



**Kidscape National Programme Out and About II:
report on developing monitoring and on evaluation of
ZAP courses**

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28 June 2006

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1. Background

Building on earlier experience, the three-year Out and About II Programme aims to help children and young people stay safe from bullying. The Programme includes face-to-face work with children and young people, training of professionals and Web site development. Internally administered questionnaires and spontaneous feedback suggest that previous work has been successful.

Kidscape wished to have an external, more rigorous evaluation and especially to look carefully at the outcomes which are achieved. They wanted to have evidence of what difference they are making. The evaluation should help development of the services, provide accountability and help with future funding.

The team were also keen to review and strengthen their routine monitoring of their work.

Charities Evaluation Services (CES) was asked to provide both the support for the overhaul of the monitoring systems, and the evaluation, with special attention to outcomes. The focus was on ZAP courses run at Kidscape offices for children and young people, with also some reference to the Web site.

Each ZAP course runs over one day, training and supporting the child to be better able to deal with bullying. There is a separate session for parents so they know what their children are learning, and can help each other. There is further support by e-mail, phone, helpline and written material.

2. Setting up the monitoring system

2.1 Clarifying aims, objectives and intended outcomes of the programme

The overall purpose of the programme was already clearly established as being to help children and young people stay safe from bullying. In order to describe the aims and objectives in detail, and to develop intended outcomes, the team worked with Charities Evaluation Services (CES), using the CES planning model.

The team clarified their overall aim, their specific aims and their activities as follows.

Overall aim

To improve the ability of children in the UK to deal with bullying successfully

Specific aims

- to improve self-confidence

- to increase children's awareness of strategies to prevent bullying
- to empower children to seek appropriate help and support
- to reduce truancy and self-harm
- to use strategies successfully to prevent bullying

Activities (services provided)

- to provide courses for children
- to provide help and support to families
- to provide resources for children, families and professionals
- to provide courses for professionals

From this, the team were able to decide the outcomes (benefits to individuals) which they hoped to achieve for each specific aim. They then went on to decide on how to measure the outcomes (outcome indicators). This is shown in the chart below.

In the chart, the left-hand column shows each of the five specific aims. The middle column shows in more detail what the ZAP courses hope to achieve. The right-hand column shows what was measured (by questionnaire), with the number in square brackets referring to specific questions in the questionnaire about three months after the course (see section three for more information).

Kidscape Out and About II – outcomes and outcome indicators

Revised 23.2.06

Overall aim: to improve the ability of children in the UK to deal with bullying successfully

Specific aim	Outcomes	Outcome Indicators & associated questions
1. To improve self-confidence	feeling more confident improved self-esteem more assertive body language	how far children report feeling more confident [7] and [8] how far children report feeling better about themselves [5] and [6] how far children report using Body Language & Eye Contact [25]
2. To increase children's awareness of strategies to prevent bullying	children use ZAP strategies children create own strategies	how many strategies children report using [25] whether children create own strategies [26] types of strategy created [27]
3. To empower children to seek appropriate help and support	children better able to decide who to approach children approach appropriate people more often	how far children feel able to approach parents, teachers, friends or ChildLine [11] and [12]
4. To reduce truancy and self-harm	increase in school attendance decrease or cessation of self-harm	level of attendance [13] [14] and [15] level of children self harming [20] [21] [23] and [24]
5. To use strategies successfully to prevent bullying	more use of specific strategies decrease in bullying	number and types of strategy reported being used successfully [25] level of bullying [1] [2] and [3]

2.2 Reviewing existing monitoring and evaluation systems and deciding how to collect information in future

The existing system collected information in three ways, as follows.

2.2.1 Pre-course questionnaire

Given to all participants before a course, this provides diagnostic information about the nature and needs of the participant. It was decided that this form fulfils that purpose well, allowing trainers to form compatible groups for courses and to be aware of particular needs and watch points. The form therefore continued in use unchanged.

2.2.2 End of course 'happiness sheet'

The team has experimented with various versions of this simple sheet, designed to show the trainers the state the participant is in before and immediately after the course. It was decided that the latest version will continue in use.

2.2.3 Follow-up questionnaire

The follow-up questionnaire at Kidscape is routinely sent to all parents after their child's course. It was producing some useful information, but did not fully address the need for outcome information. This questionnaire is central in being able to demonstrate how far Kidscape achieves what it sets out to do.

CES and Kidscape therefore worked together to re-formulate the questionnaire so that information is gathered on outcomes in a systematic way. In the matrix on page five above, the numbers in square brackets show how the questions on the questionnaire relate to intended outcomes. Profile data on participants was strengthened by including a question on ethnic origin for the first time.

See appendix one for the amended questionnaire, used for this evaluation and to be used on a continuing basis.

3. Sources of information for the evaluation by CES

The main time period covered in data for the evaluation was 2005. For Web information it was for the period the Web has been running.

3.1 Follow-up questionnaire data

Data for the period January to December 2005 was analysed by Kidscape, showing the outcomes and also a profile of users. See appendix one for the questionnaire.

Parents of all young people who attended one of the one-day ZAP courses run at Kidscape offices in 2005 were asked to complete the follow-up questionnaire, to show how successful it had been for their child. The

questionnaire was sent 2-3 months after the ZAP course. 300 questionnaires were sent and 200 were received completed.

The questionnaire asks about how far the specific aims of the Project (see section 2.1) were met.

3.2 Telephone interviews with parents

CES did telephone interviews with a small random sample (12) of the total of about 300 parents of children who attended a ZAP courses in 2005. See appendix two for the interview schedule.

3.3 Analysis of spontaneous feedback

At the end of each ZAP session, Kidscape invites feedback on attendees' experience and progress. A sample of feedback by e-mail and letter for 2005 was analysed.

3.4 Focus group with staff

A focus group was held with staff. For topic list, see appendix three.

3.5 Analysis of use of the Web

CES was given information on Web hits for the five-year period ending 31.12.05, and information from a survey of Web users from when it started (2002) to the end of 2005.

3.6 Information about campaigning work

Information about campaigning work was provided by Kidscape, for the record, but did not form part of the evaluation.

4. Results

4.1 Results of follow-up questionnaire on ZAP sessions

See appendix five for the protocol describing how the questionnaire information was handled. See appendix six for full analysis.

It should be remembered that the following results were reported two or three months after the ZAP session. They are therefore describing continuing effects in the life of the child some time after the course.

4.1.1 How far the intended outcomes happened

4.1.1.1 Improving self-confidence

Almost everyone (95%) felt confident after the ZAP session, compared to 16% before. Feeling depressed because of bullying decreased from 91% to 19%. Almost everyone (93%) felt better able to deal with bullying. Many successfully used various strategies, such as body language (76%).

4.1.1.2 Increasing children's awareness of strategies to prevent bullying

All the strategies taught in the ZAP course were used subsequently. The percentage of children using each one varied from 41% ('broken record technique' or 'relaxation') to 70% ('fogging' or 'telling someone').

For those who used the various strategies, the average success rate varied between 54% ('broken record technique') and 80% ('fogging').

4.1.1.3 Empowering children to seek appropriate help and support

Many children (78%) felt more able to seek appropriate help and support. Friends and teachers were approached more, and family less, dropping from 75% to 60%.

4.1.1.4 Reducing truancy and self harm

Nearly half of the children (49%) were truanting before because of bullying, and only 5% afterwards. Of this 5%, three-quarters were truanting less. 40% had thought of self harming before, and 8% after. 23% had in fact self-harmed before, and only 5% after, and of this 5%, all were self-harming less.

4.1.1.5 Using strategies successfully to prevent bullying

At the start of the ZAP session, all the children were there because they were experiencing bullying. After the session, 70% were no longer being bullied, and of these, 61% said that ZAP helped. Family support also helped (49%). Of those still being bullied, most were being bullied less.

4.1.2 Profile of users

Gender

42% were female, and 58% male

Ethnic origin

Most children were white (92%). Overall, the profile is similar to that for the UK as a whole.

Region

Most children came from London (24%) or the southeast, but a very few came from a considerable distance, such as Devon or Scotland.

4.2 Results of the telephone interviews with parents

12 parents were selected at random from those families who had used the service in 2005. All agreed to a telephone interview with the CES evaluator. Overall, responses confirmed those in the questionnaires. The interviews also provide examples of how individual children and families benefited.

4.2.1 Confidence

Almost all (92%) parents said their child's confidence improved, and one expected confidence to come later as the child uses the strategies.

Comments included:

- being with children of the same experience, he realised he was not the only one and there is nothing seriously wrong with him
- he got his self-esteem back
- her confidence was absolutely rock bottom -- now she's flying -- walks around the house singing -- believes in herself
- it will probably change the rest of her life
- it turned his life around

4.2.2 Awareness of strategies

All but one of the parents said their child's awareness had increased. One wasn't sure, but subsequently described successful use of the technique of walking away. One commented:

- invaluable techniques, such as holding their head up. Her whole body language is now completely different.

4.2.3 Empowering children to seek appropriate help and support

All but one parent said their child was better able to seek help, and the remaining parent said that while the child is more confident in talking to her mother, she still lacks confidence in approaching the school and people in authority.

4.2.4 Reducing truancy and self harm

Half the parents said this was not applicable for their child. The other half made the following comments:

- my child self harmed before, but never after
- she stopped hitting her head, but this may be because of the change of school
- the threats of self harm stopped
- not applicable to my child, but I've seen it in others
- not applicable, but we got to the ZAP before that stage
- not applicable, but my child's nerves were shot to bits

4.2.5 Using strategies successfully to prevent bullying

All parents felt ZAP had increased their child's ability to deal with bullying.

4.2.6 Parents and families

Effects on parents and families were not specifically asked about as they were not specified as part of the intended outcomes. However, there were spontaneous and heartfelt observations about how ZAP helped not just the

child, but the parents and family. Eight of the 12 parents made comments such as the following:

- wonderful to realise we are not on our own -- a huge difference to all of us
- the whole family was transformed
- I don't know how we would have got through [the bullying] without Kidscape
- I don't know what I'd have done without them -- I was at the end of my tether
- I might have been in the funny farm by now without ZAP

4.2.7 Improvements to the ZAP programme

There were no suggested improvements about the content or presentation of the ZAP session. Suggestions were about extending the reach of ZAP:

- making ZAP better-known
- having a longer day and more time to think
- follow-ups so children can see the difference in others
- get [more] teachers on ZAP
- make ZAP more accessible for those who live a distance from London
- have an interactive bit on the website -- but maybe too expensive

4.2.8 Helping

Parents spontaneously raised the issue of helping in two ways: help that their child was able to give to others, and help that they would like to give to Kidscape, as follows.

- my child was asked to be a mentor for the school, to help others about bullying
- my child told the head she wanted to set up a Kidscape club -- it didn't happen, but it helps the school because it makes staff more aware
- I would give Kidscape a testimonial
- if I could, I would work in their offices

4.3 Results of the analysis of spontaneous feedback on ZAP sessions

4.3.1 Effects of ZAP

All the parents writing or e-mailing to Kidscape wanted to communicate how valuable ZAP had been for their child, and often for themselves as well. They valued meeting other children and parents in similar situations, and some reported various ways in which these contacts were being maintained. They described in detail ways in which the child was progressing following the ZAP course. Sometimes small changes in the behaviour of the child showed parents that an enormous step had been taken:

' He made a decision to get off the bus as we got close to home and went off to visit a friend on his own. How fantastic! He is usually very nervous about going anywhere on his own.'

‘ She certainly managed her homework a lot more easily this weekend.’

‘ He was singing ‘ Oh what a beautiful morning’ this morning before school.’

Correspondence from children very enthusiastic:

‘ I told my mum on the way home that ZAP was the best day of my life.’

‘ I think Kidscape is better than Buckingham Palace and all the other things in London.’

Some parents, although they had found the ZAP course helpful, reported that the family was still experiencing problems, such as a daughter who was too scared to try the techniques she had learned, or a school which was not helpful, and asked for further advice from Kidscape. One mother commented: ‘ It is still too early to assess to what extent my daughter’s ongoing difficulties have been resolved, but at the very least, we both felt very supported and empowered by the course.’

4.3.2 Staff of ZAP

Parents described the staff very warmly, appreciating the understanding, kindness, practical advice and non-judgemental approach. One described the session as ‘healing and cathartic’.

4.3.3 Spreading the word about ZAP

Various parents reported how they, or their child, were spreading the word about ZAP and its strategies to other children and parents, and schools. Some parents sent donations, and some wished there were further ways they could help. One described parents from a ZAP course as ‘a ready-made team of ambassadors’ and wondered how they could be used to promote the work.

4.4 Results of the focus group with staff

Before convening, the focus group had considered the internal report on outcomes data, produced in February 2006 (see appendix six).

4.4.1 General response to the report

4.4.1.1 What was pleasing

- confirmation of great success
- ‘breathtaking’ how much effect one day can have
- hard to believe that ZAP is so successful
- success particularly gratifying because we deal with severe cases (relatively high proportion of autistic spectrum, statemented, dyslexic and dyspraxic children, and those with developmental delay and other medical considerations)
- success particularly gratifying because many participants come in believing the course will not work

4.4.1 What was disappointing

- 30% of children are still being bullied -- but we are dealing with severe cases
- that body language was not more used

4.4.2 What new information do we now have

- the degree to which each individual strategy works
- talking to family decreases -- this is a success because children are taking the load elsewhere

4.4.3 Learning from the report and how it will be used

- which techniques work best -- useful for development of course
- could ask more detail about how children use the strategies
- possible improvements to the questionnaire
- could offer children further support where a technique is difficult without support, e.g. relaxation -- perhaps a downloadable CD
- need to compare profile of users to national profile
- family stress important -- could log more information about parents
- encourage children to use relaxation (it is relatively less used but when used, is very effective)

4.4.4 Points of interest for funders

- the high level of success
- the data underlines link between bullying and truancy and shows there is a considerable reduction of truancy after ZAP; this should be of great interest in education -- schools and all support services can save money

4.4.5 Further information ideally required

- effects on children 3-5 years later
- more detail on how strategies are used
- information on which children come from 'no blame' schools

4.4.6 What it is about the ZAP which leads to the results

- ethos, climate (personality of staff, greeting people, hospitality, reassurance: 'like a warm blanket coming round')
- we are non-judgemental and the children see that they are believed
- holistic approach with both parents and children

For the purpose of ensuring that others can replicate ZAP, staff thought some key elements were:

- investing in the pre-questionnaire to get information and then arranging the right gender/age/ability mix for a group
- every attempt should be made to create a balanced group in terms of numbers of children who have special needs or who self-harm

- adopting a preventative approach, whilst also using some therapeutic activities when working with children who have experienced severe bullying
- the optimum number of participants for a ZAP group is 12 - 14 young people
- providing the child with a new venue and people
- ensuring anonymity and no gossip
- providing a parallel parents meeting
- passion and commitment
- careful attention to the 'meet and greet' phase, to lunch, and to the goodie bags given to the young people at the end of the session

4.4.7 Pre-course questionnaire

- essential in designing makeup of group and course content
- need to review but not urgently

4.4.8 Happiness sheet (questionnaire immediately after ZAP)

- no need to change

4.4.9 Professional development and course development

Beyond the above topics presented by the evaluator, staff spontaneously discussed a wide range of development issues, stimulated by the outcomes data.

4.5 Analysis of Web use

4.5.1 Web hits (see appendix four for full analysis)

The total number of visits to any one page of the Kidscape website, by any one individual, is nearly 3 million. This figure covers the period 2001, when the site opened, to the end of 2005. Every year, there has been an increase in use compared to the previous year. This increase varies from 139% in 2002, when there was a good deal of new material, to 12% in 2003, when there was little new material.

4.5.2 Web survey (see appendix seven for full details)

Since the start of the online survey in 2002, there were 3619 replies by the end of 2005. Replies were most likely to be from a child/young person (34%), followed by a parents (31%). Childcare professionals, teachers and other professionals also used the site to a lesser extent. The site was most frequently accessed from home, and the most frequent reason for accessing was to gain information for oneself. Most users came from London and the southeast, and a few from outside the UK.

Children/young people tended to find the site via a friend, a link or by searching, and parents tended to find the site by searching. Children found the most useful section was that for children/young people, and parents found

the most useful sections were those for parents, those who children and young people and those on anti-bullying policy.

4.6 Campaigning information

The Kidscape Programme Out and About II includes campaigning work, but this is not dealt with in the current evaluation, which focuses on the ZAP courses run at Kidscape offices, and on the Web. However, for the sake of the record, Kidscape has provided the following account of campaigning work in 2005.

Campaigning Kidscape

Two of the aims of the Kidscape Out and About project were to work through the media to ensure that bullying was understood and viewed as a serious problem, and to ensure that effective anti-bullying methods were seen as a priority in government policy decisions.

Kidscape has worked extensively with television, radio, newspapers and magazines to highlight the seriousness of bullying. We have kept records of these interviews and, from January 2005 to April 2006 (16 months), we recorded over 400 interviews on television, radio, magazines and newspapers regarding bullying, as well as entering into a year long anti-bullying campaign with Candis Magazine (readership 300,000).

We are in a long-term partnership with the agony Aunt Deidre Sanders from The Sun and have been highlighted in her column several times. With a readership of 5 million, we always have a good response to a mention in The Sun. We also ran an anti-bullying campaign in 2005 in The Mirror with Simon Cowell from the X Factor, which was extremely successful.

One of the ways Kidscape continued its campaign of public awareness was to write and arrange for funding to send schools a new booklet for primary aged children about dealing with bullying. This, along with a new book for teachers, was a major undertaking in 2005 and 2006. We also instituted workshops for teachers and other professionals across the UK to help them be aware of and deal with bullying in their workplaces.

Kidscape is one of the founding members of the Anti-Bullying Alliance, funded by the Department of Education and Skills. Along with the 60 other members, Kidscape is involved in rewriting the government handbook on anti-bullying measures and planning the annual anti-bullying week.

Kidscape meets with government ministers about effective anti-bullying approaches. We also work with MPs. On example of the outcome of this work was a question about the No Blame approach asked of the Prime Minister in Parliament. This led to a nationwide debate which was featured in newspapers, editorials, radio and television about the failures of the no Blame approach and to its condemnation. Another example is that the Kidscape Director was asked to give evidence to the House Of Commons Select

Committee on Education. Kidscape is the only charity invited to do so and the transcript is available on the parliamentary website under Archives.

Although the Kidscape brief is in the UK, we have begun training in other countries at the request of their education ministers. This year our training manager, in addition to her work throughout the country, has delivered workshops to Poland and Luxemburg. Both countries have asked for return visits.

Adding the enormous numbers of people who have looked at and downloaded information from the Kidscape website to our media and professional workshops, it is clear that Kidscape has been instrumental in keeping the bullying issue in the public arena and continues to be considered the leading charity in this field.

5. Evaluation

5.1 ZAP courses

5.1.1 Intended outcomes of ZAP courses

ZAP courses are very successful indeed. They achieve the specific benefits for children which they set out to achieve. Several weeks after the course, children are experiencing the following benefits.

Children are more confident

Children's confidence was low before they came to ZAP. Afterwards they felt confident, and depression because of bullying substantially decreased. They felt better able to deal with bullying successfully.

Children are using the strategies

Children were using the strategies they had learned, and the strategies were working. All strategies were used by at least some children, and some strategies were particularly successful, such as 'fogging'.

Children are seeking appropriate help and support

Children felt more able to seek appropriate help and support, and did so.

There is less truancy and harming

Nearly half the children had been truanting before, but afterwards truanting all but disappeared. Thinking about self harming, and actually self harming, also dramatically diminished.

The strategies were successfully preventing bullying

All the children were experiencing bullying before the course. Afterwards, 70% were no longer being bullied. Of those still being bullied, most were being bullied less. Where children were no longer being bullied, most attributed this to help from ZAP (61%). It is somewhat surprising that this

figure is not even higher, in the context of all the other results. Participants may have found this particular question, which invited them to select possible reasons why they were no longer being bullied, somewhat difficult, and attributing causality in research of this kind is not easy. It is important to remember that 100% of children were being bullied before, and only 30% afterwards. This strongly suggests a powerful effect of the ZAP course.

Kidscape has been very clear about what it intended to achieve. The above results were measured by questionnaire, and are further supported by the telephone interviews by the evaluator and by the spontaneous feedback. It is therefore possible to have full confidence in these excellent results.

5.1.2 Strategies for dealing with bullying

Teaching children specific strategies for dealing with bullying is a central part of the ZAP course. The strategies are all subsequently used by at least 40% of the children. All are successful to some extent and some are very successful. 'Fogging' is an example of a particularly successful technique -- it is used by 70% of children, and 80% per cent of those children find it successful. 'Broken record' technique is relatively less used and less successful, although it is still used by 40% per cent of children, of whom 54% find it successful. It is also interesting that 31% of children say they also develop their own different strategies. Some of these strategies could in fact be classified as one of the strategies taught in ZAP sessions. For example, 'walking and looking menacing and calm' is suggested as a new technique but could in fact be classified as 'body language'. However, some 'new' strategies reported are new in the sense that they do not readily fall into any of the categories of strategies taught in the ZAP course -- for example 'ignoring'.

Formal analysis of the follow-up questionnaire on a routine basis will add to the knowledge of staff and help them when they review the mix of strategies that they teach and help inform how they teach. For example, it is clear that many children think they will use the technique of 'relaxation', but rather less actually do. Yet for those that really do use the technique, there is a high success rate. This suggests that special encouragement to children to try the technique at least once or twice might pay off.

5.1.3 Who ZAP reaches

There are more boys than girls coming on courses: the ratio is about 4 to 3. Participants are mainly white (92%) with 8% coming from other ethnic backgrounds; this reflects the UK population as a whole. Participants are largely from the southeast, although some come from considerable distances like Scotland, Wales and Northern Ireland. The remit for the ZAP is to cover the UK, but it is probably inevitable that applications for places will mainly come from London and southeast where people have easier geographic access to the course. Kidscape is redressing this by offering free travel and accommodation for anyone who wants to attend and offering courses in schools throughout the country (and even in Europe).

ZAP courses include a relatively high proportion of autistic spectrum, statemented, dyslexic and dyspraxic children, and those with developmental delay and other medical considerations.

5.1.4 Other effects of ZAP courses

For many parents and families, the value of ZAP went beyond benefits to their child. Parents described situations of parental and family distress, often severe, substantially helped by ZAP. This is an important aspect of the work.

5.2 Use of Web

In the three years to the end of 2005, the Kidscape website has reached the point where it has annually over 100,000 visits to the homepage and over one million visits to any one page. Growth was particularly rapid in the first year, not surprisingly, and was relatively low in 2003. It seems likely that year by year differences in rate of growth may reflect how much new material has been recently put onto the site.

The survey of website users has attracted 3619 responses over the period of three years. This is not a high proportion of the total number of visits to the homepage (398,000) but it is notoriously difficult to get people to respond to such surveys, and there are enough responses to provide interesting reading.

The site is successful in attracting a range of users -- children, parents and other professionals. Children are primary accessing the section for them, and parents are primary accessing the section for parents. Most users of the site are from London and southeast (as are users of the ZAP course); to some extent this may reflect simply population density, but raises the question of how to be sure that the whole UK has access.

Some sections appear to be very little used and this may need investigation.

It is not possible to review use of the site by gender or age, because so far these questions have not been asked. However, from 2006 a question is being included about gender and age range. Ethnicity has not been asked about and this is a limitation in the data.

6. Recommendations

Note: the following recommendations apply specifically to the ZAP course run at Kidscape offices, since that was the focus of this evaluation.

6.1 Recommendations about ZAP, and about replicability of ZAP

6.1.1 Maintain all the elements which clearly contribute to ZAP courses, e.g. staff, style, content, venue.

6.1.2 The personal qualities and skills of staff are an essential ingredient. Users would like to see ZAP services extended in various ways, but it is important that the capacity of existing staff is not overstretched, because this could undermine the very quality of the service.

6.1.3 There is evidence about the popularity and success of each technique, and about new ones which children are introducing. This can inform the future mix of strategies which are taught.

6.1.4 Several parents are keen to help Kidscape. To some extent they are already doing so by providing spontaneous feedback, but it may be possible to use them further to help with marketing.

6.1.5 It is worth keeping an eye on how far take up reflects the target profile.

6.1.6 There is clearly benefit which goes beyond the children and young people, and very important knock-on effects on family life could be more deliberately marketed.

6.1.7 The powerful outcomes monitoring system provides very strong evidence which can be fully exploited for marketing purposes.

6.1.8 In any plans to replicate the work elsewhere, the points suggested in the section 4.1.6 above should be fully considered.

6.2 Recommendations about the Web site

6.2.1 The website is important because it reaches much wider than courses and personal support can do, and because it can increase awareness. In the current description of the ZAP programme, there is a reference to the 'long-term aims' and 'benefits' of ZAP. At present, this is partly a mixture of statements about how Kidscape users should benefit, and partly a statement of how they do benefit. To do for justice to Kidscape, this section could be updated to show clearly, in outcome terms, what is achieved. Information could be drawn from this evaluation.

6.2.2 It may be useful to focus on the most used sections when refreshing information on the site, and to consider better signposting or deletion for sections which are very little used.

6.3 Recommendations about the monitoring system

An excellent system has been set up and is working well. The following suggestions may make it even better.

6.3.1 Adopt standard categories for ethnicity data on the web site (e.g. those used in the last national census) and create a system for routinely comparing this data to the target profile.

[Note: Kidscape have discussed this and decided to include a section on the current Web user survey inviting feedback about ethnic background. The gender and age questions will be moved to this section, which will be introduced by saying that it is an optional section and explaining how it may help Kidscape improve services. Where possible at the end of phone calls the call taker will encourage the caller to visit the web site and complete the survey.]

6.3.2 Staff value the data as useful for accountability, service development, staff learning, and professional responsibility. Regular opportunities for staff to reflect on a clear analysis of the data will be helpful.

[Note: Regular provision of Web statistics to staff with regular discussions are now planned.]

6.3.3 Maintaining the questionnaire unchanged will allow for trend data to be set out. If further questions become necessary, it can be helpful to add them to the existing questionnaire rather than modifying the questionnaire.

6.3.4 It may be possible to create ways of getting more from the data, such as analysing which type of participant gets most from ZAP.

6.3.5 A measure of severity of bullying may be worth considering.

6.3.6 Finally, the beneficial practice of circulating spontaneous feedback internally should be continued. To end this evaluation, there follows an

example, a communication from a young woman who attended the ZAP in 2003.

'To everyone at Kidscape

Thank you all so much for the help you gave to me three years ago... it helped me so much. Since then my life has changed and I would like to thank you for helping me to make the first changes. Without Kidscape I don't know what would have happened to me. I don't even know if I would be alive. So I feel I owe you my life. Hopefully in the future I will be able to help you as much as you have helped me.

I am taking my GCSEs and have high hopes. I'm going to college next year and have a great group of friends that I know are there for me.

Keep up the brilliant work. It saves lives!

Appendix one: follow-up questionnaire



ZAP Assertiveness Training Follow-up Questionnaire



We want to know how you are getting on since coming on ZAP and your answers will help us make ZAP even better. You just need to circle most of the answers and it should only take about 10 minutes. We'd really appreciate your help.

Please return the completed questionnaire by

Check details & correct if necessary	Your name	«ChildName» «ChildSurname»	Date of birth	«DOB»	Date of your ZAP course	«ZapDate»
	Address	«Address»				
	Telephone	«PhoneNumber»	Email address	_____		

Today's date? _____ Gender? MALE FEMALE

1. After ZAP, are you still being bullied? YES NO
2. If yes, are you bullied: LESS OFTEN? ABOUT THE SAME? MORE OFTEN?
3. If you are no longer being bullied, why do you think that is? (Circle ALL those which apply)

A. ZAP helped you to avoid being bullied was excluded	E. The bully moved school /
B. You moved school problem	F. The school sorted the
C. Family support	G. The bullying just stopped
D. Friends support explain below)	H. Other reason (please

4. Do you feel better able to deal with bullying successfully after ZAP? YES NO
5. Did you feel badly about yourself before ZAP? YES NO
6. Do you feel better about yourself after ZAP? YES NO

- | | | |
|---|-----|----|
| 7. Did you feel confident before ZAP? | YES | NO |
| 8. Do you feel more confident after ZAP? | YES | NO |
| 9. Before ZAP, did you approach people for help? | YES | NO |
| 10. If YES, whom? FAMILY TEACHERS FRIENDS OTHER | | |
| 11. After ZAP, do you feel more able to approach people for help? | YES | NO |
| 12. If YES, whom? FAMILY TEACHERS FRIENDS OTHER | | |
| 13. Before ZAP did you stay off school because of bullying? | YES | NO |
| 14. After ZAP have you stayed off school because of bullying? | YES | NO |
| 15. If YES, are you absent less often after ZAP? | YES | NO |
| 16. Have you changed school since ZAP? | YES | NO |
| 17. If YES, have ZAP strategies helped you in your new school? | YES | NO |

18. Before ZAP, did you feel depressed (because of bullying)? YES NO
19. Since ZAP, have you felt depressed (because of bullying)? YES NO
20. Did you think about self-harming before ZAP? YES NO
21. Have you thought about self-harming since ZAP? YES NO
22. Did you try to self-harm before ZAP? YES NO
23. Have you tried to self-harm since ZAP? YES NO
24. If YES, have you tried to self-harm less often since ZAP? YES NO
25. Which ZAP skills and strategies have you USED? Also, which have been SUCCESSFUL for you? (Circle ALL those which apply)
- | | | |
|---|------|------------|
| A. Fogging (not reacting to nasty comments) | USED | SUCCESSFUL |
| B. Creative Responses | USED | SUCCESSFUL |
| C. Relaxation | USED | SUCCESSFUL |
| D. Broken Record | USED | SUCCESSFUL |
| E. Body Language | USED | SUCCESSFUL |
| F. Saying "No!" | USED | SUCCESSFUL |
| G. Eye contact | USED | SUCCESSFUL |
| H. Telling someone | USED | SUCCESSFUL |
26. Since ZAP, have you done anything else to stop bullying? YES NO
27. If YES, what else have you done? (Tell us about new strategies & ideas you have used.)

28. Is there anything else you'd like to tell us about ZAP or the Kidscape staff?

29. Since you came on ZAP, has anything else happened to you (for better or worse) you'd like to tell us about?

30. Please tell us your background, if you wish.

Circle or write in one of the categories below

White	BRITISH	IRISH	OTHER.....	
Mixed	WHITE & BLACK CARIBBEAN	WHITE & BLACK AFRICAN	WHITE & ASIAN	OTHER.....
Asian or Asian British	INDIAN	PAKISTANI	BANGLADESHI	OTHER ASIAN
Black or Black British	CARIBBEAN	AFRICAN	OTHER BLACK BACKGROUND.....	
Chinese or other ethnic group	CHINESE	OTHER.....		

Thanks very much for filling in this questionnaire. Please send it back in the envelope we've enclosed and please keep in touch with us. We want to know how you are.

Kidscape, 2 Grosvenor Gardens, London SW1W 0DH
Tel: 020 7730 3300 Web: www.kidscape.org.uk

KIDSCAPE REF: «CHILDID»

Appendix two: interview schedule for parents

Kidscape\interviews parents February 2006

February 2006

Name of parent	Name of child
Contact attempts	
Date of interview	

Interview topics

Overall aim

1. To improve the ability of children to deal with bullying successfully

Specific aims

2. Improve self-confidence
 3. Increase children's awareness of strategies to prevent bullying
 4. Empower children to seek appropriate help and support
 5. Reduce truancy and self harm
 6. Use strategies successfully to prevent bullying
- and
7. Any suggestions for improvement in the services of Kidscape

Appendix three: focus group topics with staff

Kidscape\FG topics with staff 23 Mar 2006

Kidscape evaluation: topics for focus group with staff
11 a.m. Wednesday 19 Apr 2006

Linda, Claude, Dave, Michele, Andrew and Rowan

Please look at the report from Andrew dated 8 February 2006 beforehand.

1. General response to what the report says.

What is pleasing/disappointing/surprising?

2. What do we have information about now which we didn't have using the previous follow-up questions?

e.g. about which strategies work

3. What is the main learning for Kidscape from the report from your point of view?

Is it/will it be used? How?

4. What are the main points of interest to funders?

5. Are there further questions you would like to know the answer to? Why? How could they be obtained?

6. What do you think it is about the ZAP course which leads to the results?

7. Pre-course questionnaire:

- what do you want it to do?
- does it do this?
- does it need development?

8. Happiness sheet

- what do you want it to do?
- does it do this?
- does it need development?

9. Any final thoughts

Appendix four: Web hits 2001 to 2005

Year	Visits to homepage	Visits to all pages, including homepage	Year-on-year rise of visits to all pages
2001	41,000	161,000	Not applicable
2002	74,000	384,000	139%
2003	87,000	430,000	12%
2004	89,000	740,000	72%
2005	107,000	1,085,000	47%
TOTAL	398,000	2,800,000	

Average year-on-year percent rise: 67%

Appendix five: protocol for analysis of follow-up questionnaire

Kidscape Out and About 2 Project

Protocol for the Analysis of the Follow-up Questionnaire

The overall aim of the Project is to measure the success of the various anti-bullying measures which include the ZAP anti-bullying sessions for young people. To this end, the ZAP participants are asked to complete a Follow-up Questionnaire to assess whether they have benefited from their ZAP session.

Data Collection

The Follow-up Questionnaires (see appendix one) are sent out approximately 3 months after the ZAP session. The participants are asked to complete and return the Questionnaire about 2 weeks after receiving it. (If they don't, Kidscape sends out a reminder.) Each questionnaire is sent out printed with the name, address, and unique ID number for the participant – this allows easy identification when it's returned to Kidscape. Dates of sending and receiving the questionnaires are held on record.

Additional information is gathered from the "Happiness Sheet" which is filled in by all the participants on the day of the ZAP session.

Data Entry

The responses to all the questions are entered into a Microsoft Access database (*zapquestionnaireforms*) which was developed in-house to record and analyse the data. It is linked to the main ZAP database (*zapform*) to allow cross referencing with the other data held for each participant and their parent/carer (e.g. date of ZAP session, contact details, notes).

The data entry procedure can be summarised as follows.

- The person's unique ID number is entered into the database response form. The database displays the name and contact details to allow verification.
- For each question, the question number shown on the paper form is entered into the database response form. Again the database displays a brief description of the question for verification. For most of the questions, the response to the question is then selected from a drop-down list of options. For those questions which allow multiple responses, this procedure is repeated using the same question number.
- Some of the questions allow a more wordy description which can be entered into the associated text box.

Data Analysis

The database has been designed to allow the responses for each question to be analysed individually. The question is selected from a drop-down list. In addition the responses for a second question can be analysed after first selecting only those who

responded to the first question in a particular way. For example: *“Of those who said they were still being bullied after ZAP, how many have been depressed since ZAP?”*

As well as allowing analysis of individual questions, the database can produce a summary of the all the responses. Although this summary should be sufficient for most analysis requirements, the presentation of the data can be further enhanced by transferring the results into Microsoft Excel and using the data to produce charts. For instance, these charts can show in a more visual way how the young people feel “before and after ZAP”

Written by: Andrew Morrison, Kidscape

Date: 19 April 2006

Appendix six: data from follow-up questionnaire 2005

and

Appendix seven: analysis of website use