly about how they can help to maximise the impact of peer influence through this unprecedented communications campaign aimed at reaching a much wider population of young people.

The ANROWS research process has also been a major contributor to the R4Respect team achieving a higher public profile and confidence through attendance at events like the ANROWS research conference (2018). Team members met renowned researchers, policymakers and activists like Saxon Mullins. These new relationships and networks prompted their interest in elevating their law and policy reform work and community education. Examples of their contribution and achievements during the latter stages of this research process include:

- Law reform submissions on consent in NSW and Queensland, after being inspired by Saxon Mullins (R4Respect received 4 citations in the NSW Law Reform Commission Inquiry Report on Consent, 2018).
- A submission to the image-based abuse Parliamentary Inquiry, Queensland (cited R4Respect recommendation for compulsory respectful relationships education).
- Conference presentations at Family Relationships Services Australia (FRSA) (2018) and National Conference presentations — ANROWS (May 2018) and FRSA (November 2018).
- Elevated R4Respect social media activity.
- Participation in meetings and consultative mechanisms such as the White Ribbon Youth Advisory Committee.

These are signs of the increased responsibility and reach that the “youth voice” can have in promoting RRE and related matters.

Four main elements to enhance the impact of R4Respect and peer education in respectful relationships education (RRE)

1. Continually refine the R4Respect program logic and framework, particularly to recognise differential experiences of violence for young people from a diversity of identities and backgrounds.
2. Attract and sustain active participation from a diversity of peer educators.
3. Enhance the capacity of R4Respect to meet its educational role with young people.
4. Maintain an ongoing evidence base.

Continually refine the R4Respect program logic and framework

R4Respect recognises that too many young people have violence supportive attitudes and actions. The premise of the program is optimistic — that young people can change and be the active agents of change. The gender-based framework underpinning R4Respect was refined through the process of feedback and reflection in this research. The program logic recognises the interaction of gender, power and violence, and the understanding of this among team members was enhanced as the research progressed. Evidence is showing that respectful relationships education programs that feature a program framework and logic grounded in feminist research to analyse the links between gender, power and violence, are impacting positively on young people (Ollis, 2014; Our Watch, 2015). The understanding team members have of the main drivers of violence against women — gender inequality and the superiority that white males have over women and others who do not fit that dominant identity — continues to develop. This male superiority and power is embedded in our culture and is continually reinforced by many factors, such as: gender stereotypes, occupational segregation, the gender wealth and pay gaps, and many other factors.

Attract and sustain active participation from a diversity of peer educators

Targeted recruitment of new Youth Ambassadors and peer educators from diverse backgrounds occurred with some success through the research. The R4Respect team has members who identify as LGBTIQ, which enhances the programs use of stories and experiences relevant to people who identify as gender and/or sexually diverse. There is more work to do to ensure that more young people from Aboriginal and Torres Strait Islander backgrounds join the program, young people with disabilities and those from other marginalised groups. There was no major issue in attracting and maintaining active participation of young women as peer educators in R4Respect, but it was much more challenging for the R4Respect team to attract and retain young men as peer educators whose values and actions align with the program. The need to maintain a mix of genders in the peer educator group was reinforced by the survey results indicating that many male students, in particular, had harmful views about men being superior to women, sexual consent and the acceptance of excuses like jealousy and humiliation for male violence. Stakeholders in this research observed young male peer educators challenge these violence supportive attitudes in other young men effectively within the R4Respect program. They considered this to be one of the strengths of the program. As reported in the literature, the challenges with recruiting male peer educators and male participants may be due to the perception by young men that RRE, dating violence and related programs are awkward for them or they are “women’s business” (Beshers, 2008; Imbesi & Lees, 2011; Rich et al., 2010). Through the action/reflection process the peer educators and researchers discussed strategies to recruit, maintain and train male peer educators who shared the values and framework of R4Respect who could articulate these. One male Youth Ambassador who was “skilling up” to be a peer educator was relinquished from his role for expressing homophobic views.

The researchers observed that the offer of monetary incentives may have helped the recruitment, as the R4Respect team of young people all come from low socio-economic backgrounds and experience some degree of financial hardship. The opportunity in R4Respect for modest financial scholarships or casual paid work both rewards and helps to retain youth membership. Retention is important given the commitment to learning and training that is required in the program.

The process review of R4Respect (Struthers et al., 2017) reported that some young people believed others “didn’t pull their weight”. This unequal participation remains in the program. Female peer educators expressed concern about gender differences in participation, saying that the male educators contributed well to educational sessions, but they needed to take greater responsibility for the organising, planning and training. These concerns were observed by the researchers and are reported in this research. This will help to expose the concerns and help them to remain a focus of attention and action beyond this research process.

Enhance the capacity of R4Respect to meet its educational role with young people.

The main areas for improvement to the educational processes of R4Respect that were identified in this research include:

- The need to clarify some of the program content to reduce ambiguity.
- Provide ongoing training and mentoring to the peer educators.
- Ensure the well-being of youth participants and the peer educators.
- Better resource the program so that it can be more embedded in schools and communities, and so that it can be replicated in other locations and by other organisations.
- Better understand and apply “culturally responsive pedagogy” (Taylor & Sobel, 2011).

As the feedback on the need for greater clarity occurred during the course of the research, the peer educators adapted their educational sessions to incorporate these suggestions. This will also improve the content of the R4Respect educational manual that is under development. Training in R4Respect is continuous, but attendance is variable. The R4Respect continue to devise ways of attracting higher levels of participation with varying success, through the use of online training modules and face-to-face delivery. The R4Respect team are seeking to align their work more closely with, and seek more mentoring and support from, the DFV specialist staff at YFS. This will allow them to continue to develop their understanding of:

- the dynamics of DFV;
- its impact on young people;

- challenging male attitudes and behaviour; and
- managing disclosures.

It was instructive through the literature review process to become aware of the concept of “culturally responsive pedagogy” (Howard, 2010, pp. 67–68 cited in Taylor & Sobel, 2011, p. 16) and to explore through the research ways in which the educational content and processes of R4Respect may be more culturally responsive. “Culturally responsive pedagogy” recognises the cultural wealth, knowledge and skills of students from diverse groups, and the importance of educators recognising diversity in educational programs and preparing students to live in a world of increasing diversity (Cartledge, Gardner, & Ford, 2009 cited in Taylor & Sobel, 2011). The R4Respect team sourced videos and activities from the RRE program developed by Aboriginal and Torres Strait Islander organisations, and sought input from the Ruby Gaea community educator, to enhance the cultural content and activities of R4Respect. Seeking out expertise on this area of educational pedagogy will be a helpful resource for R4Respect. It will also be helpful to refine the R4Respect program logic and work plans to ensure that greater program diversity and reach occurs.

Maintain an ongoing evidence base.

It is recommended that RRE programs are evidence-based and informed and improved by program evaluation (Flood, Fergus, & Heenan, 2009; Our Watch, 2015). Available evidence on RRE and youth participation informs the ongoing development of R4Respect. The body of research and program guidance on RRE in schools and community contexts is rapidly expanding. As an accessible and comprehensive resource to the R4Respect team, the [Respectful relationships education: evidence paper](#) (Our Watch, 2015) initially informed the development of R4Respect. The process evaluation of R4Respect (Struthers et al., 2017) has also informed the ongoing development of the youth participation model. This current ANROWS action research is providing evidence and ongoing critical reflection for team members to adapt the program content and delivery. The R4Respect program has an ongoing commitment to: (1) critical reflection and evaluation, and (2) ensuring that the youth team members are research aware — that they understand the importance

of evidence informing practice and that they participate in and develop research skills. In this research project, the peer educators who participated in the YRG showed increased knowledge of evidence and research skills. It will be helpful in future to foster greater understanding of evidence-based practice and research skills in the training for all R4Respect youth team members and mentors.

The capacity at which R4Respect team members can meet their interest in the ongoing application of the research findings into practice; in providing regular school and community based educational sessions and ongoing research in 2019 will be contingent upon the R4Respect funding and resource base. Ultimately, R4Respect seeks to work developmentally with other youth and community organisations to encourage take-up of peer education RRE programs like R4Respect.

Implications for practice, policy and research

Implications for practice

The elements of the RESPECT-Ed checklist (Figure 1 reproduced below) are described in more detail in this section as they relate directly to RRE practice.

Figure 1 RESPECT-Ed: a checklist for peer-to-peer education programs for respectful relationships education (RRE)

Responsibility.

Does the program acknowledge that young people have some responsibility for violence prevention? Have strategies been employed to enable young people to take significant responsibility for the planning and development of the program? Have strategies been employed to attract young men who have a demonstrated commitment to tackling gender-based violence and promoting gender equality? Young people can take responsibility for violence prevention. It is essential to attract male peer educators with values and awareness of violence against women (VAW) that are consistent with the nationally supported gender-based frameworks. Young men and women must be encouraged to take equal responsibility for planning and development of the programs by establishing participatory and decision-making structures and processes that foster active inclusion of young women and men.

Embed.

Is there an opportunity for the program to be embedded and planned in whole of school or whole of community violence prevention strategies? The program is likely to be more effective when they are located within a broader strategy and supported over a longer term.

Specialist violence against women expertise.

Are specialists with experience of VAW engaged in the program as a resource for training, mentoring and accountability of the peer-to-peer program? Adults/ youth alliances will foster continuous learning and feedback for the peer educators and assist in maintaining the accountability and integrity of the programs.

Participation.

Are there paid work as well as volunteering opportunities to encourage and reward commitment to training and program delivery by young people? Young people from low socio-economic backgrounds may not have the resources to participate actively unless they receive some paid work. It is also helpful in the skills development of young people for the peer education to be sustained within an ongoing youth program that incorporates learning, participation and networking in and outside of school contexts.

Equality.

Is there sustained learning to enable young people to understand and overcome the drivers of gender-based violence: gender inequality, male superiority, power and disrespect for women? These are core aims for peer-to-peer (RRE) programs.

Care of young people.

Are steps in place to promote the well-being of young people – both participants and peer educators? Protocols for managing disclosures and any distress are essential. Self-care and support strategies for peer educators are also helpful.

The Line.

Is the program reinforcing in the minds of young people that there is a line that causes harm when it is crossed? Most young people have a blurred line of what is okay and what crosses the line into harm.

Evidence.

Has an evaluation plan been established to maintain an evidence base? Knowing what works and why helps to motivate peer educators and will help the program to keep up to date with contemporary evidence.

Diversity is essential.

Does the program feature young people from a diversity of identities and backgrounds? Active inclusion of young people from a wide range of cultures, experiences and identities will enable the program to: (a) be much more relevant and relatable to these young people, and (b) respond to other forms of inequality such as those based on race, sexual identity, disability and how these intersect with and compound gender-based violence.

Responsibility: Young people are participating in large numbers in campaigns in Australia and internationally — including online campaigns such as School Strike for Action (SS4A; <https://www.facebook.com/StrikeClimate/>) — in which they are taking responsibility as agents of change on major issues. On a small scale, R4Respect is showing that young people can be effective agents of change in the prevention of gender-based violence. The aspiration of R4Respect to build a movement of young people to prevent gender-based violence is both worthy and possible.

Embed: The programs will be most effective where they can be embedded and planned in whole of school or whole of community violence prevention strategies. They are likely to be more effective when supported over a longer term, not as a one-off. R4Respect has a role to play in the broader context of whole of school, systematised approaches to RRE that are emerging as ‘best practice’ in Australia (Kearney, et al., 2016; Our Watch, ANROWS & VicHealth, 2015). The research demonstrates that peer models of RRE are worth investing in, but they need to build capacity. R4Respect has limited capacity to provide educational sessions and participate in school and community events with a pool of volunteers and casual peer educators. It will be helpful for networks to develop that include young people and that can facilitate opportunities for education, training, mentoring and advocacy among organisations interested in pursuing emerging peer education RRE programs. The Partners in Prevention (PIP) network in Victoria is a model worthy of replication in other jurisdictions. The knowledge transfer activity — the development of an R4Respect manual — will be a useful resource to assist in the wider “roll-out” or replication of the RRE peer model in R4Respect.

Specialist violence against women expertise: Specialists with experience of VAW are an important resource for training, mentoring and accountability of peer-to-peer programs. Adults/youth alliances will foster continuous learning and feedback for the peer educators and assist in maintaining the accountability and integrity of the programs. Specialist VAW practitioners and educators have developed an extensive range of RRE toolkits, whole of school strategy guides, RRE programs and evaluation guides to assist organisations in establishing RRE programs (see for example, Partners in Prevention (2018); Our Watch [ND]). There are limited resources available to guide the development of peer-to-peer RRE education models. The body of literature examining respectful relationships education is rapidly expanding, including information and evidence specific to peer-to-peer delivery in sexual health and public health, but there is room for further evidence of specific tools in which to measure participant views of their peer educator. Ongoing education and professional development opportunities are crucial for the ongoing success of program delivery. Peer educators receive foundational training in RRE, but should be given opportunities to expand their knowledge and experience of different lived realities, improving the quality of connection between peer educators and students/young people.

Participation: The “youth voice” must be loud and clear in respectful relationships education (RRE) through active participation of young people in design and delivery of peer-education. To strengthen the “youth-voice” in RRE and to make greater use of the positive influence of peers, programs like R4Respect are worthy of further development and wider application to meet the prevention objectives of the National Plan. Paid work as well as volunteering opportunities are also helpful to foster active youth participation and skills development. Youth participation programs that feature peer-to-peer education on RRE as one activity among others

(like the R4Respect model), can be more useful in skilling and supporting young people than one-off involvement in a peer education activity.

Equality: Enabling young people to understand and overcome the drivers of gender-based violence — gender inequality, male superiority and disrespect for women — are core aims for peer-to-peer (RRE) programs. It is essential to promote gender-based frameworks for RRE that understand and seek to counter the impact of gender, violence and power as drivers of male violence. Gender-based frameworks — informed by feminist theory that expose the links between gender, power and violence — are recommended as most effective in promoting understanding of, and challenging violence supportive attitudes, actions and cultural norms (Flood, Fergus & Heenan, 2009; Ollis & Dyson, 2017; Our Watch, 2015; Taket & Crisp, 2017). Overcoming both attitudes and structural forms of inequality that underpin violence against women is necessary for effective prevention. As gender is experienced differently dependent upon gender identity, age, race, class and other factors, it is also important to understand and respond to intersecting forms of discrimination and oppression which contribute to the gendered drivers of violence (Chen, 2017).

Care of young people: RRE activities like R4Respect can prompt disclosures from both victims and perpetrators (from children, young people, their families or staff). It is important that all peer educators and staff at schools and community organisations are trained and confident in applying an agreed protocol in responding to these disclosures and making appropriate referrals. The well-being of the peer educators is also paramount. They are dealing with complex, sensitive issues that can cause them personal distress. They can also be exposed, at times, to hostility and aggression from participants in their educational sessions. Debriefing, mentoring, self-care in everyday practice and social support among the peers are strategies to help manage well-being.

The Line: Most young people have a blurred line of what is okay and what crosses the line into harm. Peer-to-peer education can complement conventional school-based RRE to reinforce among young people that there is a line and that harm results when it is crossed.

Evaluate: Knowing what works and why helps to motivate peer educators and helps the programs to keep up to date with evidence.

Diversity is essential: It is important for R4Respect and any other emerging peer education RRE programs to improve their capacity to be responsive to and inclusive of young people from a wide range of identities and backgrounds, including Aboriginal and Torres Strait Islander young people, LGBTIQ young people, refugees and migrants and others who can be marginalised such as young people with disabilities. Active participation and employment of young people from diverse backgrounds are essential. These programs also need to challenge gendered inequality and the compounding impact of structural inequalities based on race, class, sexual identity and other factors. There are also significant differences in the needs and experience of children and young people living in regional and remote areas of Australia, which should be investigated and applied to the existing model of R4Respect.

Implications for policy development

The main issues arising from this research that relate to future policy development include:

- The need for RRE peer-educator programs to promote gender-based frameworks for analysis and practice that focus on the intersecting forms of discrimination and oppression which contribute to the gendered drivers of violence.
- To actualise the policy rhetoric of “youth voice”, youth participation in RRE and VAW prevention, innovation like youth peer-to-peer education is worthy of policy, program and financial support by governments in all jurisdictions.
- Governments to consider supporting the widespread implementation of respectful relationships education and resourcing for schools and community organisations to increase their ability to embed RRE in their schools/organisations.

Implications for research

Program evaluation: It is challenging to measure the short and enduring impact of RRE programs, including peer-to-peer programs. As recommended by Stanley et al. (2015, p. 168) there is a need for the “...development of a tool agreed by both stakeholders and researchers to evaluate outcomes and process in these interventions”. In addition, given the lack of research tools that measure the impact of the peer-to-peer delivery in RRE from the perspective of the youth participants, the further development of these would be useful in advancing this area of research and activity.

Building the research skills of young people: The action research and youth participation methods of this research have enabled the young people involved in R4Respect to develop more experience of research and the value of evidence. It was motivating for them to receive constructive feedback and positive results on the impact of their work, and to apply this into their program as the research progressed. These youth participatory methods have merit in future research aimed at engaging young people.

Limitations of the research and suggestions for future research

Three main limitations of this research are raised in this section with the aim being that they may be improved upon in any future research of this kind. These are:

1. a small sample size that limits the generalisability of the findings;
 2. challenges in engaging young people as participants in Darwin; and
 3. challenges in meeting the participation and research skills development objectives of the youth participation approach.
- Improved methods to capture the change in awareness, attitudes and actions among young people over time.
 - Improved tools to measure peer-to-peer education. The five items included in the post-workshop survey were developed as part of the action research process with the input of the YRG. A most robust, replicable tool would be helpful for future research.
 - More effective ways, including remuneration, to more fully engage and upskill young people in participatory research of this kind.

The research comprised a non-representative sample of young people for the quantitative survey (n=86 pre-workshop; n=80 post-workshop) and a relatively small sample of young people (n=5) and educational stakeholders (n=10) from two states in the qualitative phase. This limits the generalisability of the findings to the wider population of young people. The partner organisation, Ruby Gaea had difficulty accessing young people as participants in the research. This reduced the sample size for the Darwin sessions and limited the capacity of the research to explore cultural and geographic comparison between Darwin and Logan. There were also some challenges in maintaining the active participation of more than 2-3 young people in the YRG. Those that participated actively were employed as casual staff with R4Respect. It was evident that young people in the R4Respect team have competing demands with work, study and the need to gain income.

A positive feature of the research was the use of mixed methods and a process of critical reflection with the R4Respect team through an action research approach. The thoughtful responses by all participants have enabled the research team, including the YRG members, to reflect and identify strengths and limitations of the peer-to-peer respectful relationships model of R4Respect; how it can be improved and how it might usefully be replicated in other organisations or regions. Future research examining the strength of R4Respect (or related programs) to deliver high quality educational outcomes on RRE should include:

- A longitudinal study on outcomes for youth participants following engagement with peer programs, like R4Respect. This will be most useful if the programs can be embedded in whole of school RRE strategies, rather than a one-off.

Conclusion

This research has occurred at a time of unprecedented national effort to reduce gender-based violence. It has coincided with a period in 2018 of alarmingly high rates of reported murders of women at the hands of their former or current partners. The Counting Dead Women Australia researchers of Destroy the Joint reported that 63 women had been murdered as at November 22, 2018 — the majority of women killed by a man known to them (<https://www.facebook.com/notes/destroy-the-joint/counting-dead-women-australia-2018-we-count-every-known-death-due-to-violence-ag/2089144124466654/>). There continues to be resounding calls and activism directed at men to take responsibility for male violence and toxic masculinity that underpins gender-based violence (<https://www.whiteribbon.org.au/>).

The broader call, in fact, is for all people, including young people to do something, to take action to end gender-based violence. The Stop it at the Start campaign is a major national communications campaign aimed at the prevention of DFV (<https://www.respect.gov.au/>). The young people leading R4Respect are determined in their efforts to do something. This research provides an impetus for the R4Respect team and YFS as its “mothership” (the initiator and auspice) to be inspired to learn and grow from this research process and its findings.

This research occurred just prior to the launch of the [2017 National Community Attitudes towards Violence against Women Survey](#) (NCAS) (Webster et al., 2018) findings. The NCAS findings will provide a new benchmark of attitudes that can guide how and where educational activities and community-wide communication campaigns can be most effectively targeted into the future.

It is likely that the NCAS 2018 findings will reaffirm the importance of young people remaining as high priority targets for change in attitudes, values and behaviours. Young people must also be leaders in change efforts. This research provides further evidence to elevate the importance and capacity of the young as agents of change in the prevention of VAW — as influencers of gender equality and respectful relationships. The main findings that support the role of young people in R4Respect as peer educators and influencers are:

- The young participants showed that the R4Respect peer education model had a positive influence on their attitudes to respect in relationships and what crosses the line into harm — 84 percent of the participants stated that young people leading the learning helped them better understand what is okay and what crosses the line into harm.
- The young participants and stakeholders reported favourably on the relatability and passion of the peer educators, and they had confidence in the skills and knowledge of the peer educators.

It is a significant concern, however, that too many young men view themselves as superior to women. It is apparent that peer-to-peer education models have an important role to play in amplifying the “youth voice” in respectful relationships education, and in complementing and supporting the more systematised responses to RRE within whole of school and whole of community strategies to RRE that are emerging.

To create enduring impact programs like R4Respect, will require a whole new level of capacity building. Building greater capacity among young people will require:

- replication of the youth participation and peer-to-peer models;
- increased responsiveness to the diversity of young people;
- consistent funding, recruiting and supporting young men and women; and
- an ongoing commitment to learning and research.

It can also be helpful to establish models like R4Respect in which peer-to-peer education is one pillar in:

1. an ongoing program of action by young people to counter violence in relationships; and
2. a whole of school/whole of community RRE strategy.

This research has provided impetus for the R4Respect team to grow and develop peer-to-peer RRE models as a way for young people to do something that actively engages young people in change on an issue of global significance.

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Appendix A.

Post-workshop survey of youth participants

The pre-test survey is not included in the appendix as it is the same survey without the Part 1 Statements 1.1 to 1.7. Based on peer review feedback of this report, it is also acknowledged that it is important to correct the inconsistent use of terms in these survey tools (men and women, guys and girls) in any future adaptations or use of these surveys.



Young people as agents of change in preventing violence against women
Griffith University No: 2018/206

Survey for Young People

AFTER

We want to know what you think.

This is a survey about *your* opinions, *your* beliefs **after** the R4Respect workshop. Please answer all questions based on what you think and believe, not what others may expect you to think.

Why is the survey being done?

This survey will assess your views on what is aggression and harm in relationships and what is and is not acceptable. You will also be asked your views on the young people leading the peer to peer program.

Your answers are confidential

Your individual answers are confidential and anonymous. This means you will not be able to be identified in the results of the project. We will, however, summarise responses across the survey to report on the overall results.

About you

0.1. How old are you?

0.2. What is your gender?

0.3. What is your cultural background?

PART ONE: Your views on young people leading the program

1.1. It is helpful to have young people to lead the learning on respectful relationships.

Strongly Agree

Agree

Unsure

Disagree

Strongly Disagree

1.2. The young people leading the learning knew what they were talking about.

Strongly Agree Agree Unsure Disagree Strongly Disagree

1.3. The young people leading the learning helped me better understand what is ok and what crosses the line into harm.

Strongly Agree Agree Unsure Disagree Strongly Disagree

1.4. Things I learnt in the program will help me to act with greater respect in future.

Strongly Agree Agree Unsure Disagree Strongly Disagree

1.5. I prefer teachers to lead this kind of education, not young people.

Strongly Agree Agree Unsure Disagree Strongly Disagree

1.6. The animation "Don't be a Bad Apple" is a good way to get the message about respect to young people.

Strongly Agree Agree Unsure Disagree Strongly Disagree

PART TWO: Have your say

Please read these questions carefully and tick the response that describes you

2.1. I solve disagreements peacefully.

Strongly Agree Agree Unsure Disagree Strongly Disagree

2.2. I behave respectfully towards my girlfriend/boyfriend/friends.

Strongly Agree Agree Unsure Disagree Strongly Disagree

2.3. I recognise when a friendship or relationship is unsafe or dangerous.

Strongly Agree Agree Unsure Disagree Strongly Disagree

2.4. I talk openly about what physical affection/intimacy I am comfortable with.

Strongly Agree Agree Unsure Disagree Strongly Disagree

2.5. I can approach or interrupt someone who is being unsafe or dangerous towards their friend or partner in person or online.

Strongly Agree
 Agree
 Unsure
 Disagree
 Strongly Disagree

2.6. I can remove myself from a person or partner who could cause physical or emotional harm to me.

Strongly Agree
 Agree
 Unsure
 Disagree
 Strongly Disagree

2.7. I know that there is a clear line between what is ok behaviour and what is harmful behaviour.

Strongly Agree
 Agree
 Unsure
 Disagree
 Strongly Disagree

PART THREE: Please let us know what you think about the statements below:

3.1. If a guy hits a girl he really likes because he is jealous, it shows how much he likes her.

Strongly Agree
 Agree
 Unsure
 Disagree
 Strongly Disagree

3.2. It's ok for a guy to hit out if he has been made to look stupid in front of his mates.

Strongly Agree
 Agree
 Unsure
 Disagree
 Strongly Disagree

3.3. It's ok to put pressure on someone to have sex.

Strongly Agree
 Agree
 Unsure
 Disagree
 Strongly Disagree

3.4. It's ok to physically force someone to have sex.

Strongly Agree
 Agree
 Unsure
 Disagree
 Strongly Disagree

3.5. Men should take control in relationships.

Strongly Agree
 Agree
 Unsure
 Disagree
 Strongly Disagree

3.6. Men should be the 'head' of the household.

Strongly Agree
 Agree
 Unsure
 Disagree
 Strongly Disagree

3.7. Men are better at more things than women are, overall.

Strongly Agree
 Agree
 Unsure
 Disagree
 Strongly Disagree

3.8. These days guys realise that girls are their equals.



Strongly Agree



Agree



Unsure



Disagree



Strongly Disagree

You are nearly finished...

3.9. Tell us how you think this program could be improved.

Thanks for taking part!

Appendix B.

Six week follow-up survey for youth participants



BUILDING INDEPENDENCE & PARTICIPATION



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Young people as agents of change in preventing violence against women
Griffith University No: 2018/206

Follow-up Survey for Young People

We want to know what you think.

Last term you did respectful relationships education sessions with the R4Respect team. We want to know if this information has since been helpful for you.

Your answers are confidential

Your individual answers are confidential and anonymous. This means you will not be able to be identified in the results of the project.

How old are you?

Gender

What is your cultural background?

Since the R4Respect workshop last term...

1. I have used the information from the R4Respect session.

Not at all

Sometimes

Many times

2. I have helped others based on the information in the R4Respect session.

Not at all

Sometimes

Many times

3. I have helped myself based on the information in the R4Respect session.

Not at all

Sometimes

Many times

4. I will use this information from the R4Respect session in the future.

Not at all

Sometimes

Many times

5. More sessions on R4Respect would be helpful to me.

Yes

No

6. Please give us your ideas or examples on how the R4Respect information is useful to you.

Appendix C.

R4Respect Educational Program Outline for ANROWS research

R4Respect Session Outline

The two Logan schools chose two distinct timetabling arrangements for the R4Respect peer educators to deliver the R4Respect program. At one school the program was 4 x 1 hour sessions, at the other 2 x 2 hour sessions were conducted.

The program outline below provides an overview of content and activities presented during the R4Respect educational sessions. The peer educators adapted the content for use in each session based on available time and responsiveness of youth participants. The program included information, activities and audio-visual resources from: Don't Be a Bad Apple (R4Respect, 2018 available at <https://www.anrows.org.au/dont-be-a-bad-apple-youth-generated-animated-clips-to-counter-domestic-violence/>), The Line (<https://www.theline.org.au/interactive-videos>) and other respectful relationships education programs. The information, resources and activities all seek to better inform young people of the:

- dynamics of domestic and family violence;
- coercive and controlling pattern of behaviour that commonly underpins gender-based violence (for example use of the Power and Control Wheel, Domestic Abuse Intervention Project is the basis of this activity); and
- helpful services that are available.

R4Respect Program Outline - Session 1 (2 hours)

Activity name	Purpose for participants	Time	Materials
Introductions Ground rules Gender framework and values of R4Respect	Aim 1) To introduce facilitators/program to participants 2) To establish group agreement and a safe space 3) To explain key messages and values of R4Respect	10 Minutes	PowerPoint slides
The Power and Control Wheel	Aim 1) To explore how an individual in a relationship uses power and control to commit acts of physical or sexual violence. 2) To get participants to think about examples of unhealthy behaviours in relationships.	20 Minutes	- Power and Control Wheel poster adapted from the Power and Control Wheel developed by Domestic Abuse Intervention Project. - Sticky notes and pens.
Where is the Line Video (2 videos)	Aim 1) To show scenarios to participants and get them thinking about what is OK in relationships and what crosses the line.	20 Minutes	Video clips
The Line activity	Aim 1) To explore the concept of the line in relationships. 2) To give participants an opportunity to think about what behaviours are OK and not OK in relationships. 3) To explore and deconstruct attitudes and ideas about sex and sexual assault	20 Minutes	- Masking tape - 'OK' and 'Not Ok' signs
Don't Be a Bad Apple- Control Video	Aim 1) To identify controlling behavior and prompt discussion about how control in a relationship is socially harmful and can even contribute to violence. 2) To explore the harmful consequences of control and coercive behavior within relationships.	10 Minutes	Video clip

R4Respect Session 2 (2 hours)

Activity name	Purpose for participants	Time	Materials
Introductions	Aim	10 Minutes	PowerPoint slides
Ground rules	1) To introduce facilitators/program to participants		
Gender framework and values of R4Respect	2) To establish group agreement and a safe space 3) To explain key messages and values of R4Respect		
'It is what you don't see' video	Aim 1) To explore the concept of family violence 2) To explore the impact of family violence of children and young people 3) To get participants to identify what behavior fall under the power and control wheel	20 Minutes	- Video clip - Power and Control Wheel Poster
Don't Be a Bad Apple-Coercion Video	Aim 1) To prompt discussions amongst participants about the dangers of social pressure, sexual harassment and the responsibility to ensure people feel safe and respected.	10 Minutes	Video clip
Where is the line video-Tom and Beck	Aim 1) To show scenarios to participants and get them thinking about what is OK in relationships and what crosses the line	10 Minutes	Video clip
The Line activity	Aim 1) To explore the concept of the line in relationships. 2) To give participants an opportunity to think about what behaviours are OK and not OK in relationships. 3) To explore and deconstruct attitudes and ideas about sex and sexual assault	20 Minutes	- Masking tape - 'OK' and 'Not Ok' signs
Don't Be a Bad Apple-Stalking Video	Aim 1) To explore what healthy behaviours and attitudes look like after a relationship ends	10 Minutes	Video clip
Don't Be a Bad Apple-Sexting Video	Aim 1) To explore the concept of sexting and get participants to think about the negative consequences of sending, receiving or forwarding sexual images	10 Minutes	Video clip
Don't Be a Bad Apple-Locker room talk Video	Aim 1) To explore the concept of locker room talk and prompt discussion among participants about the harmful effects of locker room talk	10 Minutes	Video clip

Appendix D.

Logan schools' promotion of respectful relationships

Action	State high school , Logan	Catholic college, Logan
Respectful relationships incorporated in curriculum	YES. Respectful relationships embedded in Health and Physical Education (HPE) along with mental health and physical health – junior school curriculum from year 7 to year 10.	YES. Respectful relationships embedded in Health and Physical Education (HPE) and relevant content covered in weekly Personal Development classes for all year levels.
Respect incorporated in school values/ mission/ leadership	YES eg. Make a Difference (MAD) student leadership program	YES, eg. Respect featured in school mission and values
Positive behaviour strategies	Responsible Behaviour Plan/Code for students. Student Support Services Team and School Leadership Team are responsible for standards of positive behaviour and responding to unacceptable behaviour.	Positive Behaviour for Learning (PB4L) helps us to create positive learning environments by developing proactive whole-school systems to define, teach and support appropriate student behaviours.
Invited external organisations to deliver respectful relationships related programs	YES routinely invite external presenters, R4Respect and undergoing White Ribbon accreditation.	YES routinely invite external presenters and have four year 12 R4Respect Youth Ambassadors.
Professional development for staff	YES eg. White Ribbon Schools program	YES
Parent/carer information on respect mission and educational content	YES via newsletters and invitations to events.	YES via newsletters and invitations to events. PB4L information on bullying and bystander behaviour provided to parents/carers and students.
Visitors/ volunteers to comply with respectful behaviour code.	Blue Card required for volunteers.	Blue Card required for volunteers. Brisbane Catholic Education (BCE) Student Protection/Code of Conduct and online training, featuring values such as: "Treat students, staff and others at the school with dignity, courtesy and respect and avoid behaviour which might be offensive or obscene or which may amount to bullying, sexual harassment, discrimination or abuse"
Extra-curricular respectful education opportunities for students	YES eg. White Ribbon training for sports excellence students	YES eg. R4Respect Youth Ambassadors from Year 12 cohort.

Appendix E.

Comprehensive data analysis report – quantitative survey methods

The research team generated Excel reports to enable statistical comparisons between pre-workshop (before) and post-workshop (after) responses, as well as a report on the views of the peer education model. The main variables used to obtain comparative data tables from the *Survey Monkey* reports were each statement analysed separately by before and after, then by gender. A separate analysis was completed for Darwin and the Logan data to elicit location specific differences. The Darwin sample was small with no significant differences identified — most reporting is therefore an aggregate of all

youth participants. Following separate Darwin and Logan analyses of the peer-to-peer education model, the quantitative analysis was categorised by the following themes: attitudes to harmful behaviour, attitudes to gendered behaviour and equality and existing or perceived future actions or behaviours as a result of engaging in the R4Respect workshops. Follow-up surveys were distributed 6 weeks after program delivery in Darwin and Logan. The results revealed promising indicators for impact on young people and their peers.

Participants – Demographic Information

Total surveyed pre- and post-workshop			
Number of young people/students	Darwin	Logan Schools	Total
Pre-workshop	5	81	86
Post-workshop	5	75	80
Six week follow -up	5	70	75

Logan Data Analysis (pre-workshop n=81)

Gender	Numbers	Percentage (%)
Male	45	56%
Female	36	44%
Total	81	100%

Most common cultural backgrounds

Cultural background		
	<i>Before</i>	<i>After</i>
<i>Australian</i>	8	9
<i>Māori</i>	8	5
<i>I don't have one</i>	6	1
<i>Samoa</i>	6	6
<i>Hmong</i>	5	4
<i>Cambodian</i>	4	3
<i>Iraq</i>	4	0
<i>Cook Island</i>	3	2
<i>Filipino</i>	3	3
<i>Aboriginal</i>	2	4

Note: not all participants provided a response to this question

Peer to peer education (Logan data only n=75)

It is helpful to have young people to lead the learning on respectful relationships				
<i>Strongly agree</i>	<i>Agree</i>	<i>Unsure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
62%	30%	7%	1%	0%
92%			1%	
The young people leading the learning knew what they were talking about				
<i>Strongly agree</i>	<i>Agree</i>	<i>Unsure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
53%	37%	8%	1%	0%
90%			1%	
The young people leading the learning helped me better understand what is ok and what crosses the line into harm				
<i>Strongly agree</i>	<i>Agree</i>	<i>Unsure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
55%	29%	11%	3%	3%
84%			5%	
Things I learnt in the program will help me to act with greater respect in future				
<i>Strongly agree</i>	<i>Agree</i>	<i>Unsure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
53%	32%	8%	3%	4%
85%			7%	
I prefer teachers to lead this kind of education, not young people				
<i>Strongly agree</i>	<i>Agree</i>	<i>Unsure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
3%	7%	19%	36%	36%
10%			72%	
The animation "Don't be a Bad Apple" helped me to better understand how actions can be harmful				
<i>Strongly agree</i>	<i>Agree</i>	<i>Unsure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
37%	40%	18%	5%	0%
77%			5%	
The animation "Don't be a Bad Apple" is a good way to get the message about respect to young people				
<i>Strongly agree</i>	<i>Agree</i>	<i>Unsure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
42%	40%	14%	3%	1%
82%			4%	

Note: rounding of figures may lead to a 1-2% variation from 100%.

Examining difference between before and after surveys (all locations n=86 before and n=80 after)

Statements assessing attitudes to harmful behaviour

I solve disagreements peacefully			
	Before	After	Change
Strongly agree	7%	19%	+12%
Agree	50%	49%	-1%
Unsure	29%	21%	-8%
Disagree	11%	11%	0%
Strongly disagree	4%	0%	-4%
I talk openly about what physical affection/intimacy I am comfortable with			
	Before	After	Change
Strongly agree	13%	21%	+8%
Agree	51%	51%	0%
Unsure	25%	21%	-4%
Disagree	6%	6%	0%
Strongly disagree	5%	1%	-4%
It's okay to put pressure on someone to have sex			
	Before	After	Change
Strongly agree	1%	1%	0%
Agree	0%	0%	0%
Unsure	10%	6%	-4%
Disagree	10%	6%	-4%
Strongly disagree	80%	86%	+6%
It's ok to physically force someone to have sex			
	Before	After	Change
Strongly agree	5%	3%	-2%
Agree	0%	4%	+4%
Unsure	8%	3%	-5%
Disagree	5%	5%	0%
Strongly disagree	82%	86%	+4%
I know that there is a clear line between what is ok behaviour and what is harmful behaviour			
	Before	After	Change
Strongly agree	38%	50%	+12%
Agree	49%	41%	-8%
Unsure	12%	6%	-6%
Disagree	1%	1%	0%
Strongly disagree	0%	1%	+1%

Note: rounding of figures may lead to a 1-2% variation from 100%.

Statements assessing attitudes to gendered behaviour and gender equality (all locations n=86 before and n=80 after)

I behave respectfully towards my girlfriend/boyfriend/friends		
Male	Before Percentage (%)	After Percentage (%)
Strongly agree	63%	66%
Agree	30%	26%
Unsure	7%	9%
Disagree	0%	0%
Strongly disagree	0%	0%
Female	Before Percentage (%)	After Percentage (%)
Strongly agree	37%	59%
Agree	34%	35%
Unsure	29%	5%
Disagree	0%	0%
Strongly disagree	0%	0%
If a guy hits a girl he really likes because he is jealous, it shows how much he likes her		
Male	Before Percentage (%)	After Percentage (%)
Strongly agree	5%	8%
Agree	2%	6%
Unsure	23%	8%
Disagree	26%	25%
Strongly disagree	44%	53%
Female	Before Percentage (%)	After Percentage (%)
Strongly agree	5%	0%
Agree	7%	3%
Unsure	5%	5%
Disagree	22%	8%
Strongly disagree	61%	84%
It's ok for a guy to hit out if he has been made to look stupid in front of his mates		
Male	Before Percentage (%)	After Percentage (%)
Strongly agree	2%	0%
Agree	5%	0%
Unsure	14%	14%
Disagree	49%	25%
Strongly disagree	30%	61%
Female	Before Percentage (%)	After Percentage (%)
Strongly agree	0%	0%
Agree	2%	0%
Unsure	20%	5%
Disagree	34%	21%
Strongly disagree	44%	74%

Statements assessing attitudes to gendered behaviour and gender equality (all locations n=86 before and n=80 after)
(cont...)

Men should take control in relationships		
<i>Male</i>	<i>Before</i> Percentage (%)	<i>After</i> Percentage (%)
Strongly agree	2%	6%
Agree	12%	6%
Unsure	30%	29%
Disagree	33%	37%
Strongly disagree	23%	23%
<i>Female</i>	<i>Before</i> Percentage (%)	<i>After</i> Percentage (%)
Strongly agree	0%	0%
Agree	2%	3%
Unsure	29%	14%
Disagree	20%	35%
Strongly disagree	49%	49%
Men should be the 'head' of the household		
<i>Male</i>	<i>Before</i> Percentage (%)	<i>After</i> Percentage (%)
Strongly agree	7%	9%
Agree	21%	14%
Unsure	23%	14%
Disagree	28%	40%
Strongly disagree	21%	23%
<i>Female</i>	<i>Before</i> Percentage (%)	<i>After</i> Percentage (%)
Strongly agree	0%	0%
Agree	5%	3%
Unsure	20%	22%
Disagree	32%	24%
Strongly disagree	44%	51%
Men are better at more things than women are, in general		
<i>Male</i>	<i>Before</i> Percentage (%)	<i>After</i> Percentage (%)
Strongly agree	2%	3%
Agree	5%	17%
Unsure	28%	26%
Disagree	40%	34%
Strongly disagree	26%	20%
<i>Female</i>	<i>Before</i> Percentage (%)	<i>After</i> Percentage (%)
Strongly agree	0%	0%
Agree	5%	0%
Unsure	7%	14%
Disagree	22%	24%
Strongly disagree	66%	62%

Statements assessing attitudes to gendered behaviour and gender equality (all locations n=86 before and n=80 after)
(cont...)

These days guys realise that girls are their equals		
<i>Male</i>	<i>Before Percentage (%)</i>	<i>After Percentage (%)</i>
Strongly agree	9%	9%
Agree	42%	37%
Unsure	42%	46%
Disagree	5%	3%
Strongly disagree	2%	6%
<i>Female</i>	<i>Before Percentage (%)</i>	<i>After Percentage (%)</i>
Strongly agree	2%	5%
Agree	22%	30%
Unsure	37%	30%
Disagree	34%	35%
Strongly disagree	5%	0%

Note: rounding of figures may lead to a 1-2% variation from 100%.

Statements assessing actions - all locations n=86 before and n=80 after

I can approach or interrupt someone who is being unsafe or dangerous towards their friend or partner, in person or online		
Male	Before Percentage (%)	After Percentage (%)
Strongly agree	19%	11%
Agree	60%	67%
Unsure	19%	22%
Disagree	2%	0%
Strongly disagree	0%	0%
Female	Before Percentage (%)	After Percentage (%)
Strongly agree	29%	34%
Agree	39%	39%
Unsure	27%	24%
Disagree	5%	3%
Strongly disagree	0%	0%
I can remove myself from a person or partner who could cause physical or emotional harm to me		
Male	Before Percentage (%)	After Percentage (%)
Strongly agree	23%	36%
Agree	49%	56%
Unsure	23%	8%
Disagree	2%	0%
Strongly disagree	2%	0%
Female	Before Percentage (%)	After Percentage (%)
Strongly agree	39%	39%
Agree	24%	39%
Unsure	27%	18%
Disagree	7%	3%
Strongly disagree	2%	0%
I recognise when a friendship or relationship is unsafe or dangerous		
Male	Before Percentage (%)	After Percentage (%)
Strongly agree	23%	44%
Agree	63%	39%
Unsure	9%	17%
Disagree	2%	0%
Strongly disagree	2%	0%
Female	Before Percentage (%)	After Percentage (%)
Strongly agree	27%	50%
Agree	59%	42%
Unsure	12%	8%
Disagree	2%	0%
Strongly disagree	0%	0%

Note: rounding of figures may lead to a 1-2% variation from 100%.

Darwin data analysis (n=5)

Age	
	Percentage (%)
<i>Under 15</i>	0%
<i>15-17</i>	20%
<i>18-25</i>	80%

Gender		
	No.	Percentage (%)
<i>Male</i>	0	0%
<i>Female</i>	5	100%
<i>Other</i>	0	0%
<i>Total</i>	5	100%

Cultural background	
	Percentage (%)
<i>Australian</i>	40%
<i>Aboriginal/Māori</i>	20%
<i>Philippines</i>	20%
<i>None</i>	20%

Statements related to impact of peer-to-peer education

It is helpful to have young people to lead the learning on respectful relationships				
<i>Strongly agree</i>	<i>Agree</i>	<i>Unsure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
80%	20%	0%	0%	0%
The young people leading the learning knew what they were talking about				
<i>Strongly agree</i>	<i>Agree</i>	<i>Unsure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
60%	40%	0%	0%	0%
The young people leading the learning helped me better understand what is ok and what crosses the line into harm				
<i>Strongly agree</i>	<i>Agree</i>	<i>Unsure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
80%	20%	0%	0%	0%
Things I learnt in the program will help me to act with greater respect in future				
<i>Strongly agree</i>	<i>Agree</i>	<i>Unsure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
80%	20%	0%	0%	0%
I prefer teachers to lead this kind of education, not young people				
<i>Strongly agree</i>	<i>Agree</i>	<i>Unsure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
0%	0%	40%	20%	40%
The animation "Don't be a Bad Apple" helped me to better understand how actions can be harmful				
<i>Strongly agree</i>	<i>Agree</i>	<i>Unsure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
20%	80%	0%	0%	0%
The animation "Don't be a Bad Apple" is a good way to get the message about respect to young people				
<i>Strongly agree</i>	<i>Agree</i>	<i>Unsure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
40%	60%	0%	0%	0%

Darwin pre/post analysis

I solve disagreements peacefully				
	<i>Before</i>	<i>After</i>	<i>Change</i>	
Strongly agree	0%	20%	+20%	
Agree	60%	60%	0%	
Unsure	20%	20%	0%	
Disagree	20%	0%	-20%	
Strongly disagree	0%	0%	0%	
I behave respectfully towards my girlfriend/boyfriend				
	<i>Before</i>	<i>After</i>	<i>Change</i>	
Strongly agree	80%	60%	-20%	
Agree	20%	40%	+20%	
Unsure	0%	0%	0%	
Disagree	0%	0%	0%	
Strongly disagree	0%	0%	0%	
I recognise when a friendship or relationship is unsafe or dangerous				
	<i>Before</i>	<i>After</i>	<i>Change</i>	
Strongly agree	40%	40%	0%	
Agree	60%	60%	0%	
Unsure	0%	0%	0%	
Disagree	0%	0%	0%	
Strongly disagree	0%	0%	0%	
I talk openly about what physical affection/intimacy I am comfortable with				
	<i>Before</i>	<i>After</i>	<i>Change (%)</i>	
Strongly agree	20%	0%	-20%	
Agree	60%	80%	+20%	
Unsure	0%	0%	0%	
Disagree	0%	20%	+20%	
Strongly disagree	20%	0%	-20%	
I can approach or interrupt someone who is being unsafe or dangerous towards their friend or partner in person or online				
	<i>Before</i>	<i>After</i>	<i>Change</i>	
Strongly agree	20%	0%	-20%	
Agree	80%	80%	0%	
Unsure	0%	20%	+20%	
Disagree	0%	0%	0%	
Strongly disagree	0%	0%	0%	
I can remove myself from a person or partner who could cause physical or emotional harm to me				
	<i>Before</i>	<i>After</i>	<i>Change</i>	
Strongly agree	40%	20%	-20%	
Agree	20%	80%	+60%	
Unsure	40%	0%	-40%	
Disagree	0%	0%	0%	
Strongly disagree	0%	0%	0%	

Darwin pre/post analysis (cont...)

I know that there is a clear line between what is ok behaviour and what is harmful behaviour				
	<i>Before</i>	<i>After</i>	<i>Change</i>	
Strongly agree	40%	40%	0%	
Agree	60%	60%	0%	
Unsure	0%	0%	0%	
Disagree	0%	0%	0%	
Strongly disagree	0%	0%	0%	
If a guy hits a girl he really likes because he is jealous, it shows how much he likes her				
	<i>Before</i>	<i>After</i>	<i>Change</i>	
Strongly agree	0%	0%	0%	
Agree	0%	0%	0%	
Unsure	0%	0%	0%	
Disagree	80%	20%	-60%	
Strongly disagree	20%	80%	+60%	
It's ok for a guy to hit out if he has been made to look stupid in front of his mates				
	<i>Before</i>	<i>After</i>	<i>Change</i>	
Strongly agree	0%	0%	0%	
Agree	0%	0%	0%	
Unsure	0%	0%	0%	
Disagree	40%	0%	-40%	
Strongly disagree	60%	100%	+40%	
It's ok to put pressure on someone to have sex				
	<i>Before</i>	<i>After</i>	<i>Change</i>	
Strongly agree	20%	0%	0%	
Agree	0%	0%	0%	
Unsure	0%	0%	0%	
Disagree	0%	0%	0%	
Strongly disagree	80%	100%	+20	
It's ok to physically force someone to have sex				
	<i>Before</i>	<i>After</i>	<i>Change</i>	
Strongly agree	80%	20%	-60%	
Agree	0%	0%	0%	
Unsure	0%	0%	0%	
Disagree	0%	20%	+20%	
Strongly disagree	20%	60%	+40%	
Men should take control in relationships				
	<i>Before</i>	<i>After</i>	<i>Change</i>	
Strongly agree	0%	0%	0%	
Agree	0%	20%	+20%	
Unsure	20%	0%	-20%	
Disagree	40%	40%	0%	
Strongly disagree	40%	40%	0%	

Darwin pre/post analysis (cont...)

Men should be the 'head' of the household				
	<i>Before</i>	<i>After</i>	<i>Change</i>	
Strongly agree	0%	0%	0%	
Agree	0%	0%	0%	
Unsure	0%	20%	+20%	
Disagree	60%	40%	-20%	
Strongly disagree	40%	40%	0%	
Men are better at more things than women are, overall				
	<i>Before</i>	<i>After</i>	<i>Change</i>	
Strongly agree	0%	0%	0%	
Agree	0%	0%	0%	
Unsure	0%	20%	+20%	
Disagree	60%	40%	-20%	
Strongly disagree	40%	40%	0%	
These days, guys realise that girls are their equals				
	<i>Before</i>	<i>After</i>	<i>Change</i>	
Strongly agree	20%	20%	0%	
Agree	60%	60%	0%	
Unsure	20%	20%	0%	
Disagree	0%	0%	0%	
Strongly disagree	0%	0%	0%	

Six week follow-up data analysis

Darwin - Six week follow-up data analysis (n=5)

I have used the information from the R4Respect session			
	<i>Answer Choices</i>	<i>Responses</i>	
	Not at all	0%	0
	Sometimes	80%	4
	Many times	20%	1
I have helped others based on the information in the R4Respect session			
	<i>Answer Choices</i>	<i>Responses</i>	
	Not at all	0%	0
	Sometimes	80%	4
	Many times	20%	1
I have helped myself based on the information in the R4Respect session			
	<i>Answer Choices</i>	<i>Responses</i>	
	Not at all	0%	0
	Sometimes	60%	3
	Many times	40%	2
I will use this information from the R4Respect session in the future			
	<i>Answer Choices</i>	<i>Responses</i>	
	Not at all	0%	0
	Sometimes	60%	3
	Many times	40%	2
More sessions on R4Respect would be helpful to me			
	<i>Answer Choices</i>	<i>Responses</i>	
	Yes	100%	5
	No	0%	0

Six week follow-up – Logan (n=70)

I have used the information from the R4Respect session			
	<i>Answer Choices</i>	<i>Responses</i>	
	Not at all	16%	11
	Sometimes	63%	44
	Many times	21%	15
I have helped others based on the information in the R4Respect session			
	<i>Answer Choices</i>	<i>Responses</i>	
	Not at all	19%	13
	Sometimes	59%	41
	Many times	23%	16
I have helped myself based on the information in the R4Respect session			
	<i>Answer Choices</i>	<i>Responses</i>	
	Not at all	20%	14
	Sometimes	56%	39
	Many times	24%	17
I will use this information from the R4Respect session in the future			
	<i>Answer Choices</i>	<i>Responses</i>	
	Not at all	7%	5
	Sometimes	50%	35
	Many times	43%	30
More sessions on R4Respect would be helpful to me			
	<i>Answer Choices</i>	<i>Responses</i>	
	Yes	70%	48
	No	30%	21

Note: rounding of figures may lead to a 1-2% variation from 100%.

Appendix F.

Focus group with the R4Respect team after completion of the field visits - Summary.

Conducted by Elizabeth Cannon, Honours student School of Human Services and Social Work, Griffith University. 12 September 2018 at YFS Ltd. Slacks Creek

Strengths of the peer education model

- Making it 'real' for the students/participants is the strength of peer-to-peer education.
- Empowering students to start their own journey of learning and helping to make things clearer between presenters and students as positive role models. "We are not teachers, we're mentors".

What makes us different

- We interact, we converse, we related well, we don't want to be seen as a teacher or person of authority.
- Changing your language to suit the audience – sort of, we are already using our own terms which they're already familiar with, main point of it being led by young people.
- Gender of presenters/peer educators important, it's important to have balance.
- Inclusion of team in research design, workshop design: bringing our own experience of relationships, and being very recently out of school.
- Best interactive activities were the line – okay/not okay activity as it begins discussions. The Line is empowering, it gives young people the opportunity to put out their own opinion and helps them challenge their own views and the views of their peers.
- Delivery: we feel it's clear, we have done a lot of training, sometimes we are put on the spot, tricky when some youth educators are very passionate.
- DBABA a good conversation starter, a soft-entry point, reflecting on what they'd do if they were bystanders, reflect on when they could use the scenarios and apply them to their own life.

Areas for improvement

- Need more hard-hitting content and need to be clearer on legislation around consent and child pornography, needs its own slide so they can see it plain and clear.
- Getting feedback or questions after the session makes me feel like they understood or got something out of the workshops, shows they were listening.
- Make use of gender of presenters, for example, locker room talk, important for a male presenter/leader to raise this as an issue as he will have more personal perspective, and same for female presenters on issues or occurrences which happen to girls and women.
- A good strategy from presenters/educators: repeating back what they have said and asking for confirmation so the students have time to adjust or correct what they believe.

What I'm learning about myself

- Young people being the change, don't have to wait for adults to make change.
- It's a constant learning process.
- New group of students means a new opportunity for learning both ways.

Appendix G.

Researcher critical reflections on the research process

Karen Struthers and Natalie Parmenter as the primary researchers documented their reflections on the process. These reflections were raised with the YRG and peer educators, research partner and stakeholders (as required) through the research process. A summary of these reflections is listed below.

The main issues of interest:

- Obtaining optimum gender balance and gender framework amongst the R4Respect peer educators.
- Strengths and limitations observed in the delivery of the workshops.
- The influence the researchers had on the peer educators' delivery of the content.

1. Codes (key words and concepts) extracted from interview data and summarised in three headings.

Value of Program	Peer Model	Improvements and Impact
<ul style="list-style-type: none"> • Respect is important • YP 'blur the line' • Sexting, bullying a problem • Consent needs to be clear • Do cool, rather than right • Poor role models at home • Engaged well, not disruptive • Cultural diversity good • Male presenters • YP views encouraged • Challenging male behaviour • Gender equality • Reinforces Yr 9 HPE • Complements curricula • Nationally recognised need 	<ul style="list-style-type: none"> • Passionate • Relatable • Diverse • Challenging • Safe • What is a peer? • Avoid ambiguity • Videos good • Good activities • Encourage, not tell YP • Complements school programs • Not superior to teacher-led • Complex content • Need training • Gender analysis important 	<ul style="list-style-type: none"> • Hard to know impact • Pitch to younger children • School disruption not helpful (timetabling) • Embed programs, not 'bolt-on' • Rehearse presentation • Recommend R4R • Maintain quality • Training • Keep diversity • Research is important

2. Main themes – identified and categorised

- It's important for young people to help peers understand respect and the line between care and control.
- Peer-to-peer delivery method engages students – they feel safe to talk up and conversations are making a difference for students.
- Positive points of difference between R4Respect and related programs — students engaging well, not disruptive.
- “There's a need to teach men to be a different sort of man.”
- Cultural diversity in peer educators is helpful — it makes educators relatable.
- Year 10 (aged 14-15 years) is a good age to pitch the program, but need to reach children in early years.
- Difficult to measure impact but learning is needed on respect, consent and gender.
- More useful to embed this kind of program in schools — it complements, it is not superior to teacher-led delivery.

Appendix H.

Program logic -

R4Respect 2018

R4Respect Primary Goals:

Young people effective as agents of change in preventing inter-personal violence (IPV)

Young people improve attitudes to respect and equality and improve skills in reducing IPV.

Aims and Target Groups	Framework	Strategies	Outcomes and evaluation
<p>Young people aged 17-25 years from diverse backgrounds to lead respectful educational work and social media</p> <p>Young people aged 14-25 years to be primary targets of R4R activities</p> <p>R4R to promote understanding of respectful relationships and "The Line" between respect and harm</p> <p>R4R to help young people to take action and skill-up in preventing IPV</p>	<p>Gender-based analysis of violence consistent with the National Plan</p> <p>Recognise intersection of race, class, culture, gender, sexual identity and disability in compounding impact of violence.</p> <p>Theories of youth participation and social change;</p> <ul style="list-style-type: none"> • young people as assets • social network theory/peer influence 	<p>Train and mentor Youth Ambassadors</p> <p>Train and mentor peer educators</p> <p>Social media strategy</p> <p>Community events</p> <p>Advocacy and influence policy/law reform</p>	<p>Process Evaluation.</p> <p>Outcome 1: High level of participation and up-skilling by young people in R4R</p> <p>Social media metrics and DSS data.</p> <p>Outcome 2: Increasing engagement with young people</p> <p>Average 2 events per week</p> <p>20% annual growth in social media reach.</p> <p>ANROWS Impact research.</p> <p>Outcome 3: Influence awareness and positive attitudes to respect.</p>

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