



# Evaluation “Secret no more: Raise Your Voice against Corporal Punishment and Get Help!”<sup>1</sup>

Final Report for the Swiss Project Fund for Child Protection

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<sup>1</sup>The original title of the project in German is “Keine Daheimnisse - Erhebe Deine Stimme gegen Körperstrafen und holfe Hilfe!”; and the french title „Pas d'claques! Elevon notre voix pour une education non-violente”.



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# 1 Initial Situation

On September 17, 2013 the Department of Social Work at the Bern University of Applied Sciences (BFH) was invited by NCBI Switzerland to submit a proposal for the evaluation of the project “Secret no more: Raise Your Voice Against Corporal Punishment and Get Help!” (referred to in the following as “Secret no more” for short). The projects original title in German is “Keine Daheimnisse – Erhebe Deine Stimme gegen Körperstrafen und hole Hilfe!”, and its French title „Pas d’claques! Elevons notre voix pour une éducation non-violente”.

The aim of the project is to support groups of children and adolescents in engaging the topic of corporal punishment (“Family Secrets”) and make other children, adolescents and adults sensitive to the topic. In the pilot phase between 2011 and 2012, “Secret no more” was carried out with more than 20 local groups. In a subsequent project phase which began in 2014, an evaluation of eight local projects was planned (c.f. announcement).

The evaluation serves as a basis for deciding whether “Secret no more” is an efficient and effective project that should be continued and which should be expanded to additional locations in the German-speaking and French-speaking regions of Switzerland. To this extent, the evaluation’s main purpose is to *facilitate the making of a decision*. At the same time, NCBI hopes to gain insights from the planned evaluation (secondary purpose *improvement*) which could be implemented in order to optimise the project.

The key focus of the evaluation to be carried out was the completion of an evaluation of execution and effectiveness. The task of the evaluation of execution was to present and illustrate what services were provided as part of the projects that were investigated and to analyse them. The task of the evaluation of effectiveness in turn was to demonstrate the effects of “Secret no more”. Owing to the limited evaluation budget, the tight time frame and not least, for methodological reasons, it was not possible to investigate the aspects of effectiveness in the same depth in all target groups. The following questions were investigated in the course of the evaluation:

## *Evaluation of Implementation*

The central question here is which activities in the eight projects will be carried out and what services arise as a result of this:

- In what setting (in-school, out-of-school) do the local projects take place? How can the project groups be described (age, sex, etc.)?
- How is the implementation process carried out? What parties are involved and what roles do they play?
- What information and messages about corporal punishment are communicated in the workshop? How are these received by the participating children and youth? How is the workshop assessed?
- How is the development and planning phase assessed by the children, adolescents and the supervising personnel? To what extent are the children and adolescents supported in this phase? How can the material that was developed during a particular workshop be subsequently assessed?
- In what framework does the final event take place? What elements does it include? How is the final event assessed? Who participates?
- How and to whom do the children and adolescents spread the word about the topic (role of multipliers)? What reactions do they encounter?
- What are the helpful and/or hindering factors for successful implementation? Where is there potential for improvement?

### *Evaluation of Effectiveness*

Within the framework of evaluating the effectiveness, one very important issue is that of raising the level of sensitivity and knowledge within the target group(s) for this topic. Evaluation of effectiveness concentrates on the primary target group (children and adolescents who are involved in the project), which results in some of the following questions only being addressed indirectly – through corresponding evaluations from the central stakeholders. The following questions are broken-down into the dimensions knowledge, attitude and behaviour:

#### *Knowledge:*

- To what extent do children and adolescents know what corporal punishment is before and after the project?
- To what extent do children and adolescents know, a.) that they can get support and b.) where they can get this support?
- Do children know more and have a better idea of whom they can turn to after having taken part in the project?
- Do parents or fellow students gain a better understanding of what corporal punishment is and to whom they can turn as a result of having taken part in the project?

#### *Attitude:*

- What are the attitudes toward corporal punishment among children and adolescents before and after the project?

#### *Behaviour:*

- To what extent do the children and adolescents involved in the project bring up the topic of corporal punishment with people from within their social environment (teachers, friends, acquaintances, etc.) in everyday life? To what extent can one observe changes?
- Do children and adolescents find it easier to talk about corporal punishment?
- Do children and adolescents seek more support if they are affected themselves or if someone they know is affected?
- Is there greater awareness of the topic of corporal punishment at home or in their social environment since the project? Is corporal punishment talked about more frequently?

The results of the evaluation of implementation and effectiveness are linked which allows clear opinions to be formed about which activities achieve which results for which target groups in which settings. Finally it should be possible to answer the question of whether the approach used is a suitable preventative instrument for lifting the veil of taboo surrounding the topic of corporal punishment in childcare and making children, adolescents, parents as well as other interest groups more sensitive to the topic.

## 2 The Project “Secret no more”

The project “Secret no more” aims to engage children and adolescents as participating, active disseminators and so contribute to raising sensitivity and lifting the veil of taboo which surrounds the topic of corporal punishment. Compared to other projects “Secret no more” is directed at an older primary target group (10 to 16 years old) and is not restricted to communicating information but also results in a personal engagement with the topic. It is furthermore intended that the project not only address victims but also their acquaintances and friends who are often aware of the problem yet unable to help, but who can still play an important role. Acquaintances and friends of affected persons can themselves contact specialists or encourage the affected party to look for help.

In this sense, the project is based principally on the Peer Involvement approach. Peer Involvement describes the engagement of young people to help young people with education, consultation or project design (Backes 2003:1). Peer Education as one aspect of it means the deployment of specially trained young people in order to engage a group about a particular topic and influence their attitudes and behaviour (op.cit.). The objectives of Peer Education are two-fold: the first involves information, that is, knowledge, shall be communicated and the second is that adolescents experience a positive self-concept, which leads to a better sense of self-worth, a general concept of life and social skills (Heyer 2010).

In the following, the central dimensions of the object of evaluation are explained on the basis of programme theory. This analysis step facilitates the localisation of the questions listed in Chapter 1 and the specification of the methodological procedure.

### *Structure*

The local projects are planned and implemented within the school environment by teaching personnel in cooperation with a specialised office or in an out-of-school environment by an actor in the field of social work involving children and adolescents. NCBI specifies the framework, supervises the local projects, hosts the workshops with children and young people, assumes responsibility for creating flyers and give-aways and is present at the closing events. If questions, problems or the need for a deeper insight into individual aspects that arise during the implementation, the project partners can turn to NCBI.

### *Concept*

The main objective of “Secret no more” is to lend children a voice with which they can speak out against corporal punishment. It is intended that children and young people should acquire the skills to allow them to discuss incidence of violence in childhood and get help. They develop public courage and contribute to removing the taboo from the topic in the community. Children and adolescents are encouraged to share their opinions and ideas and to inform others and increase their sensitivity for the topic as a result. This in turn educates other children, adolescents and adults within the community and they are made more aware of the topic of corporal punishment by those with intimate knowledge of the topic, which further contributes to lifting the veil of taboo surrounding the topic. Through the planned cooperation with local specialist authorities, the range of services they have to offer is made known so that children and young people know where they can get help.

The concept distinguishes between three target groups: The *primary target group* includes children and young people between 10 and 16 years of age, who are organised in local project groups and directly involved in the project (participating in workshops, completing interviews etc.). The *secondary target group* encompasses children, young people and adults, who are to be reached and made more sensitive to the topic by the primary target group. The *tertiary target group* includes people who can be reached through media reports about the local events and brochures on the topic.

### *Activities*

The local projects begin with a half-day workshop on the topic of corporal punishment hosted by NCBI. The group of children and adolescents (e.g. a school class) participates in the workshop and engages the topic of corporal punishment. The local specialist authorities provides information about the content-related aspects and the scope of the services they offer. The children and adolescents then conduct interviews with different people on the topic of corporal punishment, they develop a slogan and image to do with the topic, which are then printed on a flyer or give-away together with background information as well as information on where to get counselling locally. The children and adolescents also organise an event at which the material that was gathered and developed (e.g. interviews) is shared with other children, adolescents and adults and this helps inform them about the topic.

### *Output*

In the project phase that is to be evaluated, eight workshops were planned on the topic of corporal punishment, with around 200 children and adolescents (10-16 years ) taking part. In the course of the project the children and adolescents conducted interviews with various players, information material that has been developed on the topic (slogan, flyer, give-aways) and organised a final event in each case for around 300 children, adolescents and parents. Reports about the project ran in the local media.

### *Outcome*

The children and adolescents participating in the project have basic information about the topic of corporal punishment, they have engaged the topic and developed their own opinions. The children and adolescents have the basic understanding to be able to talk about corporal punishment and know that there are support services available. The children and adolescents participating in the project present their opinions and ideas to the general public, lead discussions and raise sensitivity among other children and adolescents as well as adults. The secondary and tertiary target group of the project has basic information on the topic corporal punishment as well as on the corresponding offer of support (e.g. expert agencies). They reacted positively to the project and the final event and developed an awareness that corporal punishment is not appropriate. Affected children, adolescents and adults made use of the range of services from local specialist authorities.

### *Impact*

The project makes a contribution to preventing corporal punishment and lifting the veil of taboo from the in society. This makes a major contribution to protecting children and adolescents against domestic violence.

### 3 Methodology

In this chapter we will first inform you about which schools the project “Secret no more” was evaluated. Then we will demonstrate with which social science methods the questions concerning the activities, the output and outcome are processed and answered.

#### 3.1 Evaluation Sites

The evaluation of “Secret no more” was carried out at seven schools, with the project being completed twice in the upper class in the Bern Agglomerate Community of Kehrsatz. The evaluations sites which were studied can be differentiated according to the following criteria: Canton, school level, class as well as age of the children and adolescents participating in the project (c.f. Table 1). The schools in which “Secret no more” was carried out were continuously recruited by NCBI, the BFH had no influence on the selection.

According to NCBI, the execution of “Secret no more” is also conceivable in a non-school environment. During the evaluation period, no non-school players (e.g. youth employment office) could be convinced to become part of the project and it was for this reason that the evaluation of the project was restricted to purely school environments.

Table 1: Evaluation Site

Evaluation Site	Ct.	School level	School Year	Age of CY
Langenthal	BE	Upper class (Special Education School)	7 <sup>th</sup> - 10 <sup>th</sup>	13-16 Years
Kehrsatz (1)	BE	Upper class (Sec./Real)	7 <sup>th</sup>	13-15 Years
Kehrsatz (2)	BE	Upper class (Sec./Real)	7 <sup>th</sup>	13-15 Years
Klingnau	AG	Upper class (Real)	7 <sup>th</sup>	13-15 Years
Beringen	SH	Upper class (Real)	9 <sup>th</sup>	15-17 Years
Oetwil-Geroldswil	ZH	Middle school	6 <sup>th</sup>	11-12 Years
Rapperswil-Jona	SG	Middle school	5 <sup>th</sup>	10-11 Years
Ebikon	LU	Middle school	5 <sup>th</sup> /6 <sup>th</sup>	10-13 Years

#### 3.2 Evaluation Design

In order to assure a robust evaluations strategy, the investigation was based on the application of qualitative as well as quantitative methods (triangulation). In the following sub-chapters, the various data from the different data collection and assessment methods will be explained in detail.

##### 3.2.1 Recording the Project Activities

The main purpose of this step is to record the services provided within the framework of the eight projects and document them (evaluation of execution). This will show how many children and adolescents of which ages were involved across the eight projects, how many interviews were completed with which specialist authorities and how many children, adolescents and adults could be reached at the final events, etc. Re-

ording central performance characteristics of “Secret no more” was the responsibility of NCBI. BFH handled the data assessment.

### 3.2.2 Written Survey of the Children and Youth Participating in the Projects

The main focus of the evaluation carried out involves recording the changes in attitude and behaviour in the target groups triggered by “Secret no more”. These changes were mainly determined among the children and adolescents who participated in the project (primary target group): They were surveyed first a few weeks before the workshop and a second time following the final event. The survey was carried out using a written questionnaire with multiple standardised (closed) questions (c.f. Appendix). In order to measure the changes with respect to knowledge of and attitude and reaction towards corporal punishment, identical blocks of questions were used at both collection dates. In the second survey, project-relevant questions were asked.

The questionnaires were developed by BFH. Recourse was made to experiences from our own work, primarily but most of all experience from other research projects on the topic of violence (Survey of Children: Seith 2006a&b, 2007, 2008; Seith & Kavemann 2007, Survey of Adults: Bussmann 2008). The execution of the surveys was carried out by the Project Managers of the eight local projects in a single class in each case. The completed questionnaires were sent to BFH by mail. BFH took on data recording and assessment. In the assessment of data, procedures of descriptive statistics were used. In order to facilitate comparisons between the two measurement dates, additional statistical test methods were used (non-parameterised tests: McNemar-Test; Wilcoxon-Test) (Bühl 2006).

In the following table, the random sample of the written survey is shown. This also makes clear how many children and adolescents responded and provides data from the first and second survey.

Table 2: Random Sample of the Written Surveys

Evaluation Site	Gross-Sample 1	Net-Sample 1	Gross-Sample 2	Net-Sample 2
Langenthal	0	0	0	0
Kehrsatz (1)	23	19	25	19
Kehrsatz (2)	17	12	17	12
Klingnau	10	8	10	8
Beringen	17	11	16	11
Oetwil-Geroldswil	21	21	21	21
Rapperswil-Jona	20	17	20	17
Ebikon	19	14	20	14
<b>Total:</b>	<b>127</b>	<b>102</b>	<b>129</b>	<b>102</b>

### 3.2.3 Group Interviews with the Project Managers

At four locations (c.f. Table 3), group interviews were conducted with the Project Managers following the end of the project. These interviews were a special form of guided interview, in which the participants were interviewed as experts in a specific field of action. The persons surveyed were included in the investigation as representatives of a group of experts and not as individuals (Flick 2006: 139). These persons were able to give responses to project-specific questions but also provide estimations on the level of the project’s success. The focus of the group interviews was on how the project was implemented and if the content-related

goals could be reached. The interviews were recorded with digital recording devices, completely transcribed and their content evaluated (c.f. Mayring 2008).

### 3.2.4 Focus Groups with Children and Adolescents Participating in the Project

Four focus groups (group discussions) were carried out at four locations (c.f. Table 3) with children and adolescents who participated in the project. The primary purpose of these four group discussions was to present questions on the effectiveness of “Secret no more” for discussion. They were however also used in order to identify helpful and hindering factors when implementing “Secret no more”. In contrast to the expert interviews, these group discussions were interested in individual opinions (c.f. Flick 2006: 168ff.). Also very important for the focus groups was progressing in a manner which was appropriate for the age of the children and adolescents and adjusting both the questions as well as the requirements appropriately (c.f. Przyborski & Wohlrab-Sahr 2009: 115ff.). The selection of the participants took place in collaboration with the Project Managers. The focus groups were also recorded and then transcribed. The discussion notes generated during the discussion were also consulted. The minutes and transcripts generated were also analysed in this method using content-based analysis (c.f. Mayring 2008).

### 3.2.5 Survey of the Participants in the Final Event

In order to check whether the project contributed to increasing sensitivity for the topic in the secondary target group (fellow school students as well as parents/family), the survey was carried out in writing at all eight locations within the framework of the final event. The written questionnaires contained mainly standardised, closed questions about the event and the project (c.f. Appendix). They were collected by the Project Managers after the event and then sent to the BFH-Project Team by post. The Project Team from BFH was responsible for data recording and evaluation. In total there were 513 valid questionnaires available with which to assess the final event.

### 3.2.6 Overview of the Methodological Procedures

The following table displays which data collections were carried out at which locations.

Table 3: Overview of the Methodological Procedure

Evaluation Site	Written survey 1	Written survey 2	Group inter-views	Focus-groups	Written survey AV
Langenthal	-	-	X	-	X
Kehrsatz (1)	X	X	X	X	X
Kehrsatz (2)	X	X	X	X	X
Klingnau	X	X	-	-	X
Beringen	X	X	-	-	X
Oetwil-Geroldswil	X	X	X	X	X
Rapperswil-Jona	X	X	X	X	X
Ebikon	X	X	-	-	X

## 4 The Implementation of “Secret no more”

In this chapter we describe the various steps that constitute the project, consisting of the preparation phase, workshop, development phase and final event, and the assessment of the same by the students as well as teachers, school social workers and other specialists. In a separate section, we will describe and discuss the role of the students participating in the project as multipliers who share what they have learned with related groups. The data sources for the evaluation of execution included the documentation from the eight local projects, the written survey of the students participating in the project (n=102), as well as a written survey from among the participants in the final events (n=513). The results of this were supplemented and given more depth by information received from the focus groups with the students participating in the project as well as interviews with the local Project Managers from four local projects.

### 4.1 Local Project Settings and Reasons for Introduction

All eight projects evaluated took place in public schools, seven of them in regular schools and one at a Special Education school. Five projects took place in the upper classes, primarily in vocational classes. The students in these classes were between 13 and 17 years old. Three other projects were carried out in middle school-classes. The students in the middle school were between 10 and 13 years old. The proportion of boys participating in the project was at 57% somewhat higher than that of girls (43%). On average, 16 students participated at each project location. At some locations two or more classes were combined for the projects, at other locations the projects were completed in the usual class-room groups.

Those participating in the project were primarily (classroom) teachers and school social workers. At one location classroom assistants were also involved and one person from the administrative area: The director of the internal registration office to whom the children and youth could turn with various concerns.

The most important reason for initiating the project identify by the teachers surveyed was that the topic of corporal punishment was very current among students. In their assessment parents resort to corporal punishment in child rearing not infrequently. Depending on the location other conditions and reasons for the execution of “Secret no more” were named: One teacher had already carried out “Secret no more” once and had a good experience with it. At two other schools the school social workers had become aware of the project on corporal punishment. In a fourth case “Secret no more” was embedded as a sub-project in a violence-prevention programme which took place at the entire school and at which a second project for younger students (“Bis jemand weint”) was carried out by NCBI. In one 9th grade class, the project was meant to help, together with topical input, to fight “school fatigue” among students who were nearly finished with their compulsory schooling.

### 4.2 The Preparatory Phase

The project was preceded by a preparatory phase at all locations. As a rule, the first discussion between NCBI and the responsible person on-site was carried out over the phone (teachers or school social workers). Later there was a discussion at the school locations itself; in the ideal case, the other parties involved in the project, e.g. school social workers, were also involved in the preparatory phase. The goal of the personal meeting was to identify the needs of the project locations as well as the procedure for project implementation, which formed the basis for the contracting agreement.

The first phase was, at the same time, an important basis for the successful completion of the project on-site. As became especially apparent from the interviews with the local project managers, two aspects are of particular importance; first, the identification of responsible persons in the school and NCBI, who were in charge of project-related communication. The second was the identification of the time and effort required by the individual participants during the various project stages.

Three out of four local Project Managers surveyed emphasized that the communication with NCBI was outstanding from the very beginning and that the demands and expectations were clearly formulated by both sides. It was repeatedly emphasized that the responsible parties from NCBI took ample time and were

available at all times as contact persons. Most specifically, in one local project, the local participants emphasized that NCBI invested a great deal of time in becoming acquainted with the specifics and adapting the project appropriately. In one school it became apparent from the interviews with the local project participants that the responsibilities and communications routes were not sufficiently and well enough organised, so that information was sent repeatedly and in some cases to the wrong recipient.

Besides the coordination and arrangements made between NCBI and the local projects, the purpose of the preparatory phase is also that “Secret no more” be made known among the students and also among parents and other persons who are guardians. NCBI does not give specifications with respect to the information given to parents, whether (and if “yes”) how information should be disseminated about the project, though it does provide the local projects with a *letter for the parents*. As is clear from the documentation of the local projects, the parents were informed about the project first of all at seven of the eight local projects. In one local project, a parents’ evening was held before the project began and at one other project, a parents’ evening was announced that was held after the workshop. The parents were not provided with information in the case of only one project.

### 4.3 The Project Phase

The project “Secret no more” goes through three stages: A workshop directed by three moderators from NCBI, a planning and development phase, which is supervised by the local Project Managers, and a final event, to which the children and adolescents invite their parents, siblings and fellow students, in order to present the results of the first two project steps. In the following three sections, first the form and the content of the respective steps are described. Then we will discuss in detail the concrete implementation in the schools themselves and also the reactions and/or student assessments of the students and the local Project Managers, which were collected by means of the group interview at four of the eight local projects. The processing by the students of the content taught is part of the evaluation of effects and will be laid out in Chapter 5.

#### 4.3.1 The Workshop

According to the concept, the workshop forms the first of three central elements of the project “Secret no more”. The following topics according to the *Project Manual* (Version: July 2013, p.5) were addressed at a half-day workshop directed by the NCBI-employees at the start of the workshop:

- What are punishments?
- What do we think about this?
- Who knows someone who is/was affected by it?
- What are the laws in the Switzerland and internationally?
- What form does help for affected parties take?
- How can one raise one’s voice against corporal punishment?

The workshop follows an ideal sequence but which can be adjusted to the specific conditions of a specific location. After a round of introductions with the children and adolescents, agreements were made on how to relate to each other in the course of the project and beyond it (e.g. no spreading rumours, no talking about others).

After this come various activities, which pick up on the topics mentioned above and are meant to lead to deeper discussion:

- An up and down game on the topic of child-raising and punishments
- Generate a collection of punishments (flipchart or other) and then process these as *good* or *bad punishments*.
- A sequence on children’s rights

- A sequence on experiences with corporal punishment
- Presentation given by the specialists

According to the documentation from NCBI, it was possible to complete the workshops and the documentation developed in accordance with the concept at all eight projects. In terms of content and methodology, there were no significant adjustments or changes made. From the documentation of the investigated projects, and from the four case interviews, it is clear that the moderators made some minor adjustments before and during the workshop, reacting to the needs and desires of the local Project Managers as well as the children and adolescents on an ad hoc basis, e.g. leave out an exercise in favour of a topical discussion that was especially interesting to the class.

The upper class at a participating special education school constituted a special setting in which to execute the project. In consultation with the local Project Managers, smaller adjustments to the general sequence were already made during the planning phase. For example, the children and adolescents were more intensively prepared for the project than elsewhere in that they were already able to meet the employees from the NCBI before the project started. This trust-building measure was very much praised in the interview by the local Project Managers. In addition to that, more time was planned for the workshop and more work was planned for small groups than for individuals or larger groups. The teaching staff and/or teaching assistants were more integrated than at other locations in that they personally supervised group work and/or introduced it. In terms of changes to content however, nothing was done and the project could be executed as planned.

#### *Assessment of the Workshops by the Students*

From the focus groups it was clear that it was mainly the middle school students who very much liked the various activities in the workshops. The majority of middle school students found the workshops to be very varied and exciting. One thing frequently mentioned was the “Up-and-Down-Game” as was the block on children’s rights with the related activities. Across all four focus groups, the content of the activities was mentioned less often than the form that these activities took. In total, the workshop was assessed as good by the majority of students surveyed in the two upper classes, even if some students from both upper classes had some critical comments to make. A number of students in both surveyed upper classes regarded it as something positive to hear what their fellow students think about the topic.

Some found the workshop to be boring, where the criticism was focused more on the organisational aspects as on the contents. The duration of the workshop was found to be a bit too long by several students of each focus group. A number of students from the two upper classes noted that the workshop was rich in variety at the beginning but began to get boring toward the end and that they had to “just sit and listen” for a very long time.

In the middle school focus groups, some students stated that they found the topic of corporal punishment to be too personal or even far too personal. In the upper class focus groups, some students were of the opinion that the topic did not belong in school, and it was instead a private matter. The majority of the students from all four focus groups however were of the opinion that it was important to talk about corporal punishment, even if they were not affected directly themselves. In the written survey the workshop achieved an average overall mark of 5.0, on a scale of 1 to 6 (Average =4.95; Median=5.0; n=97) over all locations and school levels. The upper class (7th – 9th grades) assigned the workshop the average mark of 4.5, while the middle school assigned the workshop a mark of 5.3.

#### *Assessment of the Workshops by Local Project Managers*

In the group interviews, the Project Managers from four local projects were largely of the same opinion as the students. They emphasized that the workshop was attractively structured as well as being well structured didactically. The Project Managers repeatedly mentioned the up/down activity at the start, the stories and the case examples and the variety of activities positively. However, the Project Managers were also of the opinion that the workshop block was too long for many of the students. Some suggested splitting the work-

shop into two parts or multiple blocks: *“The problem was that it was very long; they had to just sit and listen. They had few phases in which they could, for example, have worked at a work station. It was interesting but it dragged on, even for me toward the end.”*<sup>2</sup> Someone remarked that it was a pity that the workshop only offered a few activities which gave children a tangible “Product” that they could hold in their hands and take home with them, e.g. a list of appropriate punishments.

Several Project Managers were impressed by the positive and open atmosphere in the workshop. One of the Project Managers described it as one of the “Strength of the Projects” that the children and adolescents do not have to talk if they don’t want to while others emphasized that the structure of the workshop invited the children to express themselves freely and without compulsion on the topic of corporal punishment. The fact that all NCBI employees were professional and well-prepared and understood how to get the students on their side also contributed to this, and this fact was also emphasized by all the partners interviewed.

#### 4.3.2 The Planning- and Development Phase

Following the workshop, there was a second project stage consisting of a planning and development phase in preparation for the final event. In this phase, the local Project Managers guided the children in working through the topic of corporal punishment in around eight lessons. Those among the local project participants who supervised this phase was handled differently at the various locations. At two locations it was only the teaching personnel; at two other locations local experts (school social workers) and/or other persons (classroom assistants) were involved. By contrast, employees of NCBI were not personally on-site during this phase, but were available as contact persons in the event of questions or difficulties. Based on the interim report for this evaluation, the practice at two local projects was altered in that one employee from NCBI was on-site at the start of the project phase and was thus present as a contact person for the children and adolescents involved. In order to develop the topics, three groups were formed in each of the eight schools (c.f. Table 4 on the next page).

Another important objective of “Secret no more” consists of the participating students discussing their new knowledge with other groups of people. The children and adolescents directly participating in the project were not just to be trained in the topic themselves, but were also supposed to take on a *multiplier function*. The activities within the framework of the development phase and the final event were, not least of all, meant to contribute to the project and its messages resonating beyond the classrooms. This is meant to contribute to removing the taboo from the topic both in school and in the family home. It was for this purpose that the students at two locations carried out a written survey among their fellow students; at four locations they carried out interviews with the parents, school social works and the teaching personnel. At one location the completion of two interviews as assigned as homework, which yielded a total of ca. 40 interviews. The results of these surveys and interviews were integrated in each case into the final event, e.g. in that video recordings, role plays re-creating the interviews were performed or a poster exhibition was organised in the school.

<sup>2</sup> All citations in this text are originally in german.

Table 4 : Overview of the Activities in the Planning and Development Phase

	Langenthal	Kehrsatz	Klingnau	Beringen	Oetwil-Geroldswil	Rapperswil-Jona	Ebikon
Interviews/ Surveys	4 students conducted interviews mainly with family members; interviews were integrated into the event.	Ca. 15 students carried out interviews with fellow students, teachers, parents, grandparents. The interviews were integrated into the design of the posters for the final event.	Written survey of all classes in the school (ca. 110 questionnaires). The results were worked up for the presentation and later exhibited on the display walls in the school.	Ca. 6 interviews on the street, survey of the upper classes on the topic of corporal punishment and help (ca. 100 questionnaires).	Ca. 6 interviews with passers-by, teachers, school social workers, students. Results were worked up for a presentation (2 of them on video).	Execution and assessment of a survey in the school and among adults. There are also two interviews for the presentation available on video.	Homework: 2 interviews with parents, neighbours, relatives (total 40 interviews). Results were processed for the event.
Theatre etc.	Theatre on constructive conflict resolution, interviews in the form of a radio report and role plays on corporal punishment and conflict resolution.	Various scenes on children's rights, quiz about punishments, theatre on the topic of corporal punishment, good punishments.	No theatre, but preparation of class presentations.	Video on the topic of civil courage, which was prepared for the event.	Students prepared two scenes for the event.	Role plays on the topic of corporal punishment and alternative solutions, preparation of a presentation of the most important children's rights for the event.	No theatre, but preparation of the final event.
Flyer	As an invitation for the event.	Flyer as part of the event .	Flyer as part of the event	Flyer as part of the event	Flyer as part of the event	Flyer as part of the event	Flyer as part of the event
Slogan	Hitting is out.	Do you know how your child feels? No to corporal punishment!	Violence against children is no solution!	Respect!	Children are right – hitting is bad!	Children have rights – to a childhood free of violence!	Parents have power, but children have rights!
Give-Aways	Brilliant green backpack (300 Units).	Silicon armbands black with white text (300 Units).	Pink key lanyards with black text (220 Units).	Black backpacks with white text (125 Units).	Brilliant orange silicon armbands (300 Units).	White candy boxes with dark blue text (300 Units).	Bright green backpacks (120 Units).

### *Assessment of the Planning- and Development Phase by Students*

The personally interviewed students in all four classes made positive statements about the development and planning phase. Although all groups assessed their own activities positively, the interviews received the best response at both school levels. Those students participating in the four focus groups were especially pleased that the activities allowed them to learn what other people think about the topic.

The motivation to take part in the activities was correspondingly large. The school social worker only found it challenging to focus the attention and motivation of the adolescents in one upper class group. This lack of motivation was less attributed to the project itself than to the fact that they were very near the end of their mandatory schooling. In two classes, several students reported that they had too little time for the work they needed to complete, namely for the interviews, which meant they were not well-prepared for the final event. In one school, a number of students complained that the development and planning phase had too little structure and that the teachers, who were not experts in the subjects of corporal punishment and children's rights, did not have sufficient in-depth knowledge of the material. It would have been better if the NCBI employees had been present during the development and preparatory phase in order to answer questions about the topic. The same students were of the opinion that this phase had not been planned carefully enough in their school, which led to uncertainties among them and among the local Project Managers.

The surveys and interviews on the topic were assessed as especially interesting if not the easiest to put into practice. All four surveyed classes repeatedly emphasized that the surveys and interviews were very interesting for "learning what others think about the topic" and that conducting interviews „was a lot of fun. “ Only a few students reported in the focus groups that conducting the interviews did not go as well as planned, for example because they did not find anyone to interview in public places in the city.

### *Assessment of the Planning- and Development Phase by the Local Project Managers*

In three out of four projects, the local Project Managers rated the planning and development phase very positively. In agreement with the students interviewed, they especially found the interviews and the surveys very motivating. But the design of the flyers, posters and give-aways, as well as learning the role plays and other formats for the final event were also described by the majority of those questions as being very positive, as was the motivation of the children and adolescents. All interviewed parties were of the view that only a few people found it difficult to be enthusiastic about the project or the individual activities.

The criticism of the local Project Managers therefore refers less to the contents and activities, but much more to the setting and the organisation. At two of four locations there was criticism that the project as a whole – especially however the development phase – required more work and effort than expected. At one location there was also mention in this context that too little support was provided by NCBI in this particular phase. The local parties responsible from the two projects were of the opinion that the interval between the workshop and the development phase was too short and it would have been better to keep the topic current for a longer period of time. At another location where the school social worker was not involved and the teacher handled the development alone, the local Project Managers complained about difficulties in simultaneously supervising and managing three groups with different tasks. At one school there was also some complaint that it was a pity that the topic was dealt with in three individual working groups and that the students found out very little about the work of the other groups. All interviewed parties at the four locations further emphasized that the activities within the framework of the preparatory phase were complex and were therefore rather difficult for middle school students, while the workshop was very well suited for this age group.

With respect to the individual activities, the local Project Managers interviewed shared the opinion of the students. Conducting interviews was especially interesting for the students, since this involved talking with others. Some Project Managers reported that it was the preparation for the interviews in particular that was very time-consuming and, at times, also very challenging for the younger students. Conducting the interviews on the other hand was easy for the younger students and was a lot of fun for the vast majority of the students.

All persons surveyed also gave largely positive responses when asked about the group activities flyer and give-aways, even if the motivation was not always particularly high among a few individuals in one class or another.

#### **4.3.3 The Final Event**

The third and last stage of “Secret no more” consists of a final event, in which the results of the preceding planning and development phase are presented to an audience. An overview of the setting for these events, the topics and the target groups can be seen in Table 5. In seven projects, the final event took the form of a presentation in front of an audience; another class on the other hand selected the form of an exhibition in which they presented their works on the display walls in the school. The main auditorium was selected as the event location in six projects; at one location, the students visited the other classes and introduced the project based on the materials developed there.

In seven of the eight projects, the final event was directed at students from the other classes and took place during regular school hours. One class also organised a parents’ evening to which parents and siblings were invited along with grandparents and other relatives. At one location “Secret no more” was part of a larger event to do with violence prevention, to which not only students from other classes but also parents, relatives and other interested parties were invited. At three event locations, the focus was on the topic of corporal punishment; and at one location children’s rights were emphasized. Three events were somewhat wider in scope and dealt with interpersonal interactions within the family, civil courage, or “What to do when you have problems at home”. The smallest final events encompassed 60 to 70 participants; the largest around 200.

Table 5: Overview of the Activities of the Final Event

	Langenthal	Keheinsatz	Klingnau	Beringen	Oetwil-Geroldswil	Rapperswil-Jona	Ebikon
Form	Embedding in a large event with the title "The Family as a meeting place".	Presentation in the school building.	Class presentations.	Exhibition which was supervised by the students.	Presentation in the school building.	Presentation in the school building and at a parents' evening.	Presentation in school building.
Topic	"Dealing with each other within the family". Corporal punishment as a partial aspect.	Focus of the event: What to do, when you have problems at home?	Focus: Children's rights	Corporal punishment and civil courage: How and when do I intervene?	Corporal punishment	Corporal punishment	Corporal punishment
Content	Role play, - presentation of the results of the interviews as well as presentations of the results of "Secret no more" in the school rooms.	Children's rights, quiz on punishments, theatre on the topic of corporal punishment, what are good punishments as well as an exhibition with the materials developed (flyer, children's rights, interviews).	The focus topic was children's rights. In each case 3 students visited a class and presented the content they had prepared (in each case around 30-40 minutes).	Exhibition on the topic with a video feature: a fight scene in public with interviews on the question, why no passers-by intervened.	Role play /theatre scenes on corporal punishment and the emergency number for children (147), Presentation of interviews.	Role plays on corporal punishment and alternatives/ constructive solutions for situations.	Presentation of the results of the interviews.
Participants	Parents, siblings, relatives, students and acquaintances.	Students from the school, a few parents (event took place during the day).	Other classes in the school.	Especially other classes in the school, a number of parents (event took place in the morning).	Especially other classes in the school.	Students from all middle school classes at the event. Parents, grandparents, relatives and siblings on parents' evening.	Students from the school
Number of participants	ca. 200 Participants	ca. 200 Participants	ca. 120 Participants (7 classes)	ca. 130 Participants	ca. 70 Participants (3 classes)	Ca. 100 Participants (5 classes) / Ca. 50 (parents' evening)	Ca. 60-70 Participants

### *Assessment of the Final Event by the Students*

While the workshop and the planning and development phase was mainly evaluated positively by the students of the four focus groups, considerably more students expressed critical opinions when it came to the final event; while the students in two focus groups expressed an overall positive evaluation of the final event and several positive aspects were also mentioned in a third focus group. Overall, the final event was assigned the mark of 5.1 in the written survey of the project participant's at all eight locations and across all school levels. Admittedly there are considerable differences when one breaks it down by age and gender: the middle school even assessed the final with a considerably better mark (5.6) than the upper class (4.3), female teenagers better than male (5.2 resp. 4.9).

The presentation of the various prepared activities were assessed by and large positively; the exhibitions of the flyers, posters and results of the surveys and interviews were mentioned especially frequently, as were individual scenes about corporal punishment or help services that were presented within the framework of the final event as theatre. In one class, however, several students in the theatre group mentioned that they were not adequately well prepared for their performance and that they would have liked to have had more time to practice. They were nervous and had to improvise for which reason they were not, in their opinion, able to emphasise the content on corporal punishment and counselling services. In one focus group several students expressed that the final event was dominated by the theatre group and the other two groups that had made the flyers and posters and/or interviews were only involved as spectators. At various locations criticism was also express concerning the format of the event. In two focus groups, the opinion was expressed that a large event in the main auditorium was not the ideal format for conveying the content. It would have been better had they done class presentations in which all students involved in the project could have been involved and not just the theatre group.

An important aspect of assessment of the final event concerns the audience and deals with the questions of how the audience received the event. While at one location, several parties interviewed reported that the students from the other classes followed the presentation attentively and that they took the event as a whole very seriously, various students and in the other three focus groups reported that their event was not taken very seriously by at least part of the audiences and that the audience was in part very unruly. Several students from two local projects also found it a pity that the event took place during the day and that the parents could not participate in the event for this reason.

### *Assessment of the Final Event by the Local Project Managers*

The final events of the projects were also in the main assessed very positively by the local Project Managers surveyed. At three locations surveyed, the motivation of the students to present their work was great in the assessment of the local Project Managers. One person in the interview stated that one had to make sure that the event did not come across as pedantic, but that this worked very well. The project managers at two locations shared the opinion of the students to the extent that they thought the spectators were attentive. One could read appropriate responses of shock and sympathy on the faces of the spectators. The locally responsible parties reported that only at one location did the audience not take the event especially seriously and that certain other things did not go quite as well as one could wish. On the short term more students were invited than planned. The students were not well prepared and the planned activities (e.g. a quiz) did not work with a large group. For this reason the local Project Managers did not have the impression "[...] that a message was really received by the viewers. The framework was broken". For the next time the local project managers would select a different format and, as a second local project also emphasized, schedule more time for preparation.

### *Assessment of the Final Event by the Participants*

In the written survey on the occasion of the final event, participants were asked to assign marks to the event on scale from 1 to 6. At all eight locations, parents and guardians assigned the event on average a mark of 5.5 (n=40), brothers and sisters assigned the final event of their siblings the mark of 4.6 (n=37) and fellow students assigned on average the mark of 4.8 (n=216). The younger students among the audi-

ence assigned the final event the mark of 5.0, while the older students in the audience only gave the event the mark of 4.5. No differences were found with respect to the gender of the participants. The main justification given for the positive assessments was that raising sensitivity to the topic of corporal punishment and dealing with it was important to children and also the selected presentation of content (e.g. as theatre) was perceived as successful. Concerning the negative aspects, no clear references materialised from the responses that were received.

#### **4.4 Multiplier Role of Students**

An important objective of “Secret no more” consists in the students participating in the project act as multipliers, carrying the knowledge that they have acquired into other reference groups. In this context we did not only investigate whom exactly the students informed about the topic and how they did this, but also what reactions they encountered.

##### *Assessments of Students*

The students mainly talked about the project and/or topic with parents and their siblings as well as with fellow students. The topic of such discussion was less the content of the projects, i.e. corporal punishment, children’s rights and support services, but far more so the project as a whole or individual activities. In all four focus groups, some students reported that they talked about corporal punishment at home and their parents or siblings, for example, did not know what the Convention on the Rights of the Child was about. Some others reported, in contrast, that they did not say anything at home because it was “not important”. The topic apparently only triggered extensive discussions among only very few.

Along with a general discussion of the topic, various activities, along with the give-aways and the slogan should contribute to the topic of corporal punishment being discussed in the school and beyond it in the families. The dissemination effect in this respect was not judged by the students to be particularly great, even if the students in all focus groups reported that they discussed the topic of corporal punishment with their parents, grandparents, fellow students or with the school social worker for the first time. Students at all locations reported that even after the school break, some of their fellow students continued to wear the armbands or the backpacks; but the topic of corporal punishment was hardly mentioned any more.

Ultimately the final event, at which the content was presented to broader groups, offered an important platform with respect to the multiplier role. The event’s main purpose was to communicate the content of the project to the students, parents or other persons in a variety of forms by means of presentations. While the opinion surfaced in one focus group that the spectators (in this case primary school students) took a lot away with them, the students from two other local projects reported that their audience (other upper class students) did not take the event seriously and therefore they do not assume that the spectators really learned anything. In the same class several students made critical remarks with reference to the effect that parents could not have learned anything since they could not have attended the final event since it took place during the day.

##### *Assessments of the Local Project Managers*

Most local Project Managers assess the role of students as disseminators as being relatively limited, at least in the short term. Some students might still wear the armbands or the backpacks, which keeps the topic alive somewhat, but the local project managers hardly hear anyone talking about it. One location was an exception however. There, local Project Managers reported that the slogan is still very much a topic of discussion among the children and adolescents.

The local parties responsible for the project also share the opinion of the students that the framework is especially important for determining whether the project can be carried outside of the classroom. At one location the local Project Managers are in agreement that “we need to change the framework conditions”. This addressed not only the choice of formats, but also the target group: Class presentations would have been better suited to conveying the content in the opinion of the local Project Managers, which was con-

firmed by another project to the extent that everything worked relatively well there. The degree to which the project also became known and discussed in the family home as well, depends, according to several assessments, on whether it succeeds in directly addressing the parents and involving them in the project.

#### 4.5 Intermediate Conclusion

The project “Secret no more” was carried out at seven public regular schools and one Special Education School. Under the guidance of the classroom teachers and the school social workers at five locations, 77 pupils from the upper classes (13-17 Years ) and 52 from the middle school classes (10-13 Years ). The most important reason for implementing the project identified by the persons interviewed was that corporal punishment continues to play a significant part in child-rearing in Switzerland today, but the topic is at the same time a taboo meaning that more education is still needed and important in order to prevent it.

The implementation of “Secret no more” is focused on the same basic concept at each of the evaluated locations, which provides for a flexible adaptation of certain content to the specific needs of the schools. Following a preparatory phase, which is intended for identifying and clarifying the local needs as well as project organisation (e.g. contractual specification of responsibilities between NCBI and the local Project Managers, assigning contact persons, assigning specific work, informing parents), the actual project phase then followed with a half-day workshop, the planning and development phase, and the final event, in which the project classes presented the results of their work to their fellow students along with their parents and siblings.

With respect to the *preparatory phase*, the evaluation reaches the conclusion that the employees from NCBI took adequate time to become familiar with the local responsible parties and familiarise themselves with the project contexts. It was especially important for the Special Education school context that the children and adolescents participating in the project were able to become personally familiar with the employees from NCBI. The communication and assignment of tasks between NCBI and the local Project Managers went well, only in one case were the channels not sufficiently coordinated and the communication not efficient enough. With one exception, the parents were notified in writing that the project would be taking place in advance.

With respect to the *project phase*, the procedures at the individual locations were similarly designed. The workshop was especially positively assessed by the middle school students, while the upper class students responded more critically. The open and relaxed atmosphere despite the seriousness of the topic, the content presented on corporal punishment and children’s rights as well as the didactic design were all positively received. The half-day duration of the workshop was mentioned several times in a negative light, and it was suggested that it be re-thought in favour of a distribution over two days. In the special education context, more time was scheduled for the workshop and more work was done in small groups than individually or in larger groups, which had positive effects according to participants in the project.

The *preparatory phase* was supervised at all locations by the local Project Managers; at two locations school social workers and/or classroom assistants were also employed for this purpose. The employees of NCBI were not present themselves during this phase but could be contacted for information or in the event of questions. On the recommendation of the evaluation teams (c.f. interim report), however, one NCBI employee was personally present at two locations at the beginning of the preparatory phase. At all locations the students were broken up into three groups, with each group devoting itself in each case to one specific aspect of the topic which they then worked through in a way that they chose themselves (flyer, interview, theatre). The interviewed students demonstrated tremendous motivation when it came to these activities and evaluated them positively. In terms of content, the surveys and interviews relating to the topic were identified as interesting and thought-provoking. In general, the parties interviewed said that this phase should have been better structured and in some cases they wished they could have had more time during which to exchange ideas with the other groups, as well as the opportunity for individual work. Furthermore, it would have been better if NCBI employees had been present on-site instead of teaching personnel, as their specific expertise would have been helpful. It is precisely this need for more support from NCBI that the Project Managers also shared, not just for reasons of expertise, but also to relieve some of the time

pressures on them in this phase that was already quite demanding on them as it was. In contrast to the workshop, the preparatory phase turned out to be very demanding especially on the middle school students, making the need for more time, structure and support for this age group all the more urgent.

For the *final event*, seven locations selected a presentation in front of an audience; one class chose a poster exhibit as the format. The audiences consisted of between 60 and 200 persons and were made up for the most part of fellow students, with a small number of parents and siblings. With respect to the project classes, the middle school assigned the final event a considerably better mark of 5.6 than the upper class (4.3). Analogously, the younger students in the audience assigned the final event the mark of 5.0, while the older students in the audience only assigned the event a mark of 4.5. In contrast to the workshop and the preparatory phase, the interviewed students made critical remarks about the final event with greater frequency. According to the critical voices, not all of the presentations were given the same respect, the theatre group, in particular, dominated the others. The audience was also too large and was therefore unruly and some of the older students supposedly disrupted the event. Another source of complaint was the absence of parents. From their viewpoint, replacing the large event with several smaller presentations, e.g. within a classroom framework, seemed worth considering. The Project Managers interviewed who also saw the event very positively, shared these critical assessments and also found that more preparation time would be a good thing.

With respect to the sought-after *dissemination effects*, it was apparent that school classes involved in the project largely informed their fellow students and to a lesser degree with their parents and siblings about the topic and its content. This took place mainly within the framework of the final event in which, as is known, parents participated less. It was also possible for some discussions to be initiated thanks to the give-aways and the chosen slogan. Apart from the final event, which was very well received and by the younger audience most of all, the interviewed students as well as the local Project Managers estimated that the level of awareness for the topic outside the project classes is limited, especially among parents and siblings. It was repeatedly emphasized in this respect that smaller, but more frequently organised events in the form of class presentations would provide a more efficient framework for a deeper engagement with the topic, while the parents and siblings needed to be specifically addressed.

## 5 The Effects of “Secret no more”

In this chapter we present the effects of “Secret no more”. Here we are dealing with the attitudes, knowledge and behaviour of students with respect to corporal punishment and children’s rights, as well as suitable contact and counselling agencies for preventing corporal punishment. A written survey of students who had participated in the project (n=102), as well as a written survey of the participants in the final event (n=513) provided the basic data. In order to go into more detail with the selected aspects of these surveys, the findings from the focus groups and the group interviews were consulted (see Chapter 3.2). The structure follows the sequence of questions described in Chapter 1: In Section 5.1, we first discuss changes in the students’ knowledge; Section 5.2, changes in their attitudes and in the last section finally changes in their behaviour. In order to determine whether participation in the project effectively brought about a change, the data derived from the written survey before and after the project were contrasted and compared on the basis of a statistical testing procedure. Both the before survey and the after survey took place, respectively, a few days before or after the project. The test procedure used was a statistical comparison of the variables investigated before and after the intervention. Depending on the question item, either a non-parameterised McNemar-Test (for nominal characteristics, e.g. proportional values) or a Wilcoxon-Test (for ordinal characteristics, e.g. assessments) that evince statistically significant (=not coincidental) changes were selected for associated random samples in order to achieve this end, depending on the scale level.

Table 6 : Overview of the Strengths of Effects and their Interpretation according to Cohen (1988) and Hattie (2009)

d	Interpretation acc. to Cohen (1988)	Interpretation acc. to Hattie (2009)
<0	negative effect	
0.0	no effect	developmental effects
0.1		
0.2	small effect	teacher effects <sup>3</sup>
0.3		
0.4		
0.5	medium effect	zone of desired effects
0.6		
0.7		
0.8	large effect	
0.9		
≥1.0		

<sup>3</sup> We mean here the kinds of effects that are less attributable to the programme content itself than to the motivation, engagement and didactic skills of the teachers who convey the content to students.

The *effect strength* discussed in the following is a statistical measure which indicates the magnitude of an effect. It can therefore be used to elucidate the practical relevance of statistically significant results. In order to assess the strength of an effect, the values calculated were compared with the meta-studies summarised by Hattie (2009), which provide information about the average effects of prevention programmes at schools. TABLE 6 above shows the interpretation of the effect strengths according to Cohen (1988) and Hattie (2009).

The empirical average values determined by Hattie (range of values: 0 – 1) for the programmes studied is 0.4. Hattie characterises the Zone 0.0 to 0.1 as “developmental effects”; that from 0.2 to <0.4 as “teacher effects” and that from 0.4 to 1.0 as the “zone of desired effects”. Since Hattie bases his classification on real, achievable effects in the educational system, he comes to a somewhat milder classification than the theoretical interpretation provided by Cohen (1988). This measurement cannot, admittedly, be used with nominal variables (with two expressions, e.g. yes/no), but only at higher level scales (e.g. five-level scales).

## 5.1 Knowledge

### 5.1.1 Identification of Corporal Punishment

The students were asked about their knowledge of corporal punishment before and after taking part in the project. Based on a list with fourteen punishments, they were to identify those that were, in their view, corporal punishment. The results of this before-and-after comparison are shown in Table 7. The forms of punishment that were presented are given in the left column. In the two middle columns are the percentage shares before and after the completion of the project, as well as their significance value,  $p$ , in the right column.

The conventional value from empirical social science  $p=0.05$  was selected as the *level of significance*. If the significance value  $p$  lies below this threshold, one speaks of a statistically significant, non-coincidental effect, i.e. with an error probability of <5%. Since the level of significance by itself does not say much about the strength of the effect, as explained in the beginning, the measured value *Cohens d* is calculated.

Prior to the start of the project, slightly more than four-fifths of the children were able to distinguish corporal punishment from other punishments. The more severe the corporal punishment that is in question, the more clearly the children recognise it as such (e.g. 94.1% and 97.0% correctly classify “hefty slap in the face” or “a beating” as corporal punishment). According to the project, the proportion of wrongly assessed corporal punishment that was between 3.0% (“get a beating”) and 17.2% (“smack on the bottom”) before the project, did not improve significantly. As far as the already high proportion of 94 percent and more in the case of severe corporal punishment, it would not have even been possible to achieve a further increase of statistical significance in light of the small study group of  $n=102$  persons. As far as corporal punishment as a whole is concerned, the children are consequently no better able to distinguish it from non-corporal punishment. One borderline case is “pulling the ears/hair” to the extent that the change achieved in the percentage values lies just above the threshold for statistical significance ( $p=0.065$ ). Furthermore, it is obvious that several of the stated forms of punishment were incorrectly classified as corporal punishment by a larger number of participants after the project had been completed. These include to “insult/curse a child”, “not to speak with a child for a longer period”, “scream at a child”, and “send the child to bed without supper”.

In the focus groups, the majority of students were of the opinion that they had learned little new with respect to corporal punishment, which is somewhat surprising in light of the findings above, and many were still unable to make a correct distinction even after having taken part in the project. According to what they said, what was new to them was the realisation that corporal punishment was definitely a reality in Switzerland. The local Project Managers confirm that many students were not really aware of this problem. They also largely share the same assessment as the students with respect to the level of knowledge about the topic. According to them, the students profit more with respect to the question; which punishments are effectively allowed and where one can get help if needed? The Project Managers determined an increase in

the level of knowledge more than anything due to the fact that the children are supposed to have learned “what’s good and what isn’t” and “where the limit is”.

Table 7: Identification of Corporal Punishment

Punishments	Percentage of correct answers		p-value
	Before project	After project	
<b>Corporal punishment</b>			
Get a beating	97.0	97.0	0.500
Hit with an object	95.0	96.0	1.000
Hefty slap to the face	94.1	97.0	0.625
Pull the ears/hair	90.0	97.0	0.065
Spanking the bottom by hand	85.1	92.1	0.180
Light slap to the face	83.0	89.1	0.118
Smack on the bottom	82.8	89.1	0.118
<b>Not corporal punishment</b>			
Reduce allowance	94.1	97.0	0.453
No TV, computer or mobilephone	93.1	96.0	0.688
Grounded to home/ grounded to room/ not allowed to go out	93.1	89.1	0.267
Insult/curse child	84.0	63.4	<b>0.001</b>
Not speak with child for a long period of time	83.0	66.3	<b>0.009</b>
Scream at child	81.0	65.3	<b>0.015</b>
Send to bed without supper	66.3	58.4	0.216

**Note:** The question was framed: “Which of these punishments are corporal punishment?”

### 5.1.2 Punishments That Are Legally Allowed and Not Allowed

In spite of international obligations (UN-Convention on the Rights of the Child) and recommendations, as well as existing models in other European countries (e.g. Germany or Sweden), there is no legal regulation in Switzerland that explicitly prohibits the use of violence against children for disciplinary purposes. Even if there has been no right to inflict spanking in Switzerland since 1978, parents may inflict corporal punishment on the children according to a Supreme Court Ruling if it does not exceed a socially tolerable degree (BGE 129 IV 216). Within the framework of the workshop, the rights of children and the current legal situation were explained to the children and youth appropriate to their age. The NCBI-employees communicated the message that, with the background of the Convention on the Rights of the Child, of which Switzerland is a signatory, parents do not have a right to beat their children and even severe forms of psychological force are not permissible.

In the written survey, the students were supposed to indicate after reading a vignette depicting a case when “A child hits their younger sibling until the younger sibling cries.”; which punishments are allowed in Switzerland in such a case as described here. In light of the existing conflict between the Convention on the Rights of the Child, national laws and/or childrearing practices, the following assessments of the question were interpreted less as knowledge of the law and more in the sense of a moral standpoint of the children with respect to how tolerable disciplinary punishments are.

The percentages before and after the intervention are shown in Table 8, as well as the respective level of significance of the observed change. In the column *p-value*, the first value refers to change with respect to yes/no ratios, the second value refers to the change with respect to the “I don’t know” ratios. The tolerance for severe corporal punishment is considerably less than is the case for lighter forms; overall corporal punishment is less tolerated compared to punishments that do not involve physical force. With respect to the individual punishments, there are three changes: Considerably more children classify a “slap in the face” as “not allowed”; the share of undecided children (“don’t know”) dropped from 24.8% to 8.9%; additionally, more children classify “cursing” as “not allowed”, their share increased from 16.0% to 37.4%; thirdly, more children did not believe that parents are allowed to hit their child even if the child struck a sibling with a hard object (47.0% vs. 68.7%), while the share of “I don’t know” also declined at the same time. With respect to all other punishments asked about, there were no statistically significant changes.

Table 8: Punishments allowed in Switzerland

Punishments	Before Project			After Project			p-value
	No	Yes	I don't know	No	Yes	I don't know	
Giving a slap in the face	48.5	26.7	24.8	67.3	23.8	8.9	0.648/0.005
Take away mobilephone	3.0	95.0	2.0	1.0	94.1	5.0	0.500/0.375
Curse	16.0	71.0	13.0	37.4	48.5	14.1	0.003/1.000
Give a smack on the bottom	46.5	40.6	12.9	57.0	34.0	9.0	0.556/0.424
No TV	5.0	93.0	2.0	5.9	91.1	3.0	1.000/1.000
Beating	95.0	1.0	4.0	95.0	1.0	4.0	1.000/1.000
Only strike the child if they have hit a sibling with a hard object	47.0	18.0	35.0	68.7	10.1	21.1	0.039/0.030

**Note:** The question was phrased: “What do you think: Which punishments are allowed in Switzerland in the following case? A child hits their younger siblings until the younger sibling cries.”

These changes indicate that, after the workshop, the children are more critical with respect to the tolerability of certain corporal and psychological punishments, in the sense of the desirable learning objectives in the workshop, and at the same time have developed more understanding for punishments that still respect the rights of the child. The results from the focus groups likewise indicate a more nuanced understanding: Across all four local projects, several students indicated that they had a more precise understanding of children’s rights and problems associated with corporal punishment. At least in two focus groups, several students seem to have gained a clearer understanding of the distinction between punishments that are “allowed” and that are “not allowed”: “For me it was important to see where the limits are, whether a slap in the face is punishable or not.” In each focus group several students identified as a particular gain in knowledge that it was not just the nature of the punishment that was important for their assessment, but also the frequency and intensity. Very similar to the written survey, the focus groups also make it clear that

a significant proportion of the students still find it difficult to decide what is allowed and what is not allowed when it comes to punishment. These tendencies are also confirmed by the local Project Managers: The children perceive the punishments in a more differentiated as well as critical way, even if they still have their difficulties with the topic. The local Project Managers are also of the opinion that a great many students still did not know corporal punishment is prohibited, though this did become clear for a number of students as a result of the project.

### 5.1.3. Children’s Rights and The Right to be Protected against Corporal Punishment

With respect to the question of whether children in Switzerland have rights and if they especially have a right to be protected against corporal punishment, it becomes clear that before the project more than four-fifths of them were convinced that children have rights and especially a right to be protected against corporal punishment. Table 9 shows that the share of “yes” responses to both questions after the project increased, and that at the same time, the uncertainty with respect to this decreased (no/I don’t know).

Table 9: Children’s Rights and Right to be Protected from Corporal Punishment

Items	Before Project		After Project		p-value
	Yes	No/ I don't know	Yes	No/I don't know	
Children in Switzerland have rights	84.2	15.8	95.1	4.9	0.003
Children in Switzerland have a right to be protected against corporal punishment	81.2	18.8	91.1	8.9	0.022

**Note:** The question was phrased: “Do you think that children in Switzerland have rights?” as well as “Do you think that children in Switzerland have a right to be protected from corporal punishment?”

The responses of students in the focus groups indicate however that the majority of them did not know explicitly before the project that these rights are anchored in the Convention on the Rights of the Child and that there is no specific law in Switzerland against using corporal punishment as a child-rearing tool. With respect to children’s rights and how well anchored they are among the children and adolescents, the local project managers also evinced a clear increase in knowledge. While violence prevention had already been a topic in these classes, this specific topic was new to them.

### 5.1.4. Knowledge with Respect to Information and Counselling Offices

The question of whether and, if yes, to what extent the students know that they can get support if they need it was asked openly in the survey. The children (n=102) were supposed to list before and after the project which information agencies/offices they know. The results are shown in TABLE 10.

Before the project, 16 of 102 children (15.7%) gave no response to this question. Afterward the project it was just 11 children (10.8%), which does not constitute a statistically significant change (p=0.359). In contrast it is clear that the children were able to name several more counselling offices or contact persons after taking part in the project than before. The number of names given increased from around 1.6 to 2.4 offices/agencies per child, which means an increase of around 43 per-cent. Before the workshop, the most frequently mentioned contact agency was the “school social worker” (52.3%), followed by “family/relatives” (37.2%) and “teachers” (32.6%). After the workshop, the most frequently mentioned were “School social workers” (63.7%) and “emergency helpline for children” (63.7%) in first place, followed by “teachers” (45.1%) and “family/relatives” (25.3%), whose percentages had declined drastically. The greatest increase was seen consequently in “emergency helpline for children” (43.9 percentage points), teachers (+12.5) and

the “Police” (+10.7), as well as the official “counselling offices” (+7.1). By way of contrast, the share of “family/relatives” (-11.9 percentage points) clearly declined, while the others changed little.

Table 10: Information and Counselling Offices

Form of support	Before Project		After Project	
	Number of mentions	% share of children (n=86)	Number of mentions	%share of children (n=91)
Children’s emergency/No. 147	17	19.8%	58	63.7%
Counselling office/youth welfare office	10	11.6%	17	18.7%
Family/ relatives	32	37.2%	23	25.3%
Friends/colleagues	21	24.4%	19	20.9%
Teachers	28	32.6%	41	45.1%
Neighbours	4	4.7%	7	7.7%
Police	4	4.7%	14	15.4%
School social workers	45	52.3%	58	63.7%
Other (doctor, Juga, Kinderheim, peacemaker, school adviser, employer, pastor/priest, person of trust)	7	8.1%	4	4.4%
<b>TOTAL</b>	<b>168</b>	<b>195.4%</b>	<b>241</b>	<b>264.9%</b>

**Note:** The question was phrased: “Which counselling offices or helpful persons do you know whom you could approach or call if you experience violence at home?”

The results of the focus groups underscore that the largest increase in knowledge appears among the information and consulting offices. In all four groups the students clearly indicate that they now have a better idea of where they could get support and help if needed while family and relatives were only mentioned sporadically. They most frequently mentioned the emergency telephone helpline for children and the school social workers, while most of them emphasized that they had already known that the school social workers could also be contacted in the event of such problems. Admittedly this only became clearer as a result of the project. The local Project Managers also evinced the greatest increase in knowledge with respect to the knowledge of the contact and counselling offices. On the one hand, the children now had a better idea that there were support services available for them, and they also knew which agencies and offices could provide them with these services.

### 5.1.5. Increase in Knowledge

Relatively often only vague answers were given to the openly posed question of what they had learned from the project (“a lot”: n=14; “not a lot”: n=10) or no answer was given (n=9). As far as the useable answers are concerned, the students most frequently mentioned the information about children’s rights (36.8%) and the contact agencies (20.2%), while the aspects of conflict resolution (11.4%) and corporal punishment (6.1%) were mentioned considerably less frequently. At least as far as corporal punishment is concerned,

the lower value is to be explained by the fact that many students according to their own statements were already familiar with these things before project.

Table 11: Open Question on Increases in Knowledge among Students

Knowledge	Number of Mentions	Percentage
Children’s rights	42	36.8%
Counselling agencies	23	20.2%
Positive answer (“a lot”)	14	12.3%
Conflict resolution	13	11.4%
Did not learn much	10	8.8%
Corporal punishment	7	6.1%
Increased sensitivity to the topic	5	4.4%
<b>Total</b>	<b>114</b>	<b>100.0%</b>

**Note:** The question was phrased: “What did you learn?”

In contrast to this, teaching content with respect to children’s rights and the counselling services for children was new and therefore of great interest. Finally, we must note, that only a small minority of students (8.8%) indicated that they did not learn much over the course of the project.

Both the interviewed students as well as the local Project Managers particularly see the learning gains that have been derived from the project in the increased sensitive to corporal punishment in childrearing and the fact that the children and adolescents knew to which agencies or offices they could turn when they needed to get help.

#### 5.1.6. Increase in Knowledge among the Participants in the Final Event

After the final event, the participants were asked if they now knew more about corporal punishment and to whom they could turn if they needed help.

The participants indicated that they profited from the event in that they increased their knowledge about corporal punishment, children’s rights and the counselling agencies or offices. The responses from the parents/siblings as well as students evince very similar characters that are not significantly distinct from each other. This leads to the conclusion that the final event contributed to the topic of corporal punishment becoming more prevalent among parents and siblings of the children participating in the project and they also educated their fellow students about what they had learned.

In the four focus groups, the participants were then asked what they thought the project had accomplished among their fellow students who had been not directly involved in the project, as well as among their parents and siblings. From the answers it was obvious that it was primarily the younger fellow students who profited from it, since they were very attentive at the final event and learned a lot as a result. In contrast, another local project reported that the event was mainly attended by upper class students who did not take it very seriously. Consequently, these students estimate the learning effects among their older fellow students as lower. These differences with respect to school levels are also reflected in the differing assessment of the final event by the middle and upper class: On a scale of 1 to 6, the middle-school students assigned the event the mark of 5.6, the upper class only 4.3.

Table 12 : Question about the Increase of Knowledge among Participants in the Final Event

The project contributed to ...	Family/Relatives		Fellow students	
	Average	Standard dev.	Average	Standard dev.
...my learning something about the topic "corporal punishment".	3.27	1.56	3.55	1.31
..my having a better idea of what corporal punishment is.	3.30	1.61	3.44	1.38
...my having a better understanding that children have rights.	3.53	1.62	3.63	1.36
...my understanding better that children may not be struck.	3.45	1.76	3.48	1.64
...my knowing better to whom I can turn when I have questions about the topic of "corporal punishment".	3.54	1.59	3.54	1.48

**Note:** The question was phrased: "The project contributed to ..." response scale: 1: disagree; 2: disagree somewhat; 3: neither; 4: agree somewhat; 5: agree; I don't know.

## 5.2. Attitudes

In order to learn what the attitudes about corporal punishment are and whether they have changed as a result of "Secret no more", the students were asked among other things, which punishments they personally consider as acceptable means of child-rearing. The assessment followed a three-level scale (1: *not ok*; 2: *only for bad misbehaviour*; 3: *ok*).

The students often had critical attitudes toward corporal punishment before the project. Compared to corporal punishment they generally assessed the withdrawal of privileges (free time, allowance, TV/computer/mobilephone) more favourably than corporal punishment such as e.g. "pulling hair", "give a hefty slap to the face" or "beat". Furthermore, it is clear that the children classify insults or the withdrawal of affection ("don't speak with the child for a long time") with a similar critical view as milder forms of corporal punishment (e.g. "smack on the bottom"; "light slap to the face").

According to the results of the project, there were no statistically significant changes in attitudes with respect to the questions about various types of corporal punishment, and compared to the types of corporal punishment, the changes in attitudes are far more visible among the non-corporal punishments (prohibitions, grounding and reduction of allowance). These were all evaluated somewhat more favourably after the project, so that their distinction from corporal punishment has become correspondingly larger. In all cases identified however, the strengths of the effects each remained under the average value for prevention programmes (Cohens  $d = 0.4$ ), as Hatties described them in his metastudy (2009).<sup>4</sup> This relates to the fact that the attitude toward corporal punishment was already critical before the intervention, so that a clear increase after the execution of the project could hardly be expected.

<sup>4</sup> Cohens  $d$  is the effective magnitude for average differences between two groups with equal group sizes as well as equal group variations and helps in assessing the practical relevance of a significant average difference.

Table 13: Attitudes toward Punishments (Personally Affected)

Punishments	Average		Difference	p-value	Cohens d
	Before project	After project			
<b>Corporal punishment</b>					
Hitting with hard object	1.02	1.01	-0.01	0.317 <sup>5</sup>	-
Getting a beating	1.05	1.03	-0.02	0.480	-
Give a hefty slap to the face	1.12	1.06	-0.06	0.059	-
Pulling the ears/hair	1.12	1.10	-0.02	0.564	-
Spanking the bottom	1.34	1.48	0.14	0.068	-
Light slap to the face	1.65	1.60	-0.05	0.537	-
<b>Not corporal punishment</b>					
Insult child	1.16	1.12	-0.04	0.403	-
Send to bed without supper	1.28	1.33	0.05	0.439	-
Don't speak with the child for a while	1.36	1.34	-0.02	0.732	-
Scream at child	1.87	1.84	-0.03	0.683	-
Grounded to room/ house/ not allowed to out	1.99	2.20	0.21	<b>0.005</b>	<b>0.28</b>
Reduce allowance	2.09	2.32	0.23	<b>0.012</b>	<b>0.29</b>
Prohibit technology (TV, PC, mobilephone)	2.37	2.53	0.16	<b>0.040</b>	<b>0.23</b>
Additional work	2.56	2.73	0.17	0.060	-

**Note:** The question was phrased: "Punishment is often part of child-rearing. What punishments do you find OK yourself?" Response scale: 1: not ok; 2: only for severe misbehaviour; 3: ok; I don't know ).

The students were also asked which punishments they deem acceptable when a child brings home bad marks. As with the question explained above, the attitude toward the different types of corporal punishment did not significantly change due to the project. The attitude toward non-corporal punishments did change, however, which comes out as somewhat more positively with respect to two categories ("take away mobile" and "ground from television"). In both cases the effect strengths lie near to the empirical average value of 0.4 (Cohens d=0.38 and/or d=0.44).

<sup>5</sup> Note: The significance values p listed in the table and the difference values are only partly dependent on each other, i.e. an increase in the difference values, this does not necessary accompany a like or similar p-value increase. The p-value is much more dependent on the data distribution (standard deviation).

Table 14: Attitudes toward Punishments (Others Affected)

Parents may ...	Average		Difference	p-value	Cohens d
	Before Project	After Project			
<b>Corporal punishment</b>					
...hit boys but not girls	1.22	1.31	0.09	0.556	-
...give the child a slap in the face	1.32	1.36	0.04	0.704	-
...only hit the child if they bring home very bad marks	1.39	1.55	0.16	0.303	-
...spank the child on the bottom by hand	1.61	1.7	0.09	0.408	-
... <u>not</u> hit the child	4.63	4.67	0.04	0.553	-
<b>Not corporal punishment</b>					
...ban the watching of TV	3.06	3.64	0.58	<b>0.001</b>	<b>0.44</b>
...take away the mobile phone	3.08	3.57	0.49	<b>0.004</b>	<b>0.38</b>
...curse at the child	3.48	3.32	-0.16	0.666	-

**Note:** The questions was phrased: “How do you find the punishments in this case? A child is punished by his/her parents for bringing bad school marks home” Response scale: 1: disagree completely; 2: disagree; 3: neutral; 4: agree; 5: agree completely.

The qualitative statements from the focus groups and group interviews support these findings by and large. The students from all four projects are of the opinion that they did not change their attitudes toward corporal punishment much over the course of the project. Additionally, one local Project Manager expressed the reservation that the claim that it would be possible to “change attitudes” with a single workshop went a bit too far, especially among children and adolescents who have grown up in such an environment where corporal punishment is an accepted method of childrearing.

Finally we wanted to learn from the children in the written survey how difficult it was for them to talk about corporal punishment with other persons and how they estimated the chances that getting third parties involved in the situation would improve this or not. In Table 15, it can be seen that the children tend not to regard corporal punishment as a “secret” that you keep to yourself, but it is instead something that also affects other people, and that third parties - in their eyes - can certainly contribute to improving a bad situation. After the project children tended more strongly toward the assessment that it takes a lot of courage to tell someone that you are being hit at home; while admittedly, the children at the same time assess that it is worthwhile telling someone somewhat higher. In all cases however the sizes of the effects are small and remain under the threshold of 0.4. As far as the other variables from Table 15 are concerned, no relevant changes could be identified.

Table 15 : Talking about Corporal Punishment

Statements	Average		Differ- ence	p-value	Cohens d
	Before Project	fter Project			
If children are hit at home this is no one else's business.	2.53	2.33	-0.20	0.088	-
If children say that they are hit at home, nobody will believe them anyway.	2.00	1.78	-0.22	0.093	-
It takes a lot of courage for children to tell others that they get hit at home.	4.16	4.40	0.24	<b>0.022</b>	<b>0.25</b>
If children report that they are hit at home it will only get worse.	2.70	2.81	0.11	0.741	-
If children report that they are hit at home, this will accomplish nothing anyway.	2.24	1.99	-0.25	<b>0.001</b>	<b>0.21</b>

**Note:** The question was phrased: "What do you think about these statements?" Response scale: 1: disagree completely; 2: disagree; 3: neutral; 4: agree; 5: agree completely; I don't know.

The focus groups also indicate that most students are of the opinion that, if someone is being hit at home, it takes a lot of courage to tell someone with what is happening. In this respect, there were different remarks that it would be very helpful for this (decisive) step, to have learned that there are specialised contact and counselling offices and agencies for children and adolescents, which are easy to reach and that therefore no one needs to go directly to the Police because of it. In contrast to this, the local parties responsible see the project's success among other things in the reduction of the anxiety threshold that they expected. According to them, the project contributed to the "removal of the taboo" from this inherently difficult topic, to the extent that they let the children and adolescents know that "they were not left alone" with a certain "ease." A third local Project Manager also emphasized that it was important for the affected persons to recognise when evaluating attitudes toward corporal punishment that you are not the only one affected, but that there are "other children who are also affected". Like those students surveyed, however, several local Project Managers mentioned that the project did not only address the affected parties, but also "opened the eyes" of those children not affected by corporal punishment. This increase in the level of sensitivity for the topic of corporal punishment also had a positive effect on the level of acceptance of contact and counselling agencies and offices.

### 5.3. Behaviour

The students were asked in the written survey how they would behave if they themselves or someone they knew were affected by corporal punishment.

### 5.3.1. Willingness to Help Others

In order to learn whether the students surveyed increasingly sought out support from third parties, based on several statements, we first asked them how they would behave in the hypothetical event that a fellow student was the victim of domestic violence at home.

Table 16 : Behaviour in Response to Corporal Punishment (Others Affected)

Statements	Average		Differ- ence	p-value	Cohens d
	Before project	After project			
My fellow student will have to deal with it by themselves.	2.36	2.14	-0.22	0.061	-
I would tell them to speak with a teacher about it.	3.45	3.80	0.35	<b>0.008</b>	<b>0.26</b>
I would tell them to go to the school social worker.	3.24	3.82	0.58	<b>0.008</b>	<b>0.41</b>
I would tell them to go to a counselling office.	2.91	3.40	0.49	<b>0.051</b>	<b>0.38</b>
I would talk to a teacher about it.	2.59	2.59	0.00	0.614	-
I would talk to the school social worker about it.	2.71	2.99	0.28	0.126	-
I would call the children’s emergency helpline number 147.	2.05	2.63	0.58	0.396	-

**Note:** The question was phrased: “Assume that one of your fellow students is the victim of domestic violence at home (slap to the face, spanking of the bottom, etc.)” Response scale: 1: disagree strongly; 2: disagree; 3: neutral; 4: agree; 5: agree completely; I don’t know.

These data show that even before the project students were not inclined to ignore a child who was suffering domestic violence at home, but were instead most likely to offer advice, get help, or to a lesser extent to get involved in the matter themselves. The closer the person seeking help was to the student, the sooner it is taken into consideration, i.e. the teacher before the school social workers, and these before external counselling offices and/or the emergency line for children.

Compared to the assessments before and after the project, there are primarily effects with respect to the advice given to the fellow students to seek help from the school social worker, a counselling office or teacher (strength of effect: Cohens  $d=0.41$ ;  $d=0.38$ ;  $d=0.26$ ). The effects for the school social workers and the consulting offices reach an average effect size according to Hattie (2009), which is at 0.4.<sup>6</sup> Compared to this, the personal readiness to become active themselves, and to seek help from a teacher, the school social worker or the emergency helpline for children did not change.

### 5.3.2. Willingness to Seek Help oneself

The students were presented with the same statements for the hypothetical case that they were themselves affected by corporal punishment. The results are shown in Table 17. The children do consider it very bad if they get hit at home, but their readiness to turn to third parties for help before the intervention was not

<sup>6</sup> The p-value for the item “counselling office” of 0.05 admittedly lies just under the established level of significance of 0.05.

very strong. The children identify their friends as the first people they would approach, followed by teachers and the school social workers, while they reject external counselling offices and the emergency helpline numbers for children.

Table 17: Behaviour in Response to Corporal Punishment (Personally Affected)

Statements	Average		Difference	p-value	Cohens d
	Before project	After project			
I would think it was bad if I were hit at home.	4.46	4.50	0.04	0.660	-
I would talk to a fellow student about it.	2.68	3.24	0.56	<b>0.001</b>	<b>0.41</b>
What happens to me at home is nobody's business.	3.14	2.78	-0.36	<b>0.051</b>	<b>0.28</b>
I would talk about it with my teacher.	2.45	2.76	0.31	<b>0.017</b>	<b>0.23</b>
I keep things like that to myself.	2.99	2.78	-0.21	0.335	-
I would talk about it with the school social worker.	2.80	3.16	0.36	0.114	-
I would call the emergency helpline number for children 147.	1.74	2.51	0.77	<b>0.001</b>	<b>0.69</b>
I would go to a counselling office.	2.07	2.63	0.56	<b>0.054</b>	<b>0.45</b>

**Note:** The question was phrased: "Assuming you were getting hit at home (box on the ears, swats on the bottom, etc.)" response scale 1: strongly disagree; 2: agree; 3: neutral; 4: agree 5: strongly agree; I don't know.

Following the project, an increased readiness in several respects to seek help from someone can be observed among the students. Basically nothing had changed in the sequence of preferences before and after the project.

The effects are the strongest with respect to the preferred behaviour, readiness to talk with a fellow student about it (Cohens d=0.41), to approach a counselling office (Cohens d=0.45), and especially to contact the children's emergency helpline number (Cohens d=0.69). All of these magnitudes of effect lie clearly above the threshold of the empirical average value for prevention programmes (0.4). Similar patterns are found in the focus groups, according to which students would primarily turn to a fellow student, a teacher or the school social worker, but would also consider a counselling office or calling the children's emergency helpline number.

Admittedly, one must also take into consideration that, as before, many children think that what happens in the home is no one else's business and therefore attempt to keep such things to themselves. Basically, the data at hand does not permit any clear statement on how children *actually* would act in a specific, concrete case. That being said, a number of Project Managers report that in the course of the projects, students would tell them of cases of corporal punishment in their circle of friends or would turn to school social workers more frequently. In one school, the local Project Managers also reported that the project resulted

in a new form of communication among the teachers and other professionals at the school, to the extent that they would more readily point out any conspicuous behaviour of a child to each other.

### 5.3.3. Students as Disseminators

The results of the written survey of the participants in the final event provide indications for the acceptance of the project and the continued actuality of the topic of corporal punishment in the children’s family homes (c.f. Table 18). The parties surveyed are, in principle, relatively open to the project and think it important that the topic of corporal punishment be discussed at school. While the assessments of the fellow students and families with respect to the question of whether one had already talked about corporal punishment within the family before the project, are very close to each other at the centre of the scale, the assessments diverge considerably with respect to the additional question of whether the topic has begun to be discussed at home more frequently since the project: While the parents give a cautious yes, the children tend to respond more with no.

Table 18: Assessments on the Topic of Corporal Punishment

Statements	Parents and Siblings		Fellow Students	
	Average	Standard-deviation	Average	Standard-deviation
It is important that “corporal punishment” be discussed in school.	3.86	1.43	3.81	1.31
Before “Secret no more” we never talked about corporal punishment at home.	2.63	1.61	2.80	1.51
We talked about the topic of “corporal punishment” at home more since the project.	2.79	1.49	1.78	1.21
I already engaged the topic of “corporal punishment” before “Secret no more”.	2.53	1.58	2.17	1.39

**Note:** Response scale: 1: disagree; 2: disagree somewhat; 3: neutral; 4: agree somewhat; 5: agree; I don’t know.

Two contrary interpretations are conceivable: Assuming, that the parents’ responses are coming out too positive owing to the desire for social acceptability, one must place more trust in the assessments of the students, indicating that the “true value” lies more on the negative end of the scale. In light of the fact that the parents invited to the final event were only those of the students who were directly participating in the project, a second reading of the findings is also possible: that corporal punishment actually is talked about at home more frequently among these people, while it is less the case among the parents of those students who provided a negative assessment according to Table 18. The latter reading of the findings is also indicated by the results of the focus groups and the interviews with the local Project Manager. In the projects in which the parents were directly included – e.g. in the framework of a parents’ evening or the final event – both the students and the Project Managers indicated that the topic of corporal punishment had been discussed at home. In projects where the parents were hardly included on the other hand (in that e.g. the final event was not addressed to the parents), the project and the topic of corporal punishment were hardly discussed at home according to statements given within the focus groups and in the group interviews.

## 5.4. Intermediate Conclusion

Finally, in this chapter, the demonstrated effects of “Secret no more” according to the levels of knowledge, attitude and behaviour as investigated in the evaluation will be summarised and discussed.

### 5.4.1. Knowledge

Within the framework of the workshop, children were given detailed information about the topic of punishments used in the course of bring-up a child, the international conventions on children’s rights and the current legal situation in Switzerland. The NCBI-employees communicated the message that, against the backdrop of the Convention on the Rights of the Child, of which Switzerland is a signatory, parents have no right to hit their children and that even severe forms of psychological force are not permitted.

Around four fifths of children were already able to clearly distinguish corporal punishment from other forms of punishment before the project according to the written survey. After the project there is no statistically significant reduction in the proportion of children who find it difficult to report domestic violence. Admittedly, it occurred more frequently afterward that the children incorrectly identified certain forms of verbal or psychological violence as corporal punishment. Also with respect to children’s rights, more than four fifths of children were convinced before the project that children in Switzerland have rights, and especially a right to protection against corporal punishment. This high percentage increased after the workshop to over 90 per-cent in each case. Furthermore, with respect to specific corporal and psychological forms of punishment like “a slap in the face”, “cursing” and “hitting”, it turned out that the children showed less tolerance for these actions afterward. This impression was also confirmed by the results from the focus groups according to which several students and the local Project Managers indicate that the existence of international children’s rights, as well as the legal situation in Switzerland, was unknown to the children before the project and that there was an increase of knowledge in this respect.

With respect to the questions of whether the students know whether, and if yes, where they can get help if needed, one can see based on the written surveys that, after the project, the children can name considerably more people and offices or agencies that can offer them support if they need it. The number of contacts named increased from around 1.6 to 2.4 offices/agencies per child (+43%). Furthermore, the results indicate that the children surveyed not only have a considerably broader knowledge with respect to contact and counselling agencies, but they are also less oriented on persons from their private social circle, and instead more frequently on professional contact and counselling offices. The results of the focus groups likewise underscore that the largest increase in the knowledge among these students concerned contact and counselling offices and agencies.

After the final event, the parents of the children who were present along with the fellow students attending the final event were asked if they had a better idea of what corporal punishment is, and where they can get help. The responses to both questions demonstrated a positive tendency to be sure, but they were not clearly answered with yes. With respect to the focus groups, it was clear that in the opinions of the students surveyed, the younger school classes especially profited from the final event (middle school: mark of 5.6), while the older class levels gave the event considerably more negative evaluations (upper class: mark of 4.3).

### 5.4.2. Attitudes toward Corporal Punishment

The assessments of the written survey and the focus groups along with the group interviews demonstrate that the students’ critical attitudes toward corporal punishment from before the project and those after the project hardly changed. With respect to severe corporal punishment such as “being beaten” and “being hit with a hard object” a statistically significant change was hardly possible due to the broad and strong level of rejection; admittedly, a change was certainly possible in attitudes toward the lighter corporal punishments such as “smack on the bottom” or “a light slap in the face”.

Compared to corporal punishments, children are clearly more positively inclined toward punishments such as “grounded to the house or room”, “not being allowed to watch TV” or “not being allowed to use their mobilephone” as well as “having their allowance reduced or cut completely”. Admittedly, in these cases the strength of the change of the direction towards greater tolerance is slight and remains below the empirical threshold for the average value for school prevention programmes as calculated as part of Hatties comparative study (2009).

The students surveyed were already convinced before the project that children should not silently endure corporal punishments they suffer, but should turn to third parties. After the project, while the conviction that third parties can help effectively increased, at the same time, the children were also more strongly convinced that it takes a lot of courage to take this step. While the first effect mentioned is definitely in the sense of the programme, the assessment in the last case is less favourable as the chance is therefore reduced that a child will dare to take the step to approach someone from outside the family. In this respect both change effects are simply weak ones and remain under the average value for school prevention programmes, which means that these findings do not support any broader conclusions.

#### **5.4.3. Behaviour**

With respect to the question of whether the students would be more likely to seek assistance if they themselves or someone they know were affected by corporal punishment, the data at hand shows up positive indications for this. After the project, it was more likely that someone would strongly advise a fellow student to get help from a teacher, the school social worker or a counselling office. The individual readiness to take action on behalf of a fellow student in this form did not increase significantly however. As far as the hypothetical case of them being hit at home themselves, the students surveyed showed a significantly increased readiness to contact a teacher or a counselling office. Most specifically the children gave more consideration after the project to calling the emergency helpline number for children. All of the effects identified here exceed the threshold for the empirical average of the school prevention programmes and therefore enter the “zone of desired effects” as identified by Hattie (2009). These positive changes are confirmed by the similar findings from the focus groups.

Finally, the results from the different instances of data collection indicate that the students increased the frequency with which they discussed the topic of corporal punishment with their parents at home and with their circles of friends (e.g. in school) after the project. Admittedly, this effect seems to occur only at those locations where the parents and friends of the students participating in the project were directly involved in the activities, namely through their own participation in the final event. Correspondingly, the topic tends not to be present in the family homes of those fellow students who were not directly involved in the project. This impression is strengthened by the corresponding statements from the focus groups: Only there where the parents were involved within the framework of a parent’s evening or the final event in the project are there indications that the topic of corporal punishment is discussed at home. At locations, where the parents were not directly involved in the activities, corporal punishment is not a topic at home.

## 6. Conclusions and Success Factors

In this final chapter, we will summarise the significant results from the evaluation of implementation and effectiveness of “Secret no more” and formulate nine factors contributing to the successful implementation of the project.

### 6.1. Implementation of “Secret no more”

We evaluated the implementation of “Secret no more” at seven public regular schools and one Special Education school. Both 50 upper-class student in the ages of 13 to 17 years as well as 52 middle-school students in the ages of 10 to 13 years participated in the evaluation (proportion of boys: 57%). The local implementation at the eight schools was supervised by employees of NCBI along with teachers and school social workers.

Our evaluation shows that the project reaches a relatively broad age range (10 to 17 years) and is therefore suitable for middle school and upper school. Basically, the topic of corporal punishment is important to all classes and ages, though for the upper class students (especially those in the 8th and 9th grades), other topics are also important, such as addictive substances, violence, career orientation, etc., and these attract the interest of the students. Even when the topic of corporal punishment was especially current for middle school students, older students nevertheless received the project positively.

Overall, the implementation of “Secret no more” went well at all locations. The organisational and professional support from the employees of NCBI was viewed positively by the local Project Managers. In order that the project could start successfully, it was important that the NCBI employees be able to introduce and personally present the sequence to the participants and adapt this to the local conditions and needs. At the Special Education School it also proved advantageous to prepare the children for the project as well. In this way it was possible to build up a partnership relationship within the framework of this *preparatory phase* at all the locations where the project was carried out. Internal project-related communication was felt by the participants to be personal, efficient and respectful. Furthermore, the informational bulletin to the parents that NCBI drafted in order to provide them with comprehensive knowledge of the project proved useful.

The *project phase* at all locations was oriented on the same sequence: The preparatory phase was followed by a half-day workshop, after which the students with the responsible classroom teachers and school social workers planned and worked out the final event, in which they presented the project to their fellow students, their parents and their siblings. In the special education context, more time was scheduled for the individual steps of the work and more work would be done in small groups, which had positive effects according to the participants.

At the *workshops* the participants engaged questions of child-rearing, corporal punishment, children’s rights and their own experiences in this regard. On request the NCBI-employees made small ad-hoc adjustments to this schedule. The student body in the middle school was especially pleased with the teaching content and the didactic activities. This also describes the upper school classes, though this group did in contrast criticise that the dissemination was too lecture-orientated and not interactive enough, and they also criticised the duration of the workshop. Some of the local Project Managers also expressed the opinion that dividing the workshop into two days could be appropriate and furthermore that independent activities could be built in. Along with the professional competence, the organisation of the event itself, the open and constructive work atmosphere in which the students could freely choose to express themselves or not were all praised. The activities carried out in the framework of the *development and planning phase* were assessed positively in principle in terms of both organisation and content. Of the three activities, flyer, theatre and interview, the students especially liked the last of them, since they were then able to talk to other people about the topic of corporal punishment. Admittedly, though, the need for additional support from NCBI in the form of professional supervision during this phase was keenly felt. This did not just relate to

the time pressure on the teaching staff, but also provided professional advice and structure for the student activities, which especially affected the middle school.

For the *final event*, the majority of the schools selected a presentation in front of an audience; only one class chose a poster exhibition instead. At the final event, the project classes gave presentations about the topic of corporal punishment to their fellow students and in some cases their parents and siblings as well (depending on the location from 60 to 200 persons), and presented the results of their group work (theatre, interviews). At most locations the event was scheduled for the afternoon and the parents were not invited for this reason. With respect to the project classes, the middle school gave the final event a considerably better mark (5.6) the upper class (4.3). Compared to the other project activities, criticism was more frequently expressed about the event: one would have liked (as mentioned before) to have had better organisation and more time for the preparation; furthermore, not all groups were equally taken into consideration at the events, and last but not least, the dimension of the event should be re-thought. It is possible that classroom presentations or smaller events could be better suited to successfully conveying the topic presented in the presentations. The students especially bemoaned the lack of participation by their parents and siblings. Different assessment depending on the class level can also be recognised in the assessment by the fellow students who attended the final event. The younger members of the audience assigned the final event the mark of 5.0, while the older students in the audience only assigned the event a 4.5. With respect to the *disseminator effect* sought by the project, it was apparent that the project activities (give-aways, final event) reached the children and adolescents from the other school classes, who belonged to the primary target group of the programme, especially the middle school pupils. Compared to this the parents and siblings, as secondary target group, only some of whom were invited to the final event, were not reached as well.

## 6.2. Effects of “Secret no more”

The project “Secret no more” made the participating students more sensitive to the topic of corporal punishment when bring up a child. Before the project, many did not know that international children’s rights exist, rights which prohibit violence against a child as part of its upbringing. The fact is however that corporal punishment continues to be a widely used method of child discipline in Switzerland. Admittedly a significant minority still had difficulty after the project in correctly distinguishing corporal punishment from other types of punishment.

There are however strong knowledge effects with respect to the existing assistive services: While the students were more ready to trust their circle of immediate family and relatives, they had considerable better familiarity with professional contact and counselling offices to which children and adolescents who suffer corporal punishment at home can turn to get help after the project. Compared to this, the critical attitude of the children and adolescents toward corporal punishment hardly changed at all as a result of the project. Just as before, they were of the opinion that alternative forms of punishment, e.g. withdrawal of allowances or restrictions on what times the children or adolescents can leave the house should have a precedence in child-rearing.

With respect to the question of whether the project “Secret no more” contributes to children and adolescents who suffer corporal punishment at home being less likely to “keep it a secret”, and therefore more likely to tell outsiders and get help, there were indications that speak in favour of removing the taboo from the topic: The readiness to talk with friends if one experiences problems (still the most preferred variant), to turn to a teacher or counselling office, or to call the emergency number for children, increased significantly. The magnitude of the effects observed here correspond to the average value for school prevention programmes or are even slightly above it. The children and adolescents are also more prepared to advise a fellow student in a difficult situation to contact a teacher, the school social worker or a counselling office; by way of contrast, their own readiness to engage themselves for the other child in this way did not change.

The effects of the project beyond the circle of those who directly participated in it are difficult to assess on the basis of the available data. Basically, it was the fellow students, along with the parents and siblings who viewed the final event which was important, interesting and rich in educational content. This disseminating

effect appears to be focused on the main target group of disseminators (other children and youth), when the students participating in the project were supposed to spread the word about the topic independently and of their own initiative among the circle of friends or family home. On the other hand, this effect was more pronounced when the Project Managers themselves involved the parents and siblings in what was happening, especially through their participation in the final event, but also within the framework of parent's evenings or parent's conferences.

### **6.3. Success Factors**

Finally, we would like to summarise our recommendations with respect to the future implementation of "Secret no more" in the form of *nine success factors*, which are seemingly important for the achievement of the program goals. The foundation for them is found in the findings from the evaluation of implementation and effects presented in the previous chapters, especially also the suggestions from students and local Project Managers on effective measures for improvement.

#### **Success Factor 1: Design of the Development Phase**

Preparation for the final event is very demanding for middle school students, while it presents few problems for the upper classmen. It turned out that, for the younger students, it was sometimes difficult to solve the assigned tasks in the time given to them. For example, they invested a lot of time to develop the questionnaires/guidelines, time they then did not have for the interviews. The consequence was that they were insufficiently prepared for the final event at the end. During the development it would be helpful if teaching staff or specialists (school social workers) ensured intensive supervision. This also contributes to a trusting relationship between the teacher/school social workers and the students, which consequently has a positive effect on the use of the school's internal contacts and counselling services. A stronger working out of the educational materials provided by NCBI and the templates for the group work was suggested as well. It is precisely the younger students who are dependent on good templates, so that they can use the available time for the interviews effectively instead of for just developing their questionnaires. Furthermore, one should keep in mind that all group work is comparable in terms of the time required, so that all groups can finish at approximately the same time. Beyond this, the exchange of ideas between the working groups also ought to be promoted so that they can learn what others are doing and motivate each other in this way.

#### **Success Factor 2: Design of the Workshop**

The educational content and the didactic design of workshops basically proved themselves at the locations, both with the middle school and the upper school classes. However, younger and female students liked the workshop much more than older and male students. Thus, the sex and age-specific preconditions and needs of the students must be taken into account. It is recommended that the educational content and the didactic method be coordinated in advance with the teaching staff and other professionals involved. Furthermore, the experiences that a design that is dynamic, rich in variety, and also demanding of bodily movement, is especially important for male students, since they otherwise quickly get bored. In this respect one could consider if the workshop could be distributed over two units separated by an interval of time, as several interviewed students suggested. Moreover, the student body suggested that there should be more attention paid to the (psychological, social) reasons for corporal punishment, while the local Project Managers wish that the students would be able to take a concrete product they had developed themselves home with them from the workshop.

#### **Success Factor 3: Design of Final Event**

The final event was more appreciated by the middle school than the upper school classes. Therefore, regarding the content and design of the final event, the specific needs of the upper classes should be more taken into account. For this purpose, the following points are worth thinking about: It is supposed to be already clear to the participating students at the start of the project which goals would be sought in the final event (multiplier effects) and the event correspondingly planned. A more intensive supervision by the

responsible persons throughout the planning phase, as well as a “rehearsal” before the performance could help to reduce fright and improve the process of presentation (e.g., same time budget for all groups) and effects (e.g., avoidance of too drastic or unintentionally funny theatre scenes). The final event proved especially successful there, where it was associated with a broader programme context or there where the students from the project classes personally presented the content in the framework of multiple classes. The execution of large events however brings with it the risk that the (older) audience will not remain concentrated and disturb the event. Inviting parents to the final event or to a separate parents evening was viewed as especially important and positive by the local Project Managers and most of all by the students. Everywhere where the parents were not explicitly included in the project, the students made more critical comments about the success of the project. Subsequent to the final event, additional opportunities should be identified in the teacher’s colloquium in order to continuously refresh what was learned (e.g. in the framework of project weeks, parent's evenings, parent's conferences, etc.) and in this way to nurture the enduring effect of the project.

#### **Success Factor 4: Trust-Building**

Building a relationship of trust between NCBI and the local Project Managers, as well as between NCBI and the children and youth participating in the project is absolutely indispensable for successful implementation. This purpose is served by the meetings on site, in which the project and the implementation are presented to the participants and they have the opportunity to express their needs and concerns about it. In this way one can adequately take into account the particular conditions of the location in preparation and implementation of the project. In some settings, such as that of a Special Education School, it has proven particularly valuable to have NCBI not only meet with the teachers prior to the workshop, but also to meet the children and youth so that they can pick up on their (positive and negative) expectations.

#### **Success Factor 5: Embedding**

The embedding in the circumstances of the local context in terms of both content and organisation has a considerable influence on the success of the project. Whenever possible, the project should be coordinated with any existing local violence prevention concepts and projects that are associated with this topic. The better the individual elements are associated with each other, the greater the resulting overall effect. Additionally, this fosters the lasting effect of the project and thanks to synergies, this reduces the organisational effort and expense for the school and/or the local project managers. One example would be a location where the project could be integrated into an already established violence prevention strategy and the related working group, which had a very positive influence on the acceptance and implementation of the project. In this way, the various project tasks are distributed easily among several persons and this prevents the over-burdening of any one person. It seems advantageous to make sure that the local responsibility for the project not rest with just one person, but that it be more widely distributed across the entire school staff. This includes (if applicable) the school social work, which should be presented to the student body as a contact and counseling person, and be professionally involved in the project activities.

#### **Success Factor 6: Communication**

The identification of contact persons on the part of NCBI and the local project organisers is important to the success of the project and it is important to make joint agreements concerning the internal communication about the project among the contact persons. The more people are involved in the project, the more important it is to discuss not only the communications channels but also the frequency and content of communication. The “right balance” should be found, adapted to the needs of the local project organisers, so that there is neither too much nor too little communication. One should, however, make sure that there is only one person functioning as the contact for NCBI for each local project, so that the communications routes are arranged to be as simple as possible and therefore reduce the effort and expense involved as a whole.

### **Success Factor 7: Time Coordination**

The date of introduction as well as the duration of the project must be carefully coordinated with the local project organisers since this has an effect on the motivation of the project organisers and the success of student learning. For example, several projects were concluded shortly before school holiday, so that there was hardly any time for follow-up after the final event. Because of this unfavourable timing, several different local Project Managers called the lasting effect of the project into question. For that reason we suggest that the project, if at all possible, be scheduled so that continued follow-up with the children and youth be possible in order to discuss the topic beyond the project or to be able to take it up again. It also seems less than optimal for lasting effects that the project is executed in class groups that dissolve shortly after the project ends, and the children and youth no longer have immediate access to local contacts.

### **Success Factor 8: Parental Involvement**

The evaluation draws the attention to an aspect that frequently receives too little attention in the execution: parental involvement. To better support the children and youth in their multiplier role, parents – as secondary target group – should not just be told about the execution of the project, but they should participate in the topic themselves by inviting them to the final event, for example, or by arranging a special event for parents. The more weight a school gives to the multiplier role of the children and youth regarding their parents, the more suitable measures should be installed. Therefore, it is important that appropriate strategies be integrated into the project design and discussed with the project organisers as an intended objective. If applicable, with respect to multiplier effects, it is also beneficial that the project is embedded in an over-arching prevention concept or programme and the school administration and other bodies be included.

### **Success Factor 9: Involvement of Local Specialists**

The project should be continuously supervised through the various stages by teaching staff and specialists (e.g. school social workers), so that it is supported broadly and uniformly on both a relational and professional level. The evaluation shows that, in terms of the effort expended and the professional support and motivation of the local Project Managers, it is beneficial and important that both direct contact persons (here teachers) as well as specialists (as a rule school social workers) be significantly involved in the project. If for no other reason, continuity in supervision assures that the individual stages in the project are closely coordinated with each other in terms of content and organisation and that they are comprehensible and coherent for the participants.



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# Appendix

## Survey Instrument A: Questionnaire for the Pupils

**Fragebogen für  
Schülerinnen und Schüler**



X-X-JOK

**Wie findest du die Erziehung bei dir zuhause?**

Meine Eltern ...	stimmt gar nicht	stimmt eher nicht	teils/ teils	stimmt eher	stimmt voll und ganz	weiss nicht
... verbringen viel Zeit mit mir.	<input type="checkbox"/>	<input type="checkbox"/>				
... erlauben mir fast alles.	<input type="checkbox"/>	<input type="checkbox"/>				
... sind streng.	<input type="checkbox"/>	<input type="checkbox"/>				
... wollen, dass ich ihnen gehorche.	<input type="checkbox"/>	<input type="checkbox"/>				
... interessieren sich dafür, was ich mache.	<input type="checkbox"/>	<input type="checkbox"/>				

Seite 1

*Zur Erziehung gehören oft auch Strafen.  
Welche Strafen findest du für dich selbst ok?*

	nicht ok	nur bei grossen Dummheiten	ok	weiss nicht
Verbot (Fernseher, Computer, Handy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
leichte Ohrfeige	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
auf den Po schlagen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lange nicht mit Kind sprechen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
verprügelt werden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kind anschreien	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hausarrest/Zimmerarrest/Ausgehverbot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ohne Nachkissen ins Bett	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ein zusätzliches Amtl	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taschengeld kürzen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
heftige Ohrfeige	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
mit einem harten Gegenstand schlagen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kind beleidigen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an den Ohren/Haaren ziehen/reissen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Andere, und zwar:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Seite 2

**Wie findest du Strafen in diesem Fall?**

*Ein Kind wird zuhause von seinen Eltern bestraft, wenn es schlechte Noten nach Hause bringt.*

Die Eltern dürfen ...	stimmt gar nicht	stimmt eher nicht	teils/ teils	stimmt eher	stimmt voll und ganz	weiss nicht
... dem Kind eine Ohrfeige geben.	<input type="checkbox"/>	<input type="checkbox"/>				
... das Handy wegnehmen.	<input type="checkbox"/>	<input type="checkbox"/>				
... mit dem Kind schimpfen.	<input type="checkbox"/>	<input type="checkbox"/>				
... dem Kind mit der Hand auf den Po schlagen.	<input type="checkbox"/>	<input type="checkbox"/>				
... den Fernseher verbieten.	<input type="checkbox"/>	<input type="checkbox"/>				
... das Kind <u>nicht</u> schlagen.	<input type="checkbox"/>	<input type="checkbox"/>				
... das Kind nur schlagen, wenn es ein sehr schlechtes Zeugnis hat.	<input type="checkbox"/>	<input type="checkbox"/>				
... Buben schlagen, aber nicht Mädchen.	<input type="checkbox"/>	<input type="checkbox"/>				

Seite 3

**Angenommen, eine Kollegin oder ein Kollege von dir wird zuhause geschlagen (Ohrfeige, Schläge auf den Po usw.):**

	stimmt gar nicht	stimmt eher nicht	teils/teils	stimmt eher	stimmt voll und ganz	weiss nicht
Meine Kollegin oder mein Kollege muss selber damit klar kommen.	<input type="checkbox"/>					
Ich rate meiner Kollegin oder meinem Kollegen, mit einer Lehrperson darüber zu sprechen.	<input type="checkbox"/>					
Ich rate meiner Kollegin oder meinem Kollegen, zur Schulsozialarbeit zu gehen.	<input type="checkbox"/>					
Ich rate meiner Kollegin oder meinem Kollegen, zu einer Beratungsstelle zu gehen.	<input type="checkbox"/>					
Ich spreche darüber mit meiner Lehrerin oder meinem Lehrer.	<input type="checkbox"/>					
Ich spreche darüber mit der Schulsozialarbeiterin oder dem Schulsozialarbeiter.	<input type="checkbox"/>					
Ich rufe den Kindermotruf 147 an.	<input type="checkbox"/>					
Anderes, und zwar: _____	<input type="checkbox"/>					

Seite 4

**Wie findest du diese Aussagen?**

	stimmt gar nicht	stimmt eher nicht	teils/teils	stimmt eher	stimmt voll und ganz	weiss nicht
Wenn Kinder zuhause geschlagen werden, geht das niemanden etwas an.	<input type="checkbox"/>					
Wenn Kinder erzählen, dass sie zu Hause geschlagen werden, glaubt ihnen sowieso niemand.	<input type="checkbox"/>					
Wenn Kinder erzählen, dass sie zuhause geschlagen werden, brauvt das viel Mut.	<input type="checkbox"/>					
Wenn Kinder erzählen, dass sie zuhause geschlagen werden, wird es nur noch schlimmer.	<input type="checkbox"/>					
Wenn Kinder erzählen, dass sie zuhause geschlagen werden, bringt das sowieso nichts.	<input type="checkbox"/>					

Seite 5

**Angenommen, du selbst wirst zuhause geschlagen (Ohrfeige, Schläge auf den Po usw.):**

	stimmt gar nicht	stimmt eher nicht	teils/teils	stimmt eher	stimmt voll und ganz	weiss nicht
Ich finde es schlimm, wenn ich zuhause geschlagen würde.	<input type="checkbox"/>					
Ich spreche darüber mit einer Kollegin oder einem Kollegen.	<input type="checkbox"/>					
Was bei mir zuhause passiert, geht niemanden etwas an.	<input type="checkbox"/>					
Ich spreche darüber mit meiner Lehrerin oder meinem Lehrer.	<input type="checkbox"/>					
Solche Dinge behalte ich für mich.	<input type="checkbox"/>					
Ich spreche darüber mit der Schulsozialarbeiterin oder dem Schulsozialarbeiter.	<input type="checkbox"/>					
Ich rufe den Kindermotruf 147 an.	<input type="checkbox"/>					
Ich gehe zu einer Beratungsstelle.	<input type="checkbox"/>					
Anderes, und zwar: _____	<input type="checkbox"/>					

Seite 6

**Welche Beratungsstellen oder hilfreichen Personen kennst du, wo man hingehen oder anrufen kann, wenn man zuhause geschlagen wird?**

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Seite 7

**Welche Strafen hast du zuhause in den letzten 12 Monaten bekommen?**

	nie	einmal	2 bis 5 Mal	6 bis 10 Mal	mehr als 10 Mal	weiss nicht
Mir wurde verboten, den Fernseher, den Computer oder das Handy zu benutzen.	<input type="checkbox"/>					
Mir wurde Hausarrest oder Zimmerarrest oder ein Ausgehverbot gegeben.	<input type="checkbox"/>					
Mein Taschengeld wurde gekürzt.	<input type="checkbox"/>					
Mit mir wurde länger nicht gesprochen.	<input type="checkbox"/>					
Mir wurde mit der Hand auf den Po geschlagen.	<input type="checkbox"/>					
Ich wurde angeschrien.	<input type="checkbox"/>					
Ich habe eine leichte Ohrfeige bekommen.	<input type="checkbox"/>					
Ich musste ohne Nachtessen ins Bett.	<input type="checkbox"/>					
Ich musste ein Zusatzmahl übernehmen.	<input type="checkbox"/>					
Ich habe eine heftige Ohrfeige bekommen.	<input type="checkbox"/>					
Ich wurde beleidigt.	<input type="checkbox"/>					
Ich wurde mit einem harten Gegenstand geschlagen.	<input type="checkbox"/>					
Ich habe eine Tracht Prügel bekommen.	<input type="checkbox"/>					
Ich wurde an den Haaren oder den Ohren gezogen/gefassen.	<input type="checkbox"/>					
Andere, und zwar:	<input type="checkbox"/>					

Seite 8

**Was meinst du: Welche Strafen sind in der Schweiz in diesem Fall erlaubt?**

Ein Kind schlägt sein jüngeres Geschwister bis es weint.

Die Eltern dürfen...	nicht erlaubt	erlaubt	weiss nicht
... dem Kind eine Ohrfeige geben.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... das Handy wegnehmen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... das Kind beschimpfen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... dem Kind einen Klaps auf den Po geben.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... den Fernseher verbieten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... das Kind verprügeln.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... das Kind nur schlagen, wenn es sein Geschwister mit einem harten Gegenstand schlägt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Seite 9

**Welche dieser Strafen sind Körperstrafen?**

Mache ein Kreuz bei allen Strafen, die deiner Meinung nach Körperstrafen sind.

- Taschengeld kürzen
- an den Ohren oder Haaren ziehen/reissen
- Kind anschreien
- leichte Ohrfeige
- Fernseh-, Computer-, Handy-Verbot
- Hausarrest/Zimmerarrest/Ausgehverbot
- mit Gegenstand schlagen
- länger nicht mit Kind sprechen
- ohne Nachtessen ins Bett
- Klaps auf den Po
- heftige Ohrfeige
- Kind beleidigen/beschimpfen
- mit der Hand Po versohlen
- verprügelt werden
- Andere, und zwar: \_\_\_\_\_

Seite 10

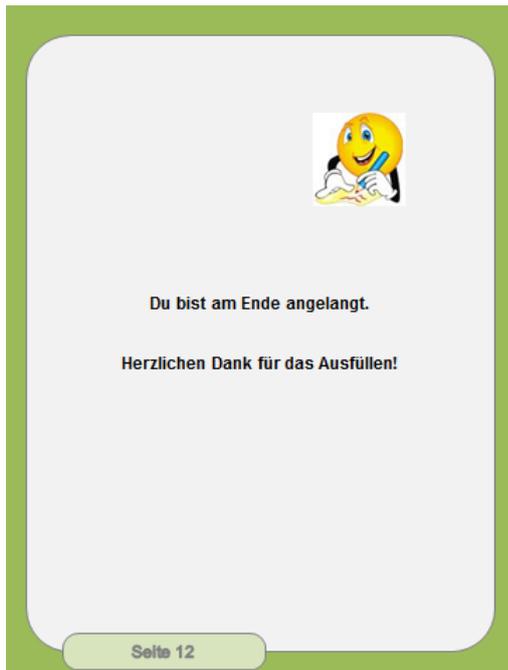
**Glaubst du, dass Kinder in der Schweiz Rechte haben?**

- Ja
- Nein
- weiss nicht

**Glaubst du, dass Kinder in der Schweiz ein Recht auf Schutz vor Körperstrafen haben?**

- Ja
- Nein
- weiss nicht

Seite 11



**Survey Instrument B: Questionnaire for the Participants of the Final Event**

**Fragebogen zu „Keine Daheimnisse“**

Wir freuen uns, dass Sie sich ein wenig Zeit nehmen, den folgenden Fragebogen auszufüllen. Selbstverständlich werden alle Fragebögen anonym ausgewertet, Sie brauchen also Ihren Namen nicht anzugeben.

**Bitte geben Sie jeweils an, inwiefern Sie der folgenden Aussage zustimmen.**

Bedeutung des Themas	trifft nicht zu	trifft eher nicht zu	teils-teils	trifft eher zu	trifft zu	weiss nicht
Es ist wichtig, dass „Körperstrafen“ in der Schule thematisiert werden.	<input type="checkbox"/>	<input type="radio"/>				
Vor „Keine Daheimnisse“ haben wir zuhause nie über Körperstrafen gesprochen.	<input type="checkbox"/>	<input type="radio"/>				
Wir haben seit dem Projekt zu Hause mehr über das Thema „Körperstrafen“ gesprochen.	<input type="checkbox"/>	<input type="radio"/>				

Ich habe mich schon vor „Keine Daheimnisse“ mit dem Thema Körperstrafen beschäftigt.	<input type="checkbox"/>	<input type="radio"/>					
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Das Projekt hat dazu beigetragen, dass ...	trifft nicht zu	trifft eher nicht zu	teils-teils	trifft eher zu	trifft zu	weiss nicht
... ich einiges zum Thema „Körperstrafen“ gelernt habe.	<input type="checkbox"/>	<input type="radio"/>				
... ich genauer Bescheid weiss, was Körperstrafen sind.	<input type="checkbox"/>	<input type="radio"/>				
... ich genauer Bescheid weiss, dass Kinder Rechte haben.	<input type="checkbox"/>	<input type="radio"/>				
... ich genauer Bescheid weiss, dass Kinder nicht geschlagen werden dürfen.	<input type="checkbox"/>	<input type="radio"/>				
... ich besser weiss, an wen ich mich wenden kann bei Fragen zum Thema „Körperstrafen“.	<input type="checkbox"/>	<input type="radio"/>				

Beurteilung der Veranstaltung / des Projekts	1 = sehr schlecht	2 = schlecht	3 = ungenügend	4 = genügend	5 = gut	6 = sehr gut	weiss nicht
Welche Note würden Sie/würdest Du der heutigen Abschlussveranstaltung geben?	<input type="checkbox"/>	<input type="radio"/>					
Welche Note würden Sie/würdest Du dem Projekt „Keine Daheimnisse“ insgesamt geben?	<input type="checkbox"/>	<input type="radio"/>					

**Was finden Sie/Was findest Du gut an „Keine Daheimnisse“?**

.....

.....

.....  
.....  
**Was gefällt Ihnen/Dir nicht an „Keine Daheimnisse“?**

.....  
.....  
.....  
**Angaben zur Person:**

Ich bin:

- (Stief-)Mutter/Vater eines am Projekt beteiligten Kindes/Jugendlichen
- Schwester/Bruder
- Gotte/Götti
- Verwandte/Verwandter z.B. Tante/Onkel
- Cousine/Cousin
- Schulkollegin/Schulkollege
  
- Andere: \_\_\_\_\_

Mein Geschlecht:

- weiblich
- männlich

Mein Geburtsjahr (z.B. 1972):

\_\_\_\_\_

**Vielen Dank für Ihre/Deine Teilnahme!**