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Introduction

Rationale for Peer Education

As part of the APAUSE service and in response to frequent requests from colleagues in a number of schools, we provide the following analysis as an audit of the four sessions for Year 9 students led by **peer educators** in your school.

It should be remembered that APAUSE is **not** a knowledge-based curriculum and the peer-led sessions are not designed to disseminate knowledge. Our research and indeed the theoretical basis of APAUSE suggests that peer educators can make a **unique contribution** to enable younger (Year 9) students **develop healthier behaviours**. The peer educators are not teachers or even student teachers; they are young people just three or four years older than the Year 9 students. They are recruited from the school's own sixth form or local FE college and receive approximately 20 hours of training. Our qualitative research suggests that the peer educators represent, from the Year 9 perspective, *"people who are like me and who I want to be like"*. Their role in the classroom and contribution to the programme must be observed, assessed and regarded in this light.

We use the Year 11 Questionnaire to evaluate the outcome of the APAUSE programme including students recall and perceptions of the peer-led sessions and provide schools with detailed feedback. This report is concerned more with process monitoring and ensuring 'quality control' whilst providing useful feedback for peer training. It is hoped that the data presented will give teachers, health professionals and institutions some feedback on the knowledge, beliefs and appreciation of peer-led sessions by the Year 9 students who participated.

Observing the **less formal atmosphere** of peer sessions can be difficult for some teachers. We ask for your tolerance in this environment and for your support for the peers and Year 9 students. In training the peers we brief them to ask for help when they feel it is necessary and ask teaching staff not to intervene unless the peers request it or, unless in their professional opinion they feel that the learning environment is about to become unsafe. Our research shows that even when conventional classroom codes are not being adhered to, **significant levels of learning** frequently still occur.

The Data

The data presented here are gathered from the questionnaires completed at the beginning of the first peer-led Year 9 session ('PRE' questionnaire) and approximately one week after the end of the fourth session ('POST' questionnaire). It is a requirement of the APAUSE sessions that these questionnaires were completed individually, not by groups of students, and it is assumed for the analysis of this data that this was the case. We do recognise the level of organisation that is involved in ensuring the 'post' questionnaire is completed and hope you will feel that the information in this report, gathered from that questionnaire, demonstrates that the task is worthwhile.

In order to provide this audit for you as quickly as possible, we are analysing data as we receive it, rather than waiting until all the APAUSE schools have completed the sessions and returned their questionnaires. Nonetheless it is necessary to wait for a reasonable sized batch of data to accrue before beginning the data entry and coding process and this will explain any delay you have experienced between returning your questionnaires and receiving this feedback.

The audit is **not** competitive and the school populations involved vary greatly. However, we believe that you will be interested to see how your students fared in relation to others and also how the classes in your school improved.

Most of the data is presented in table form, on a **'your school' and 'others'** basis. The 'others' data include schools which completed the peer-led Year 9 sessions and returned questionnaires in the last academic year, 2002/03. Some tables also allow you to compare student's responses within your school, by class, where the data has been returned in separate teaching groups. The tutor groups have been anonymised and the group numbers are presented at the end of the report.

If you would prefer to keep individual tutor group results anonymous where results are reported by class, please feel free to detach the final page of this report which contains the table of the anonymised class numbers.

For gender comparisons, rather than report the clinically accepted 'males' and 'females' or the more long-winded 'boys and young men' and 'girls and young women', we have abbreviated this to 'boys' and 'girls'.

Where we have only received data from 'pre' questionnaires, we have not been able to include it, but where only 'post' data has been received, we have entered this although any changes in responses obviously can not be seen.

Some schools fail to complete the front of the envelope provided in the packs in which the questionnaires should be returned to us, or even fail to send the questionnaires back in the envelope. The information from this envelope is required to group the data by class and if it is not provided we are unable to complete this part of the analysis.

Scores shown are **percentages** and it should be remembered that the percentages indicated in the tables below are a product of small numbers of pupils and that consequent fluctuations, whilst appearing large, may not be significant. In order for you to determine how significant these figures are for your school, please see the explanation on statistical significance at the end of the report.

This report

Table 1 indicates the number of students whose data is included in this report. The table indicates the number of 'Pre' and 'Post' questionnaires returned by your school. If the number of students is different from what you were expecting, this may be because data from some groups has not been returned. There are also occasionally a small number of questionnaires that we are unable to scan for data entry as they have been spoiled or completed in something other than blue or black ink.

A small number of students do not state their gender and where data is presented by gender these are therefore not included. If 'post' questionnaires have not been completed or returned, data can not be presented for that teaching group and a blank column will be seen in tables where data is shown by class.

Table 1: Numbers of students involved: Number of 'PRE' and 'POST' questionnaires returned

		'02		'03		'04		'05	
		PRE	POST	PRE	POST	PRE	POST	PRE	POST
Yours	Boys								43
	Girls								40
Others	Boys	3724	3178	3684	3419	1322	1115	2925	2508
	Girls	3912	3386	4064	3565	1265	1091	2781	2434

We are particularly interested to support colleagues as they monitor the effectiveness of the programme and hope that this report will be of some assistance in this process.

Report Overview

The following table summarises some of the findings from the data your students have provided this academic year 2004/05 along with data from other schools for academic year 2003/04.

Table 2: Report overview

		Yours	Others '04
Boys	Peer educators were great	53	77
	The peers kept to the ground rules	70	70
	Sessions helped us develop our own ideas	69	84
	I enjoyed the sessions	77	79
	I joined in discussions	88	85
	I learnt a lot	74	80
	% who think "Most teens not had sex < 16" PRE		56
	% who think "Most teens not had sex < 16" POST	79	72
Girls	Peer educators were great	79	83
	The peers kept to the ground rules	77	83
	Sessions helped us develop our own ideas	77	86
	I enjoyed the sessions	89	83
	I joined in discussions	85	85
	I learnt a lot	79	83
	% who think "Most teens not had sex < 16" PRE		58
	% who think "Most teens not had sex < 16" POST	78	76

SRE Guidance (DfEE 2000) expects that by the end of Key Stage 3, pupils will:

- be able to develop skills of assertiveness in order to resist peer pressure and stereotyping
- know and understand how the media influence understanding and attitudes towards sexual health
- have considered the importance of respecting difference in relation to gender and sexuality
- have considered issues such as the costs of early sexual activity
- have considered what rights and responsibility means in relationships.

We believe that the APAUSE peer education process strongly supports this for Year 9 students as well as providing significant advantages to the peer educators.

It is reassuring to report that the majority of young people say that they **learnt a lot** from the sessions. This suggests a high level of listening and attentiveness; increases in knowledge at least confirm attention.

These data can, we believe, vary according to the science curriculum delivery in Schools, the time of year that the Year 9 students participated or even what has been on TV recently. We must also acknowledge the possibility of a 'test and re-test' factor.

How Well Did The Sessions Go?

After the students have completed all four peer-led sessions, we ask them how they felt about them and what sort of contribution they feel they made to the sessions.

The majority of students report that **ground rules were observed**, both by the students and the peers. Students generally **feel positive** about the sessions, although some students find some parts of the sessions a bit embarrassing.

Table 3: How did the sessions go?

		Yours	Others '04
Boys	Class good at keeping ground rules	58	74
	Peer educators were great	53	77
	The peers kept to the ground rules	70	70
	It was a bit embarrassing	58	44
	Sessions helped us develop our own ideas	69	84
	Badly behaved pupils spoiled some sessions	57	51
	All sex ed should include some peer led sessions	56	68
Girls	Class good at keeping ground rules	64	80
	Peer educators were great	79	83
	The peers kept to the ground rules	77	83
	It was a bit embarrassing	54	48
	Sessions helped us develop our own ideas	77	86
	Badly behaved pupils spoiled some sessions	51	53
	All sex ed should include some peer led sessions	64	75

Table 4: How did the sessions go? - by class

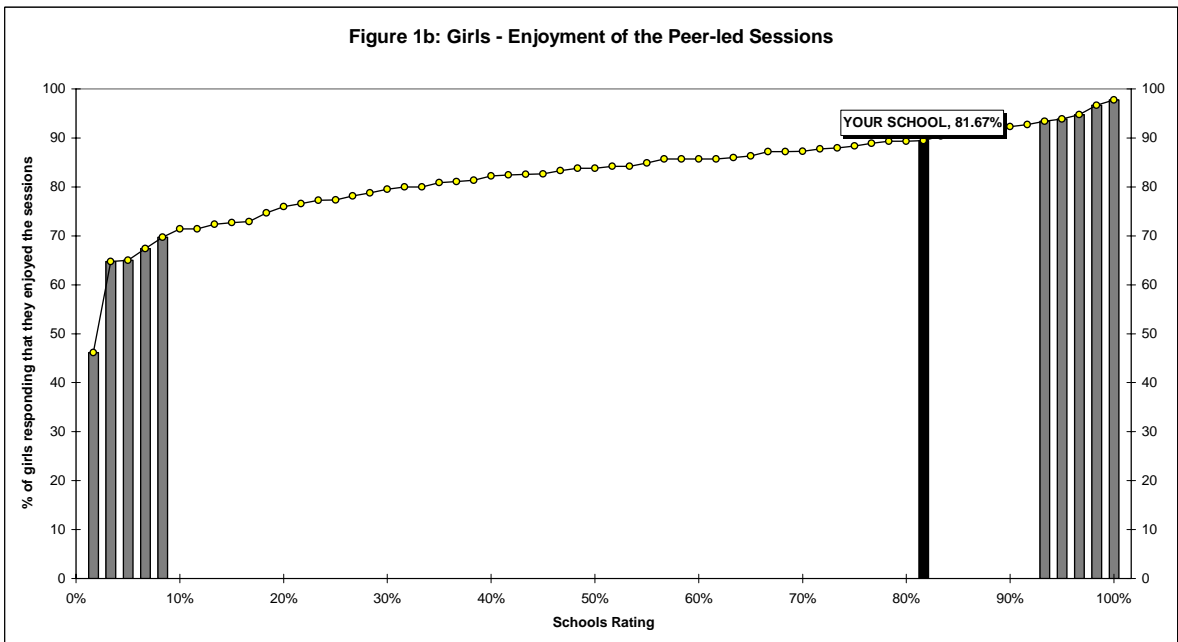
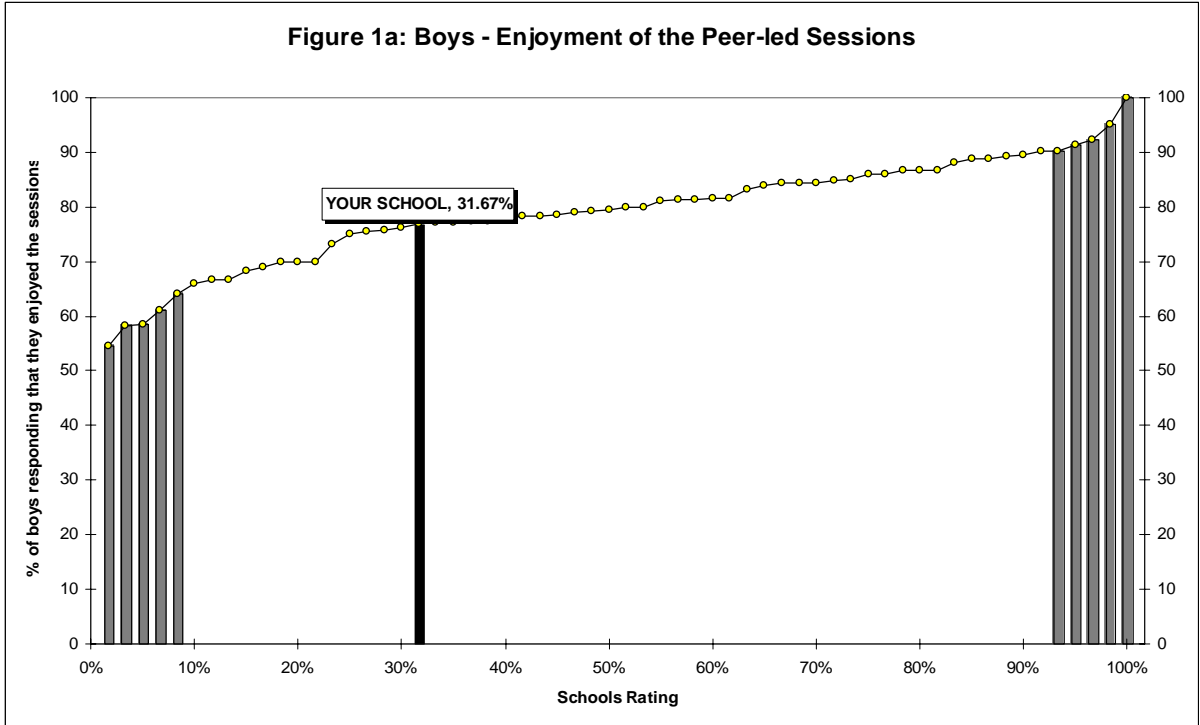
		1	2	3	4	5
Boys	Class good at keeping ground rules	29	60	83	70	0
	Peer educators were great	29	40	83	70	0
	The peers kept to the ground rules	14	80	83	80	75
	It was a bit embarrassing	86	60	67	40	25
	Sessions helped us develop our own ideas	29	78	92	90	0
	Badly behaved pupils spoiled some sessions	71	44	50	50	100
	All sex ed should include some peer led sessions	57	50	83	40	25
Girls	Class good at keeping ground rules	0	82	82	86	14
	Peer educators were great	33	100	64	100	71
	The peers kept to the ground rules	0	91	91	100	43
	It was a bit embarrassing	67	55	55	29	71
	Sessions helped us develop our own ideas	33	91	64	86	86
	Badly behaved pupils spoiled some sessions	0	45	36	57	100
	All sex ed should include some peer led sessions	67	64	55	86	57

When we look at this data by class group, differences are apparent, especially in the area of ground rules and students behaviour, which seems to influence a general sense of students getting something from the sessions.

As has been mentioned, a very high proportion of all Year 9 students felt they had learnt something from the sessions and at the same time a number of students report feeling the sessions were embarrassing. From a theoretical basis we do not necessarily regard this feeling of embarrassment as a negative consequence. Some embarrassment, which is then overcome, can contribute to a positive learning experience. Such experience may be helpful in the **real world of sexual negotiation**, which many young people report as embarrassing.

Enjoyment

Figures 1a and 1b show boys and girls reported enjoyment of the sessions, by school. Your schools data is presented for comparison with other schools data from academic year 2002/03 and enables you to see which percentile your school falls into compared with other APAUSE schools. As you can see there are variations between schools and between genders, however **more than 75% of students enjoyed the sessions** overall. The differences between genders are seldom large. In some schools the sessions are enjoyed more by boys and in some by girls. Neither gender consistently enjoys the sessions more than the other.



Not only do students enjoy the sessions but they **feel they make a difference**. Criticisms that the peer sessions, particularly when they are scripted, do not respond to specific local variations in young people's knowledge, needs or prior experience, are not reflected in the data in table 5 below.

Table 5: Do you think the sessions will make a difference?

		Yours	Others '04
Boys	Sessions helped us develop our own ideas	69	84
	Others have the right to think differently to me	88	90
	I will be able to say NO	82	93
	Sessions will be useful to people my age	81	89
Girls	Sessions helped us develop our own ideas	77	86
	Others have the right to think differently to me	92	95
	I will be able to say NO	92	96
	Sessions will be useful to people my age	82	92

Participation and Assertiveness

We feel that the efficacy of the peer-led sessions is enabled and enhanced by the work done earlier in the school year by the teachers and health professionals in the three adult-led APAUSE sessions. In these sessions the students report that they are listened to, valued and encouraged to participate and respond.

The peer-led sessions provide an opportunity for students to **observe, copy and learn health promoting behaviours** that are necessary for them to be able to develop if they are to enjoy successful intimate relationships which involve **mutual respect, tolerance and understanding**. These desired, healthier behaviours are modelled for the Year 9 students by the peers and the Year 9 pupils are then given the opportunity in a variety of **role plays**, to practice the behaviours that we want them to be able to replicate.

Individual skills and group norms are modelled by students who are usually only two to three years older than the Year 9 pupils in the four peer-led sessions. This will help students to develop good interpersonal skills to sustain existing relationships as they grow and change and to help them develop new relationships.

In an extensively researched, **teacher-led** project which uses a similar theoretical basis to APAUSE, many teachers reported that young people had **refused to participate** or engage meaningfully with role play in sessions led by the teachers. It is our assertion that the very **"ordinariness" of the peers motivates other young people to participate** in discussion and role play and the results reported below confirm that peers can engage with younger students in ways that older adults are unlikely to do.

The following tables look at the number of students who joined in with the activities in the sessions and feel they learned something from them.

Table 6: I joined in

		Yours	Others '04
Boys	I joined in dicussions	88	85
	I took part in role plays	83	75
	I learnt a lot	74	80
Girls	I joined in dicussions	85	85
	I took part in role plays	87	72
	I learnt a lot	79	83

Table 7: I joined in, by class

		1	2	3	4	5
Boys	I joined in dicussions	86	90	83	100	67
	I took part in role plays	57	89	100	90	33
	I learnt a lot	57	80	92	70	50
Girls	I joined in dicussions	100	73	82	100	86
	I took part in role plays	100	91	100	57	83
	I learnt a lot	25	100	73	100	71

We anticipate that having practised desired healthy behaviours in class, young people will feel more confident and are consequently more likely to be able to replicate these behaviours when they feel the need to do so.

We aim to enable young people to **develop skills of assertiveness** in order to empower them to resist peer pressure. The students observe their (slightly older) peers modelling assertiveness, successfully replicate this behaviour in front of their contemporaries and report their newfound confidence. We believe that the students (Year 9 and peers) working collaboratively create a social norm which makes it not only possible but acceptable for young people to successfully **resist unwelcome pressure**. On the basis of this we are also developing the Year 10 sessions with a new peer (drama) delivered programme.

Table 8: I could resist pressure

		Yours	Others '04
Boys	BEFORE	.	88
	AFTER	90	90
Girls	BEFORE	.	96
	AFTER	92	95

Table 8 shows students responses before and after the peer-led sessions to the question, *"if I didn't want to go any further in a sexual relationship I could get my partner to stop"*. The confidence both boys and girls feel about their ability to resist pressure before the peer-led sessions is high, particularly so for girls, and is therefore unlikely to increase significantly. It is likely that during the peer-led sessions the Year 9 students become aware of how difficult resisting unwelcome pressure from partners may be in situations in which they have not found themselves before. This may account for some young people feeling less confident about their ability to resist pressure to have sex after the sessions. This is not necessarily a negative impact since the young people have been made aware of and show an appreciation for the types of situations where such pressure may be encountered and have observed and practised skills which can be used in these situations.

Normative belief

One of the key factors associated with early sexual activity – the majority of which is subsequently regretted – is a belief in the social norm about the sexual behaviour of others.

Our data and that of National surveys suggest that about 25-30% of young people have had sex before they are 16. However, if we ask 14-year-olds how many people they think have had sex by the age of 16, they will erroneously assume the figures to be much higher. This misinformation is a commonly held belief which needs to be modified if young people are to be able to resist unwelcome pressure.

As a side experiment (Mellanby *et al* 2002), we trained our adult staff (teachers and health professionals) to lead the same sessions as the peers. We found that adults were (unsurprisingly) far less likely to convince Year 9 students of the social-sexual norm for people of their age. We argue that the APAUSE peer-led work can influence social norms in ways that other adult-led interventions simply do not and probably cannot achieve.

Table 9: Most under 16s have not had sex

		Yours	Others '04
Boys	Sex not a Norm < 16 PRE	.	56
	Sex not a Norm < 16 POST	79	72
Girls	Sex not a Norm < 16 PRE	.	58
	Sex not a Norm < 16 POST	78	76

These data show a significant shift in the number of students who now correctly believe that full sexual intercourse for under 16s is a minority activity. It is this **significant shift in belief**, as opposed to simply changing 'knowledge, skills and understanding', which we believe lies behind the **unique behavioural outcomes of APAUSE**. We have seen a rise in the percentage of students holding this belief over the years both in schools before having APAUSE and even more so in schools with APAUSE. The baseline effect may be attributed to media campaigns and prominent role models expressing pro-virginity beliefs and the **extra effect in APAUSE schools** shows that younger groups are developing different beliefs in schools that are using the programme.

These changes in beliefs witnessed as a result of the peer-led sessions serve as recognition for the effort the peers put in. Clearly if the Year 9 students felt that they were being 'preached at' they would not change their beliefs and, we suspect, the peers would not continue to deliver the programme and continue to give such positive feedback to their experience in the classroom.

Attitudes

Along with the belief that virginity is the norm for most young people under 16, the peers also challenge other incorrect beliefs that students may have developed from the media, their peers, or society.

The peers encourage discussions about the value or place of sex within relationships. Sex and relationships education cannot and should not be value-free. We hope that students will recognise the need for commitment, trust and love in relationships. The peers encourage students to acknowledge that a relationship can be deep and important for a teenager without having to move to the physical level of intercourse. The sessions encourage the Year 9 students to acknowledge that there are other ways of expressing physical affection and that a relationship that doesn't include sexual intercourse may be just as 'deep' for a couple, irrespective of orientation.

Students are asked the following six questions that are combined here to form a scale, which we call the 'prosex' scale (ranging from 1 to 4), assessing their attitude towards the 'place' of sex within teenage relationships.

- 'Having sex is a good way to make sure your partner stays with you'*
- 'If you fancy someone that is a good enough reason for having sex with them'*
- 'Having sex shows your friends you are grown up'*
- 'Having sex is really important in building a relationship'*
- 'Being in love is a good enough reason to have sex'*
- 'You can be in love and have an intimate relationship without having sex'(coded in reverse for the scale).*

The more the students agree with the statements the lower their score on the 'prosex' scale, so a high score in the graphs below (figures 2a and 2b) suggests that the students agree that teenage relationships can be important and fulfilling without having to include sex. This attitude is stronger for girls (figure 2b) than for boys (figure 2a). The graphs allow you to see which percentile your school is in with respect to the 2002/03 cohort of APAUSE schools: schools nearer the 100th percentile are those whose students display healthier attitudes.

Figure 2a: Boys - Attitudes Towards Sex in Teenage Relationships

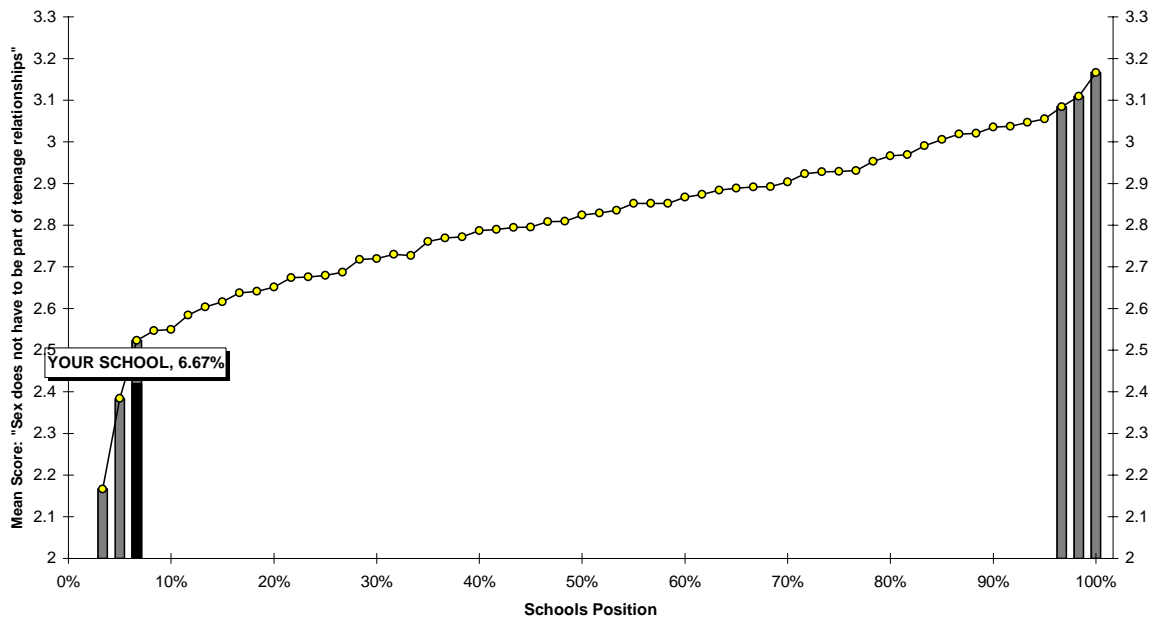
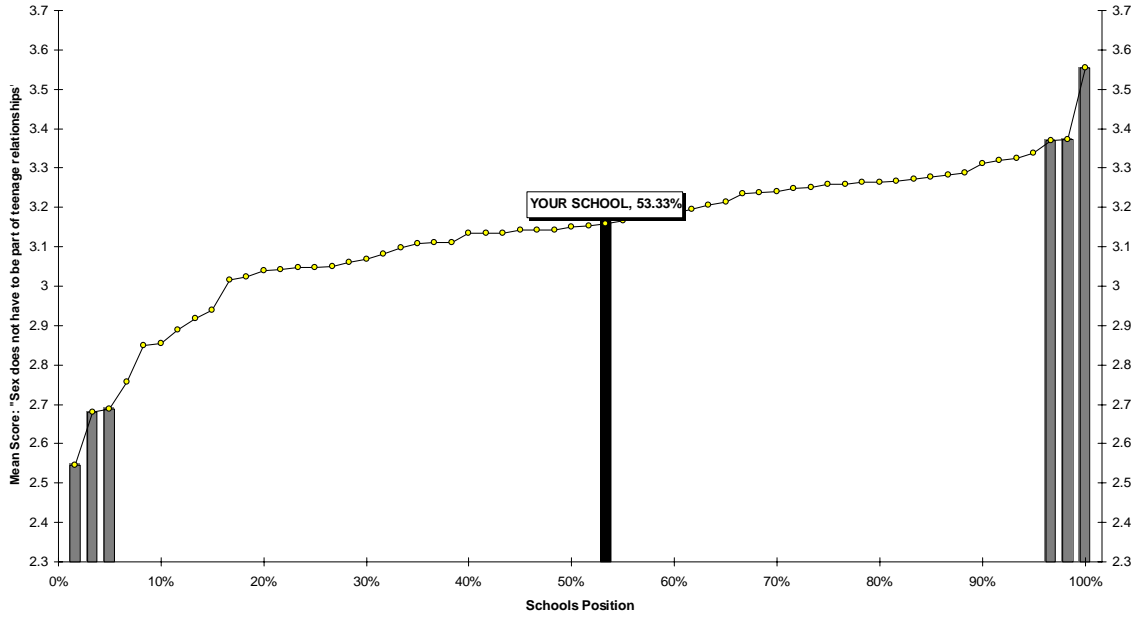


Figure 2b: Girls - Attitudes Towards Sex in Teenage Relationships



The items that are included in the prosex scale are shown in table 10 which illustrates changes in student's views before and after having the peer sessions.

Table 10: Attitudes before and after

			Yours	Others '04
Boys	Sex makes sure your partner stays	BEFORE		33
		and AFTER	24	19
	Fancy someone good reason for sex	BEFORE		33
		and AFTER	43	22
	Having sex shows friends you are grown up	BEFORE		19
		and AFTER	23	13
	Can be in love and intimate without sex	BEFORE		87
and AFTER		82	87	
Sex not most important thing in building relationship	BEFORE		52	
	and AFTER	56	68	
Being in love good enough reason for sex	BEFORE		69	
	and AFTER	82	60	
Girls	Sex makes sure your partner stays	BEFORE		8
		and AFTER	8	6
	Fancy someone good reason for sex	BEFORE		10
		and AFTER	18	8
	Having sex shows friends you are grown up	BEFORE		4
		and AFTER	5	4
	Can be in love and intimate without sex	BEFORE		94
and AFTER		86	93	
Sex not most important thing in building relationship	BEFORE		75	
	and AFTER	73	79	
Being in love good enough reason for sex	BEFORE		59	
	and AFTER	51	49	

Within the APAUSE programme, whilst we **promote delaying intercourse** as the best course of action for young teenagers, we also want to **challenge stereotypical gender attitudes** that are part of society with the aim of increasing tolerance. An example of this is the gender difference in views of sexual activity in boys and girls. Tolerance of diversity of personal, social and sexual preference is an important part of a PSHE programme. We assess this more directly in the Year 11 questionnaire as this is revisited later in the programme. We are pleased to see that even though the main focus of the peer led sessions is for young people to recognise the costs and inappropriateness of early sexual activity, APAUSE does not increase negative attitudes towards those young people who are sexually active.

Table 11: Attitudes before and after

		Yours	Others '04
Boys	Girls who have had several sexual partners deserve bad rep		
	BEFORE		32
	and AFTER	41	29
	Boys who have had several sexual partners should be proud		
	BEFORE		34
	and AFTER	38	25
Girls	Girls who have had several sexual partners deserve bad rep		
	BEFORE		16
	and AFTER	15	16
	Boys who have had several sexual partners should be proud		
	BEFORE		5
	and AFTER	8	5

As table 11 demonstrates, around a third of boys both have a negative attitude towards sexually active girls, believing that girls deserve a bad reputation if they have several sexual partners, and believe that boys who have had several partners should be proud. This does reduce after the peer sessions where these somewhat stereotypical attitudes are challenged. Fewer girls hold the same belief and the peer sessions do not alter them.

Knowledge

Tables 12 and 13 show the responses to the following three knowledge based questions asked before and after the sessions:

1. *"If a person caught a Sexually Transmitted Infection, they would always know".* (Correct answer: 'false').
2. *"A condom is a 100% effective method of contraception".* (Correct answer: 'false').
3. *"A person would always know if their partner had an STI".* (Correct answer: 'false').

As noted above the peer-sessions are not intended to influence knowledge and it should be remembered that school populations vary greatly. The results show increases in knowledge for both boys and girls. Except for a brief reference to Sexually Transmitted Infections the peer-led component is not designed to significantly improve sexual health knowledge and we would consequently not expect it to do so to a great extent.

Table 12: Knowledge scores (percent correct)

		Yours	Others '04	
Boys	Someone wouldnt know if they caught an STI			
	BEFORE		82	
	and AFTER	98	89	
	A condom isnt 100% effective			
	BEFORE		81	
	and AFTER	93	85	
Boys	Someone wouldnt know if their partner had an STI			
	BEFORE		80	
	and AFTER	95	89	
	Girls	Someone wouldnt know if they caught an STI		
		BEFORE		87
		and AFTER	98	93
A condom isnt 100% effective				
BEFORE			89	
and AFTER		92	92	
Girls	Someone wouldnt know if their partner had an STI			
	BEFORE		85	
	and AFTER	98	92	

These scores can be combined to produce an overall knowledge score.

Table 13: Knowledge score

		Yours	Others '04
Boys	Facts score PRE		81
	Facts score POST	95	88
Girls	Facts score PRE		87
	Facts score POST	96	93

The Peers

We are interested to see if there is a link between the number of peers who lead the sessions and the quality of the experience for the Year 9 students. Ideally we aim for three or four peers at each session, with at least one of each gender, if at all possible. Having said that, it may be possible that even if only two peers lead a session, they may be particularly good and establish a good rapport with the students.

We are currently exploring ways to accredit the peer led work through a graded examination model. An application to trial this is now with QCA (Qualification Curriculum Authority) and we hope to be able to give you more news on this soon. It is important to remind ourselves of the significant contribution that this work makes to PSHE, Citizenship and young peoples participation, for both Year 9 and the peers.

The information concerning the number of peers at each session is filled in on the sheet attached to the front of each class 'pack'. Unfortunately this is not always done and where it is not we are unable to report on the number of peers in each session. Where schools have correctly completed their packs, table 14 below shows the number of peer educators participating at each session. If your report does not contain this table then your school probably did not complete the front of the pack correctly. As the accreditation becomes more widespread, it is becoming increasingly important to complete this information accurately and if the class teacher were able to remind the peers to do so, we would be grateful.

In Conclusion

Behaviourally effective programmes of Sex and Relationships Education remain rare. The evidence from our most recent Year 11 questionnaires confirms that young people who have participated in the APAUSE programme show significant changes in their knowledge, beliefs, behaviour and appreciation of sex education, compared to students who have not been involved with APAUSE. This evidence is supported by an independent evaluation of APAUSE recently completed by the National Foundation for Educational Research for the Department of Health. The work that you, your colleagues and the sixth form/Further Education students have developed with your Year 9 students, paves the way for the Year 10 sessions. We are confident that the completion of these sessions, in which your students will be participating in due course, will collectively act as a very positive influence on the relationships, health, well-being and life chances of your students.

For additional information about APAUSE, please do visit our website.

www.ex.ac.uk/sshs/apause

The website contains a lot of additional information about the programme for Teachers and Health Professionals, information about the peer-led component, research bibliography, links to other sites and a section for young people to direct them to other appropriate (sexual) health sites.

Confidentiality

May we remind you that these data are confidential to your school and although we hope that you will be able to use them as part of your audit and planning process, would ask you not to circulate these results outside the school without our agreement.

Thank You!

May we take this opportunity to thank you and your colleagues (both teachers and healthcare staff) and the peer educators for their active and continued support of APAUSE. We look forward to working with you in the future.

Statistical significance

As mentioned, percentages indicated in the tables in this report are a product of small numbers of pupils and that consequent fluctuations, whilst appearing large, may not be significant.

Your School versus Others: To help you determine how significant these figures are for your school, you need to compare your pupils with the total number of 'other pupils'. In order to say that your score is significantly different from the rest of the population we have surveyed, the difference between your score and the score stated for 'Others', needs to be greater than the figures shown in the table below.

Firstly, check the number of students who have contributed data from your school, shown in table 1, either boys or girls as most tables are shown for each gender. When looking at any of the other tables, look at the rate in the 'Others '03' column. If the difference between this figure and the figure in the same row for 'Your school' is greater than that shown below, the difference is statistically different – it is unlikely to have occurred by chance.

For example, if your school has a population of 80 boys you would use the row highlighted in the table below. If 30% of students in 'other' schools state that they love school and you wanted to compare your schools results to these others, look in the column marked '30 or 70' (also highlighted in the table). In this example the highlighted box holds the percentage difference required to say that your school is significantly different from the population, i.e. there needs to be a difference of more than 12% between your students and the students in 'Other' schools for this difference to be statistically significant – unlikely to have occurred by chance.

Rate in 'Others '03'				
	~ 10 or 90	~ 20 or 80	~ 30 or 70	+/- 40 or 60
Your population N	Figures show the % difference which is significant			
40	+/- 11	+/- 13	+/- 15	+/- 15
50	+/-10	+/-12	+/-14	+/-14
80	+/- 8	+/- 10	+/- 12	+/- 12
100	+/-6	+/-8	+/-10	+/-10
150	+/- 6	+/- 7	+/- 8	+/- 8
200	+/-5	+/-6	+/-7	+/-7
300	+/- 4	+/- 5	+/- 6	+/- 6

Internal comparisons, e.g. Boys versus girls: The following table has the same format but in this case allows comparisons within your school between girls and boys. Look at the number of your boys and girls in table 1 (if there is a discrepancy between numbers of boys and girls, take the lowest figure). You again look at the figure of interest in any of the tables in this report and if the difference between girls and boys scores is greater than that shown in the relevant column below, it is statistically different.

For example if your school has 50 boys and girls you would use the highlighted row and if 20% of your boys stated that they love school, you would look in the column headed '~20' (also highlighted). Then, only if more than 38% or less than 2% of girls also agreed with this statement, the difference between the passion felt for school by girls and boys is significant!

Rate in Lowest of figures being compared					
		~ 10	~ 20	~ 30	≥ 40
	Each population	Figures show the % difference which is significant			
boys vs girls	40	+/- 20	+/- 20	+/- 26	+/- 26
	50	+/- 18	+/- 18	+/- 20	+/- 20
	80	+/- 14	+/- 15	+/- 16	+/- 16
	100	+/-11	+/-13	+/-14	+/-14
	150	+/- 9	+/- 10	+/- 10	+/- 10

Anonymity

Your data was returned to us in five teaching groups. The following table identifies each group. Numbers indicate the quantities of returned 'pre' and 'post' questionnaires. You will know how accurately this reflects absenteeism rates. You will note none of the classes in your school returned any 'pre' questionnaires. It is important that when returning completed questionnaires, they are returned in the envelopes provided and that the correct class details are recorded on the front of this envelope.

	1	2	3	4	5
	post	post	post	post	post
9?1	11				
9?2		22			
9px1			23		
9px3				17	
9q3					11