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A FORMATIVE EVALUATION OF THE SILENCE THE VIOLENCE PROGRAMME: A SCHOOL-BASED
VIOLENCE PREVENTION PROGRAMME

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A dissertation submitted in partial fulfilment of the requirements for the award of the
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COMPULSORY DECLARATION:

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works of other people has been attributed, cited and referenced.

Signature:

Date:

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Executive Summary

This report presents the findings of a formative evaluation of the silence the violence (STV) programme, a school-based violence prevention initiative. The programme is implemented by an organisation known as Khulisa Services, which has service points in all nine provinces of South Africa. The main objective of the STV programme is to reduce verbal, emotional and physical violence in schools. The evaluation is formative in nature as it aims to guide programme improvement (Rossi, Lipsey, & Freeman, 2004). Preliminary informal discussions with the programme facilitators revealed that implementation of the STV programme has been problematic due to time constraints, resulting in difficulties in the delivery of the planned programme content.

A formative evaluation of the STV programme addressing the questions listed below was therefore conducted:

1. Who are the beneficiaries of the STV programme?
 - (a) Is this participant profile consistent across schools?
2. Was the programme delivered in the same manner across schools?
 - (a) What was the actual sequence of programme activities?
 - (b) Was the programme activities implemented in the same sequence across schools?
 - (c) Did all programme beneficiaries receive the same programme content?
3. Is the programme designed in a way that takes into account the importance of parental support?
4. Have the short-term and intermediate outcomes of the programme been achieved?
 - (a) Was there any change in self-awareness, attitude or behaviour of the 2009 participant cohort?
 - (b) Was the pattern of short-term and intermediate outcomes consistent across the three implementing schools?

Method

Data for the evaluation was collected by reviewing selected programme records such as the programme procedure manual, facilitator briefing notes, and pre-test questionnaires. A modified post-test questionnaire was also administered to the programme beneficiaries as well as an additional questionnaire. Data was also collected through facilitator interviews and a checklist which was administered to the parents of the programme beneficiaries.

Key Findings

- The documented selection criteria are not explicit in its definition of 'violent behaviour' and the specific behaviour this encompasses.
- Adjustments were made by the facilitators in terms of the programme delivery and implementation.
- It seems that parental involvement is not incorporated into the STV programme as the pre and post-programme parent activities were not executed as planned.
- No significant differences were found between the pre and modified post-test mean scores for self-awareness and attitude. However, significant differences in the mean scores for violent behaviour from pre to modified post-test were found.

The findings of this evaluation must however be interpreted in light of some limitations. The evaluation relied on retrospective data and self report measures. A low response rate was received from participants for the questionnaires. The programme records needed for this evaluation were not systematically recorded and filed by the implementing organisation. These programme records were participant profiles, the programme implementation plan document, facilitator questionnaires, and the participants completed pre and post-test questionnaires.

Key Recommendations

- A clear, systematic and practical definition of violence and violent behaviour needs to be incorporated into the programme's documented selection criteria.
- The implementing organisation should not refer different participant profiles together.

- The implementing organisation should systematically document information such as participant profiles.
- The programme facilitators should complete separate facilitator briefing notes for each school and not combine all three schools into one briefing note.
- Parent involvement in the STV programme needs to be increased.
- The programme needs to take into consideration community and environmental factors, as only changing the behaviour of the individual is not enough.

Chapter One

Programme evaluation uses social research methods to study and improve a social programme (Babbie & Mouton, 2001; Rossi, Lipsey, & Freeman, 2004). Programme evaluation is also useful in assessing the need for an intervention, and the design, implementation, and outcomes of social programmes (Babbie & Mouton, 2001).

There are different types of programme evaluation; these are a theory evaluation, formative evaluation, and outcome evaluation (Rossi et al., 2004). A theory evaluation assesses the design and structure of a programme. The purpose of a formative evaluation is to produce information needed to improve a programme and enhance the quality of service delivery (Babbie & Mouton, 2001; Graziano & Raulin, 2007). A formative evaluation can focus on different aspects of the programme. For instance, it can be used to clarify the needs of the target population or assess whether a particular programme has been implemented as intended (Rossi et al., 2004). An outcome evaluation is conducted once the programme has been established and implemented as planned (Graziano & Raulin, 2007). The aim of an outcome evaluation is to determine the success of the programme in terms of whether it has produced the desired effects or outcomes (Babbie & Mouton, 2001).

Research undertaken for this dissertation involved a formative evaluation of the silence the violence (STV) programme. The evaluation focussed mainly on the implementation aspects of the STV programme. More specifically, the evaluation aimed to investigate whether the programme was implemented as intended in three different schools and whether the programme was offered to the intended beneficiaries. Further aims of this formative evaluation were to explore whether the short-term and intermediate outcomes of the programme have been attained, and whether the design of the STV programme incorporates parental involvement.

This document is written up in a form that addresses the requirements of both a dissertation and those of a client report. To contextualise this evaluation, this chapter presents an overview of the origins and the nature of violence in the South African context. A systematic and detailed description of the STV programme is then presented. This section describes the key aspects of the programme, including programme aims; programme activities; target beneficiaries; and the theory underlying the STV programme. The literature around violence prevention programmes is reviewed to assess the plausibility of the

programme theory. This chapter concludes with the rationale for conducting a formative evaluation and with a set of evaluation questions that will guide this evaluation to completion.

Violence in the South African Context

One of the main concerns South Africa faces is the increasing number of young people who are not only victims, but also perpetrators of violent crime (Burton, 2007). Factors contributing to the high level of crime in South Africa include the high rate of unemployment; extremes in wealth and poverty; ongoing racism; easy access to weapons; and cultures that uphold patriarchal values and behaviours (Burnet, 1998). Within this context, violence seems to be one of the few effective and justifiable options available to many individuals who seek to govern the behaviours of others and exercise control over their own lives (Burnet, 1998; Vazsonyi, Belliston, & Flannery, 2004).

This blind acceptance of violence as the only means of achieving change and resolving conflict is a legacy of the apartheid regime (Burton, 2007). The apartheid era created and reinforced a culture that tolerates violence (Burton, 2007). The apartheid era also resulted in disjointed family structures and a society plagued by violence. Consequently, children were raised in environments where violence was accepted (Burton, 2007).

This legacy of violence has undoubtedly affected children and young people on many levels (Harber, 2001). Due to continued exposure to violent situations, young people have become immune to violent contexts and see violence as a legitimate form of expression and means of channelling their emotions. As a result, violence has infiltrated many schools and school violence has become the norm for many South African learners (Harber, 2001; Vazsonyi et al., 2004).

School violence has been defined as violent behaviour occurring on school premises, during school events, or while travelling to or from school (Green, 2005). The kinds of violence youth are exposed to at school include physical and sexual assaults; robberies; intimidation; bullying; shootings; stabbings; gangsterism and drug trafficking (Burton, 2007). Other distinct behaviours that characterise school violence include fighting, pushing, grabbing or shoving, punching, kicking, verbal threats, cursing, name calling, insults, racial

slurs, and disruptive behaviour in the classroom or on school premises (Astor, Benbenishty, Marachi, & Rosemond, 2005; Wilson, Lipsey, & Derzon, 2003). One way to measure the level of school violence is to monitor the frequency of fights taking place, the severities of the injuries sustained due to these fights, and the number of aggressive actions committed each week (Orpinas et al., 2000).

Schools in South Africa play a part in reproducing violence by failing to confront racism, sexual harassment, and despite its illegality, the continued use of corporal punishment (Burnett, 1998). Victims of school violence experience continuous psychological, social and physical effects (Burton, 2007; Burton, 2008; Park-Higgerson, Perumean-Chaney, Grimley, & Singh, 2008). These effects are manifested in the form of reduced school attendance, impaired concentration, a diminished ability to learn, and academic underperformance (Ballard, Argus, & Remley, 1999; Burton, 2007; Burton, 2008; Townsend, Flisher, Chikobvu, Lombard, & King, 2008). Victims of school violence are more prone to be bullied in the workplace as adults (Dussich & Maekoya, 2007; Townsend et al., 2008). As adults, perpetrators of school violence are likely to become criminals, have difficulty with personal relationships, and have possible problems with substance abuse (Dussich & Maekoya, 2007; Townsend et al., 2008).

In response to the escalating problem of school violence, a number of school-based violence prevention programmes have been implemented both in South Africa and in other countries (Burton, 2007; Farrel, Meyer, Kung, & Sullivan, 2001). The STV programme is one such school-based violence prevention programme. This programme has been implemented in a number of schools based in Johannesburg and Cape Town. The formative evaluation conducted for this dissertation, however, focussed only on the Cape Town programme.

Description of the STV Programme

Implementing organisation.

Khulisa is a non-profit organisation established in 1997. The organisation's overall mission is to create opportunities for safer and self-sustainable environments. Khulisa provides education and training in communities, schools and correctional facilities. The

organisation has service points in all nine provinces of South Africa and runs 21 different programmes. Many of these programmes focus on crime prevention and early intervention by diverting youth from the criminal justice system and providing them with alternatives to imprisonment. Also included are rehabilitation and re-integration programmes that focus on fostering personal transformation and assisting prisoners with their transition back into society (Organisation Brochure, 2010).

The STV programme is one of the organisation's violence prevention programmes. The programme is implemented in prisons, drug rehabilitation centres, as well as schools. For this dissertation, a formative evaluation of the Cape Town school-based programme was conducted.

Programme aims.

The main objective of the STV school-based programme is to reduce verbal, emotional and physical violence in schools. To date, the programme has been implemented in three schools based in Cape Town. These schools are Kensington High School, in Kensington; Peakview High school, in Bridgetown and Heideveld High School, in Heideveld. The programme's objectives are achieved by raising awareness amongst programme beneficiaries regarding the nature and potential triggers of their violent behaviours. The STV programme also seeks to reduce violent behaviour by equipping participants with anger management, conflict resolution, and non-violent communication skills (Programme procedure manual, 2010 and personal communication, 24 March 2010).

Programme setting and history.

The STV programme was developed in 2006 by a registered social worker, who has worked in the area of violence for many years (personal communication, 24 March 2010). The programme was first implemented in 2007, in eight schools based in Johannesburg. Before the programme was implemented in Johannesburg, a needs analysis was conducted to identify the specific challenges faced by high school students in six distinct schools. Results of the needs analysis indicated that drug abuse, aggressive behaviour and victimisation are prevalent problems facing these schools and which need attention (Schoeman, n.d.).

The STV programme was implemented in Cape Town schools in May 2009. A needs analysis was also conducted by the implementing organisation before the programme was implemented in Cape Town schools. The needs analysis was carried out in three schools and 32 students in total from the three schools participated. The results revealed that drugs, abuse, gangsterism, fighting and bullying are the problematic areas and are in need of attention. Students indicated that they had been victims of violence at their school and many of them reported exposure to some level of gang violence within their community (“Visit to Khulisa Silence the Violence Programme: Cape Town 27-29 July 2009”, 2009).

The STV programme in Cape Town

The STV programme was implemented only once in Cape Town schools in 2009 and a total of 52 participants have completed the programme. These Cape Town schools in which the programme was implemented are Kensington High School in Kensington, Heideveld High School in Heideveld, and Peakview High School in Bridgetown. These communities are known for regular occurrences of violence, gangsterism, and drug and alcohol abuse. All the schools received the same STV programme (personal communication, 24 March 2010). A breakdown of the number of participants per school, who completed the STV programme, is presented in Table 1.

Table 1

Participants who completed the STV Programme per School

	Kensington High School	Heideveld High School	Peakview High School
N	18	19	15

School eligibility.

Schools are chosen to participate in the programme after a community scan is conducted by the organisation. As part of the scan, a needs analysis questionnaire is completed by various schools. Based on the results of this needs analysis, the schools displaying a high occurrence of violence among learners are identified as being in need of

intervention. Schools are also chosen by the Western Cape Education Department's (WCED) Safe School Project (SSP) to receive the STV programme. As part of the SSP, school counsellors are appointed in selected schools to identify learners who are either experimenting with criminal activities or drugging behaviour (personal communication, 24 March 2010). Schools receiving the STV programme are required to have a school counsellor, to which serious cases of violent behaviour and abuse (i.e. physical, verbal and emotional abuse) can be referred (personal communication, 24 March 2010).

Target population.

The beneficiaries targeted for the programme are learners who are regular offenders of violent behaviour at school and/or are experimenting with alcohol and drugs. To be eligible for the programme learners have to be between 14 and 21 years of age (Grade 8 to 12). Cases referred to the programme also include victims of physical, verbal and emotional abuse. If the number of referred cases exceeds the number of required participants, the most severe cases are selected to participate in the programme (personal communication, 24 March 2010).

Learners are referred to the programme by the educators, school principal or school counsellor. Once the learner has been identified they attend a STV programme presentation at the school. The parents of the learners are then informed about the programme and attend a parents briefing session held at the school. The parents then sign a consent form and the learner receives the programme. The programme requires a minimum of eight and a maximum of 20 participants for it to be effective (personal communication, 24 March 2010).

Programme delivery and activities.

The programme is presented in a classroom on the school premises over a period of ten weeks. A total of ten sessions are presented with one session occurring each week. Each of the sessions lasts approximately 90 minutes. During the first session, participants sign a violence agreement. The violence agreement requires participants to acknowledge their violent behaviour, and that they are willing to stop being violent. The violence agreement also requires participants to be committed to the STV programme.

The delivery of the programme's activities is based on techniques drawn from learning theory and cognitive behavioural therapy (CBT). According to these theories, as violence is a learned behaviour, it can be unlearned and is often taught in the home from parents, family members, the community, or friends (Graham-Kevan, 2009; Boulter, 2004). The programme includes lecture-based sessions on topics ranging from the three levels of violence, understanding the theory of violence, where violence stems from, and identifying and taking responsibility for one's own violence.

The programme is also delivered through the use of dialogue circles, which are conducted in the form of whole group discussions. These discussions focus on how to communicate in a non-violent manner, as well as a discussion about the participant's childhood and the impact that past violence has had on them. The programme is also delivered using case studies centring on the levels of violence (i.e. verbal, emotional and physical), triggers that lead to violence, and the impact of childhood violence.

The programme incorporates drama, music and art therapy techniques. These activities include mask making, which symbolises the participants' violence; hat making which symbolises the person the participant strives to be; role plays and the creation of magazines which are personal journals (personal communication, 24 March 2010). A detailed description of the programme activities and objectives per session is presented in Table 2. The information presented in Table 2 was derived in consultation with programme facilitators.

Table 2

Programme Structure-Activities and Objectives

Session	Session objectives	Session activities
Session 1: The three levels of violence	Create awareness of the different levels of violence	<ol style="list-style-type: none"> 1. Identify levels of violence in pictures presented 2. Case study: levels of violence 3. Signing violence agreement
Session 2: Theory of violence	Facilitate an understanding of gender violence Create awareness of reasons for participants own violence	<ol style="list-style-type: none"> 1. Worksheet: gender violence 2. Case study: theory of violence 3. Telling own story of violence
Session 3: Two sides of yourself	Equip participants with skills to communicate non-violently	<ol style="list-style-type: none"> 1. Art therapy: mask (representing own violence) and hat (representing person strived to be) making 2. Dialogue session on how to communicate non-violently
Session 4: Personal value system and self-esteem	Create awareness of what personal values are Facilitate responsibility for own violence	<ol style="list-style-type: none"> 1. Writing of your own values 2. Identify who you blamed for your violent actions
Session 5: Wisdom circle	Facilitate relationships between participants	<ol style="list-style-type: none"> 1. How dialogue sessions work
Session 6: Integration of theory	Facilitate the integration of the theory into participants own lives Facilitate a sense of ownership of the theory	<ol style="list-style-type: none"> 1. Role play of own life story
Session 7: Loss of innocence	Create awareness of the origins of participants own violence	<ol style="list-style-type: none"> 1. Case study: childhood violence 2. Dialogue session on childhood and impact of past violence
Session 8: Victim impact	Create awareness of the impact of participants violence on others Create awareness of the impact participants have on others	<ol style="list-style-type: none"> 1. Watch movie on session topic
Session 9: Making amends	Create awareness of the need for apologising	<ol style="list-style-type: none"> 1. Writing apology to victims
Session 10: The road ahead	Facilitate the consolidation of learning on the programme	<ol style="list-style-type: none"> 1. Art therapy: creating own map of journey through programme

Upon completion of the STV programme, participants attend a one-year follow-up support group. This post-programme support ensures that the skills learned during the programme, and corresponding behaviour changes are maintained. The post-programme

support also ensures that participants are able to share their knowledge and skills gained on the programme with others in their community.

Programme facilitators.

The STV programme is facilitated by a trained psychologist, social worker, or an experienced facilitator who has worked in the field of violence for many years. All facilitators attend a training session conducted by Khulisa Services. As part of their training, potential facilitators have to complete all of the training sessions as a programme participant. Once they have completed the programme, the potential facilitators then undergo facilitator training. The facilitator training involves presenting a session of the STV programme or a portion of a session, upon which their facilitation skills are assessed. The training and assessment is usually done by the programme developer (personal communication, 24 March 2010).

Programme Theory

The programme theory explains how the STV programme will achieve its intended outcomes and what services and activities are needed in order to accomplish the aims of the programme (Rossi et al., 2004). The programme theory consists of three elements, namely: the programme organisational plan, service utilisation plan, and the programme impact theory (Rossi et al., 2004). The STV programme theory was derived from programme documentation and informal interviews held with the programme national manager as well as the strategic programme development manager. Each of the programme theory components are dealt with below.

Programme organisational plan.

The organisational plan describes the way in which the programme needs to be organised in order for the intended programme services to be provided to the programme beneficiaries (Rossi et al., 2004). The organisational plan presented in Figure 1, depicts the

activities the STV programme is expected to perform as well as the resources needed for these activities to be implemented.

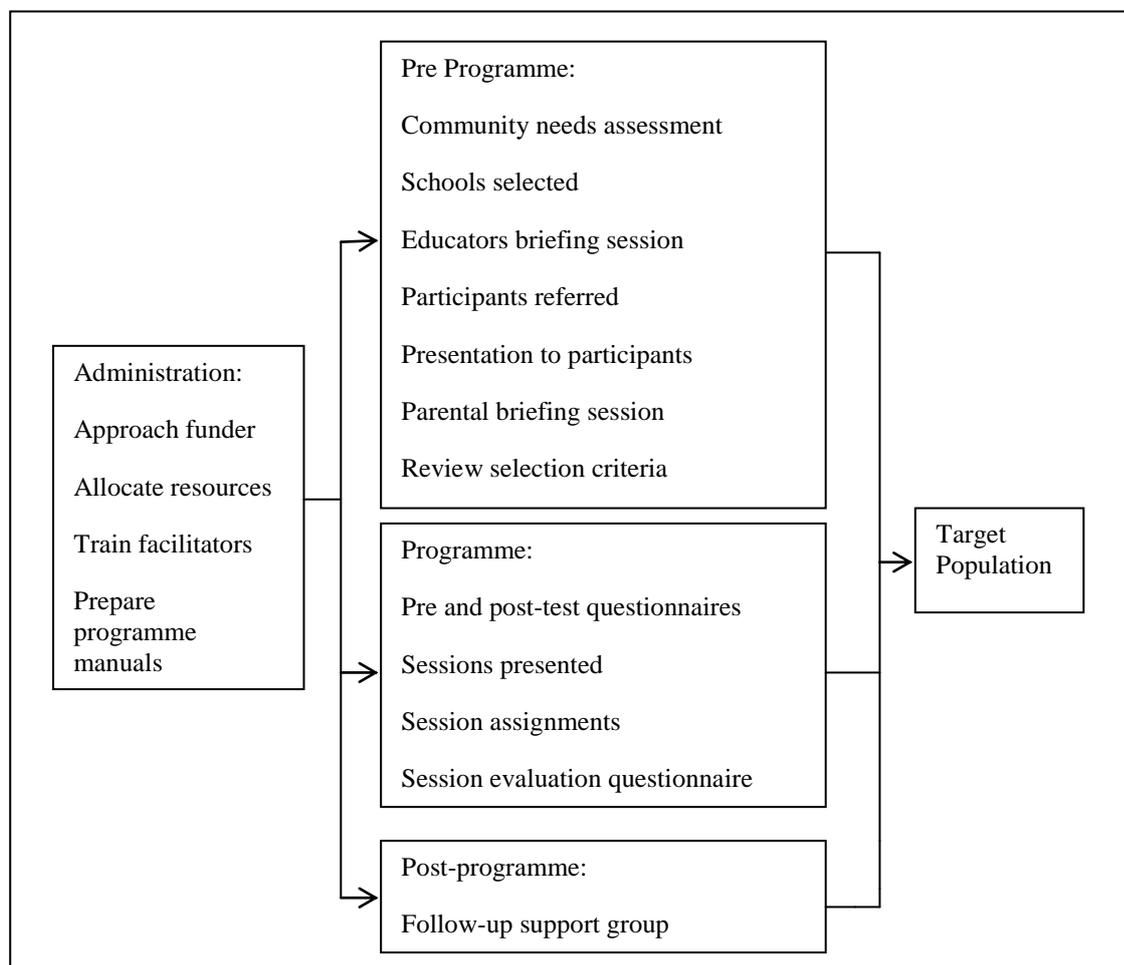


Figure 1. STV programme organisational plan model

Service utilisation plan.

The service utilisation plan describes the way wherein the target participants will be reached and involved in the programme services and activities (Rossi et al., 2004). The intended programme services first need to be provided to the target beneficiaries before the intended programme impact can be achieved (Rossi et al., 2004).

The programme service utilisation plan for the STV programme is presented in Figure 2. This diagram illustrates the service utilisation plan followed, whereby the school selects learners who will participate on the STV programme, the organisation then makes a

presentation to the learners at the school. The parents are then informed of the programme and invited to attend a briefing session held at the school together with the programme facilitators (Programme procedure manual, 2010).

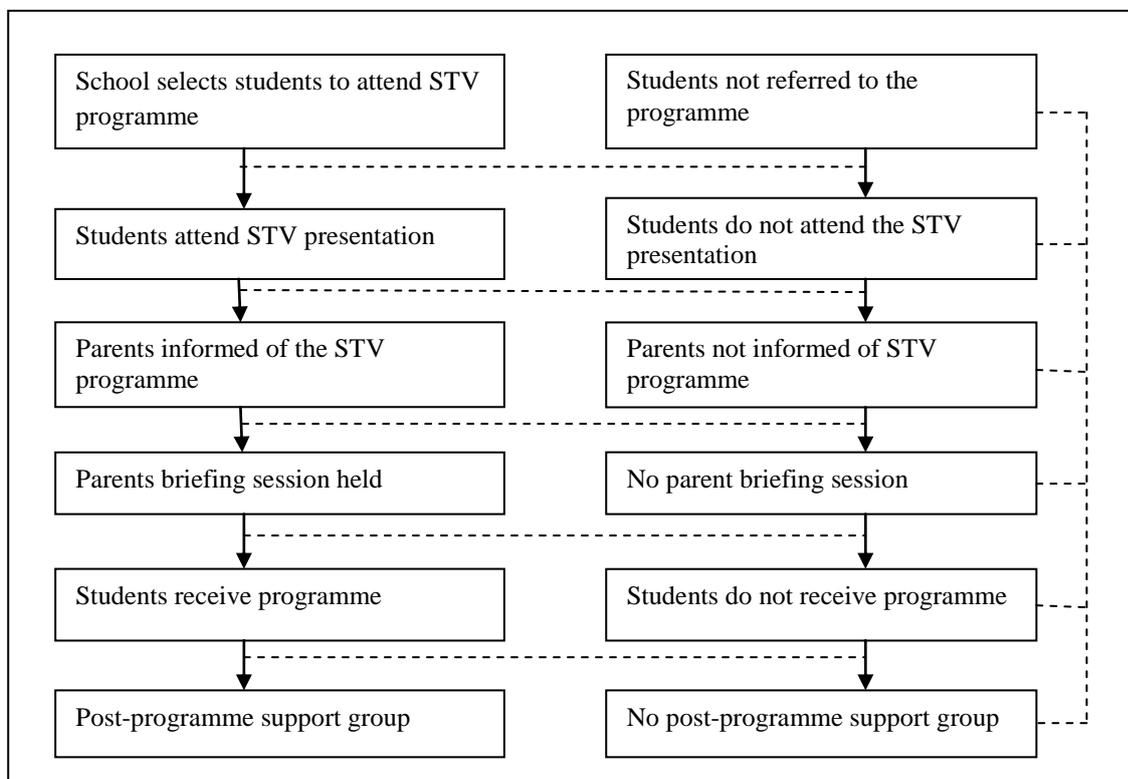


Figure 2. STV programme service utilisation model

Programme impact theory.

The programme's impact theory refers to the assumptions about how the desired changes are brought about by the programme (Rossi et al., 2004). The theory also highlights the importance of successfully attaining the proximal or direct outcomes in order to achieve the distal or ultimate outcomes. The underlying logic of the STV programme is that the intervention, which consists of the prescribed content modules and activities, is expected to lead to an increase in self-awareness concerning the origins of one's own violence, as well as a positive attitude change regarding violence. The programme also equips participants with the necessary skills of anger management, conflict resolution, and non-violent communication. These skills will enable the programme participants to manage their violent behaviour. This in turn will lead to a positive behaviour change within the participants and

assist in the reduction of violence in both the school and community. A graphic presentation of the programme impact theory is presented in Figure 3.

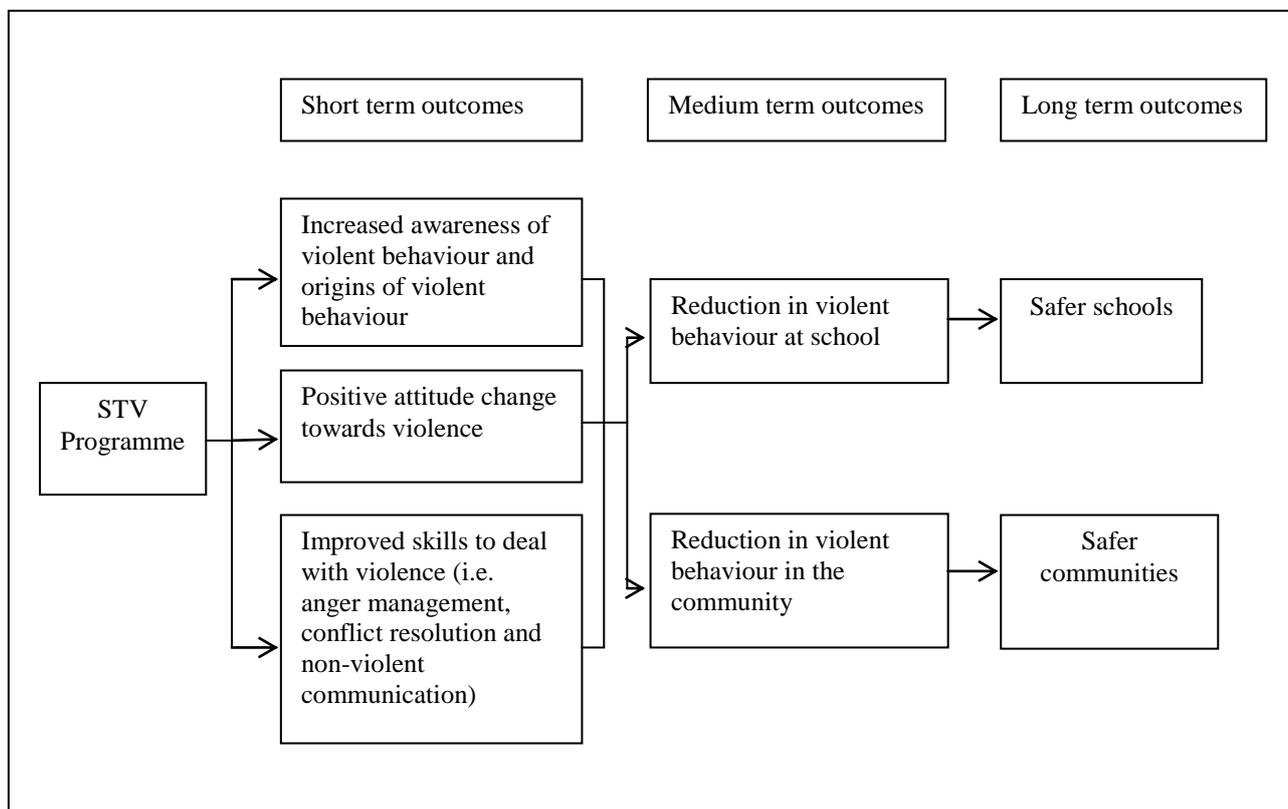


Figure 3. STV programme impact model

Plausibility of Programme Theory

It is important to assess the plausibility of the STV programme in order to determine whether the programme can expect to produce the outcomes as specified in the programme theory (Rossi et al., 2004). One way of assessing the plausibility of a programme is to examine the evaluations of literature on similar programmes (Rossi et al., 2004).

Documented evaluations on school-based violence prevention programmes in South Africa that are similar to the STV programme were not readily available. Published evaluations of similar programmes implemented in other countries were therefore used to assess the plausibility of the STV programme. The literature reviewed therefore focussed on similar programmes outside of South Africa.

The effectiveness of violence prevention programmes.

School violence is an escalating problem not only in South Africa but in other countries as well (Dawes, Farrel, Meyer, & White, 2001; Dawes, Long, Alexander, & Ward, 2006, Van der Merwe & Dawes, 2007). In light of this increasing problem of school-based violence, many interventions have been designed which focus on teaching individuals various attitudes, knowledge and skills in order to address this problem (Farrel, Meyer, & White, 2001; Park-Higgerson et al., 2008; Rollin, Kaiser-Ulrey, Potts, & Creason, 2003). The aim of many of these interventions is to prevent and reduce violence by increasing pro-social behaviour, increasing awareness of the negative effects of violence, and by providing alternatives to violence (Baldry & Farrington, 2004; Derzon et al., 2003; Flannery et. al., 2003; Grossman et. al., 1997). The common forms of school-based violence prevention interventions identified are providing group and individual counselling for learners by social workers and psychologists. These counselling programmes deal with academic, career and personal needs, and also assist with academic and peer concerns (Astor et al., 2005; Greene, 2005; Riley, 2000).

Counselling interventions have been found to be ineffective in preventing and reducing school-based violence (Astor et al., 2005; Greene, 2005; Riley, 2000). Counselling interventions may be effective in cases where the individual uncharacteristically displays violent tendencies due to tensions in the home environment. However, when an individual intentionally develops violent behaviour, interventions drawing on counselling would be ineffective (Greene, 2005; Lines & Court, 2007).

Peer-led programmes have also been identified as a common form of school violence prevention intervention (Astor et al., 2005; Greene, 2005). Peer-led programmes for students are largely set up and run by students. The most common forms of peer led programmes are peer mediation. The peer mediator is responsible for helping their peers solve conflicts peacefully.

The focus of this literature review will however be on Cognitive Behavioural Therapy (CBT) and conflict resolution methods, as the STV programme incorporates both of these techniques. Literature reviewed has shown that violence prevention interventions commonly draw on principles of (CBT) as these techniques have been found to be successful in preventing violence (Baldry & Farrington, 2004; De Ande, 1999; Derzon et al., 2003;

Flannery et al., 2003; Grossman et al., 1997). CBT techniques are usually presented via discussions, role-plays and focus groups. Role-plays are usually drawn on as an effective component allowing participants the opportunity to practice the acquired skills (Dusenbury et al., 1997; Lane-Garon, 2000). Group work and discussions are more engaging and allow participants to develop personal and social skills (Dusenbury et al., 1997; Lane-Garon, 2000).

CBT is largely effective in reducing violence as it examines the antecedents of anger and the particular triggers that lead to violence. CBT methods therefore teach individuals problem solving skills in order to manage their anger by controlling the identified antecedents to violence. Violence prevention interventions drawing on CBT techniques are therefore identified as successful in reducing violence (Baldry & Farrington, 2004; De Ande, 1999; Derzon et al., 2003; Flannery et al., 2003; Grossman et al., 1997).

Literature has shown that psychoeducational and CBT led intervention programmes are successful when trying to prevent and reduce the incidence of violence occurring at schools. These methods are largely successful as they help participants identify the triggers leading to their own violence, to understand the negative consequences of their violence on others, to face the negative consequences of their actions and train them to control and reduce their violent behaviour by developing alternatives to aggression (Baldry & Farrington, 2004; De Ande, 1999; Derzon et al., 2003; Dusenbury et al., 1997; Flannery et al., 2003; Grossman et al., 1997; Lines & Court, 2007). However, CBT is most effective with older students (ages 14 upwards) as their cognitive skills are more developed and they are better able to understand and learn what is being said, and then put this into practice (Baldry & Farrington, 2004; De Ande, 1999; Derzon et al., 2003; Dusenbury et al., 1997; Flannery et al., 2003; Grossman et al., 1997; Lines & Court, 2007).

Violence prevention programmes also commonly draw on conflict resolution techniques as conflicts within schools are unavoidable as learners spend most of their time at school, surrounded by large numbers of students who come from various home environments and family backgrounds (Chen, 2003; Dusenbury et al., 1997; Lincoln, 2001). For this reason, learners need to be equipped with the skills and knowledge needed in order to be able to resolve their own conflicts in a non-violent manner (Chen, 2003; Dusenbury et al., 1997; Lincoln, 2001).

Prevention interventions centred on conflict resolution are implemented by helping participants to develop a positive attitude about resolving conflicts non-violently, and equips them with listening and communication skills so as to resolve conflicts without violence. In this way the frequency of violent confrontations in schools are reduced (Chen, 2003; Dusenbury et al., 1997; Lincoln, 2001). Violence prevention interventions implemented using conflict resolution techniques also aim to reduce school violence by teaching students to accept responsibility for their actions and develop the skills needed to solve problems before they lead to acts of violence (Chen, 2003; Lincoln, 2001).

Factors leading to positive programme effects.

Participant selection.

The effectiveness of violence prevention interventions is influenced by the way in which participants are selected onto the programme (Johnson & Johnson, 1996; Vazsonyi et al., 2004; Wilson et al., 2003). Literature reviewed has recommended that violence prevention interventions not group together participants who engage in violent behaviours more often than those who display less violent behaviour (Farrel, Meyer, & White, 2007; Johnson & Johnson, 1996; Vazsonyi et al., 2004; Wilson et al., 2003). It was found that participants who have high levels of violent behaviours before the intervention show higher levels of reduction in violence. Interventions are therefore more effective with learners who have high levels of violent behaviours as they have more potential for change as those with low levels of violent behaviours exhibit these behaviours infrequently (Farrel, Meyer, & White, 2007; Stoolmiller, Eddy, & Reid, 2007; Vazsonyi et al., 2004; Wilson et al., 2003).

Literature reviewed has recommended that violence prevention programmes work best with individuals who have a history of violence, who have high levels of violent behaviour before the intervention, and those who have a history of being abused as they are more likely to engage in violent behaviour as opposed to those who have not been abused (Boulter, 2004; Farrel, Meyer, & White, 2007; Stoolmiller et al., 2007; Vazsonyi et al., 2004; Wilson et al., 2003).

Programme duration.

The literature reviewed has shown that school-based violence prevention interventions are more effective when implemented over a longer period of time such as a full year, as changing violent behaviour requires extensive work with the individual (Baldry & Farrington, 2004 & Lines & Court, 2007). When the intervention is implemented over a shorter period of time, it is mainly effective in increasing awareness and changing attitudes towards violence (Baldry & Farrington, 2004 & Lines & Court, 2007).

A long-term intervention would be more effective as the knowledge and skills gained in a short-term intervention cannot be maintained when there is no follow-up or reinforcement present to ensure that they are well established (De Ande, 1999; Dusenbury et al., 1997; Farrel et al., 2001; Schaefer, Ginsberg, & Patraaka, 2003). It is recommended that the skills obtained in a short-term intervention be generalized to various situations and problems (e.g. home, school and community) and maintained after the intervention in order for the intervention to be judged as successful (De Ande, 1999; Dusenbury et al., 1997; Farrel et al., 2001; Schaefer et al., 2003).

Parental factors.

Literature reviewed suggests that parental support should be taken into consideration as a factor leading to intervention success, as the origins of violent behaviours are linked to the dynamics of the home (Boulter, 2004; Dawes et al., 2006; Dussich & Maekoya, 2007; Kim & Kim, 2008; Orpinas et. al., 2000; Van der Merwe & Dawes et al., 2007). Parental support ensures the success of an intervention as learners' model the behaviour displayed in their surroundings and if they have parents who display violence to solve problems, the possibility of learners acting out in the same manner is more likely to occur (Boulter, 2004; Burton, 2007; Burton, 2008, Kim & Kim, 2008, Van der Merwe & Dawes et al., 2007).

Literature reviewed has also shown that violent behaviour is related more to home conditions than to conditions at school as there are certain parental factors which encourage violent behaviour. These are factors such as having bad relationships with their parents as this tends to lead to higher levels of aggression, parent tolerance of violent behaviour and the use

of physical punishment (Boulter, 2004; Burton, 2007; Burton, 2008; Dawes et al., 2006; Dussich & Maekoya, 2007; Orpinas et. al., 2000; Van der Merwe & Dawes et al., 2007).

It was also found that the positive effects resulting from violence prevention interventions seem to lessen six months following the interventions as no reinforcement was done by the parents at home. This makes it impossible for the skills acquired while on the intervention programme to be maintained (Grossman et. al., 1997; Park-Higgerson et. al., 2008). Therefore, in order to be successful, interventions need to include individual as well as family approaches to be both effective and in order to maintain programme effects (Feder, Levant, & Dean, 2007).

Parent support can be incorporated by involving the parents of the learners in the intervention. This can be done via a newsletter aimed at educating parents on how to use positive conflict resolution tactics with their children, increase parental monitoring, and reduce their own modelling and praise of aggressive behaviour (Orpinas et al., 2000). Parental support can also be incorporated through providing parenting workshops at the school on anger control and violence prevention strategies, communicating once a week with the parent via mail and by inviting the parent to the school for meetings with the educators instead of waiting until the learner displays violent behaviour (Boulter, 2004).

Community and environmental factors.

The effectiveness of violence prevention interventions are affected by the influence of environmental and community factors, as the amount of violence seen in a community is a major contributing factor in the perpetration of individual violence (Dusenbury et al., 1997; Farrel et. al, 2001; Feder, Levant, & Dean, 2007; Flay, Graumlich, Segawa, Burns, & Holliday, 2004; Orpinas et. al., 2000; Schaefer et al., 2003). Individuals who live in violent communities learn that violence is an acceptable means of achieving their goals. By being raised in a violent community, learners are more likely to interact with violent peers and this influences their own involvement in violence (Burton, 2007; Farrel, Meyer, & White, 2001; Feder, Levant & Dean, 2007; Flay et. al., 2004; Orpinas et. al., 2000; Schaefer et al., 2003; Rose, 2008; Vazsonyi et al., 2004).

When violence prevention interventions do not take the influence of the individual's community into consideration, the effectiveness of the intervention is affected, as it is difficult to convince individuals to solve conflicts non-violently when their environments are suggesting the opposite (Dusenbury et al., 1997; Feder, Levant & Dean, 2007; Flay et al., 2004; Orpinas et al., 2000; Schaefer et al., 2003; Vazsonyi et al., 2004). These individuals may want to respond to conflict in a non-violent manner but may lack the necessary skills to do so. Therefore, literature reviewed suggests that in order to be successful, violence intervention programmes should target both individual (i.e. history of violence, exposure to abuse, and level of violent behaviour) and environmental factors (i.e. the community in which the individual lives, home dynamics, and parental factors) (Dusenbury et al., 1997; Feder, Levant & Dean, 2007; Flay et al., 2004; Orpinas et al., 2000; Schaefer et al., 2003; Vazsonyi et al., 2004).

The effectiveness of the STV programme.

Based on the literature reviewed, it would appear that violence prevention interventions are found to be successful when CBT principles are incorporated (Baldry & Farrington, 2004; De Ande, 1999; Derzon et al., 2003; Dusenbury et al., 1997; Flannery et al., 2003; Grossman et al., 1997; Lines & Court, 2007). CBT is successful in reducing violence as it looks at the factors which trigger an individual's violent behaviour. Once the cause of the violent behaviour has been identified, CBT aims to alter the individual's violent behaviour by teaching them alternatives to violence, thereby managing anger in an effective way (Baldry & Farrington, 2004; De Ande, 1999; Derzon et al., 2003; Dusenbury et al., 1997; Flannery et al., 2003; Grossman et al., 1997; Lines & Court, 2007).

The literature reviewed above suggests that the STV programme theory is plausible. CBT techniques draw on facilitated exercises, role-plays, group discussions, and support group techniques. Literature has indicated that these techniques are the ideal method of achieving violence reduction (Baldry & Farrington, 2004; Derzon et al., 2003; Flannery et al., 2003; Grossman et al., 1997; Lines & Court, 2007). However, in order to improve the effectiveness of the programme, the intervention needs to incorporate not only individual factors in violence prevention, but include parents and community aspects in the intervention programme (Dusenbury et al., 1997; Dussich & Maekoya, 2007; Farrel et al., 2001; Feder,

Levant & Dean, 2007; Flay et al., 2004; Orpinas et al., 2000). Also, if the STV programme expects to effect positive behaviour change in terms of violence, the programme needs to be implemented over a period longer than ten weeks. Literature has shown that short-term programmes are only effective in increasing awareness and changing attitudes towards violence (Baldry & Farrington, 2004; Boulter, 2004; Lines & Court, 2007).

Rationale for the Evaluation

A formative evaluation of the STV programme would establish whether the programme is being implemented as designed, how well the programme is organised, whether it is providing the intended services to the target population, and whether the programme is being delivered as planned (Babbie & Mouton, 2004; Rossi et al., 2004).

A formative evaluation of the STV programme was therefore conducted, examining the behaviour change and implementation aspects of the programme, as it had only been implemented once in three Cape Town schools. A formative evaluation would therefore provide the implementing organisation with information useful in improving the STV programme (Babbie & Mouton, 2004). Informal consultations with programme staff have indicated that implementation has been problematic due to time constraints, resulting in difficulties in the delivery of the planned programme content. A formative evaluation would therefore be more suitable as it would be premature to look at long-term outcomes if implementation issues have not been dealt with (Rossi et al., 2004).

The formative evaluation conducted for this dissertation, will add value to the STV programme as it will provide the programme with formative data on whether the programme is being implemented as planned, and highlight any possible areas of improvements. The evaluation will also provide an indication of whether the short-term and intermediate outcomes of the programme have been achieved to the same extent across all three participating schools, and if not, why this is the case. A formative evaluation would therefore help the organisation strengthen its violence prevention programme. A formative evaluation of the STV programme would also add value by providing valuable information needed to expand the programme to other areas (Rossi et al., 2004).

Evaluation Questions

The evaluation questions for this formative evaluation each address a particular aspect of the STV programme. These evaluation questions will look at the design, implementation, delivery, and short-term and intermediate outcomes of the STV programme.

Evaluation question one.

Who are the beneficiaries of the STV programme?

- a) Is the participant profile consistent across schools?

Evaluation question two.

Was the programme delivered in the same manner across schools?

- a) What was the actual sequence of programme activities?
- b) Was the programme activities implemented in the same sequence across schools?
- c) Did all programme beneficiaries receive the same programme content?

Evaluation question three.

Is the programme designed in a way that takes into account the importance of parental support?

Evaluation question four.

Have the short-term and intermediate outcomes of the programme been achieved?

- a) Was there any change in self-awareness, attitude or behaviour of the 2009 participant group?
- b) Was the pattern of short-term and intermediate outcomes consistent across the three implementing schools?

Chapter Two

Method

As a formative evaluation was conducted for this dissertation, methodological choices were guided by the type of evaluation and the aim of the evaluation. The aim of this formative evaluation was to produce timely information that would be useful in guiding programme improvement, as opposed to producing replicable and generalisable data (Babbie & Mouton, 2004; Rossi et al., 2004).

Multiple sources of data collection were used to answer the evaluation questions. This use of multiple data sources increases the validity and reliability of the research findings when the data sources agree with each other and no contradictions are found (Mathison, 1988; Babbie & Mouton, 2001). Another benefit of triangulating the data is that any bias in one data source will be eliminated by combining other data sources (Babbie & Mouton, 2001). The limitations of this method however, are that triangulation can result in inconsistent and contradictory findings, for which the evaluator will need to construct plausible explanations (Mathison, 1988).

Data providers.

Table 3 presents a breakdown of the study population for this evaluation.

Table 3

Data Providers and Sample for the Evaluation

Data providers	Target sample	Realised sample
Programme beneficiaries		
Kensington high	18	12
Heideveld high	19	13
Peakview high	15	5
Parents of the programme beneficiaries		
Kensington high	18	5
Heideveld high	19	3
Peakview high	15	3
National Programme Manager	1	1
Strategic Programme Development Manager	1	1
WCED Safe Schools Safety Officer	1	1
Cape Town-based programme facilitators	2	2
Total participants	115	46

The National Programme Manager is responsible for the structural design of the programme while the Strategic Programme Development Manager is responsible for research and development of the STV programme. Consultations were held with both of these stakeholders to derive the programme description. The School Safety Officer was consulted in order to obtain access to the participant referral lists. The School Safety Officer also helped in clarifying any queries regarding the referral of participants onto the STV programme.

Materials.

The materials used for this evaluation included programme records such as the STV programme procedure manual documenting the selection criteria of participants onto the programme (see Appendix A), facilitator briefing notes recorded after every session (see Appendix B), the facilitator programme manual and the pre-programme data collected by the implementing organisation. The selection of materials also included interview schedules for the programme facilitators (see Appendix C), questionnaires for the programme beneficiaries (see Appendix D: Parent Support Questionnaire) and a checklist for the parents of the programme beneficiaries (see Appendix E: Parent Involvement Checklist), as well as a modified version of the programmes post-test questionnaire (see Appendix F). Each of these materials is described below.

Programme records.

The programme procedure manual specifying the selection criteria of participants (see Appendix A) onto the programme was used to clarify the referral process. This was needed in order to answer evaluation question one, which assessed who the beneficiaries of the STV programme were and whether the participant profile was consistent across the three implementing schools.

The facilitator briefing notes (see Appendix B) were accessed in order to answer evaluation question two. The facilitator briefing notes were analysed to assess the consistency in delivery of the programme across schools in terms of the sequence of the programme's activities and the content covered. The STV facilitator's programme manual was also consulted to answer evaluation question two, by providing an indication of the activities and content covered in each session.

The evaluator also requested the facilitator questionnaires designed by the implementing organisation in order to answer evaluation question two. These facilitator questionnaires were completed by each facilitator following every programme session. The facilitator questionnaire was designed in order to identify the positive aspects of the programme as well as those programme aspects that can be improved upon. However, the facilitator questionnaires could not be sourced from the organisation as they had not been systematically kept, and were therefore not included in the analysis.

The programme's implementation plan document was also requested from the programme manager. This document indicates whether the programme sessions and activities were completed, however, the implementation plan could also not be sourced from the implementing organisation as it had not been systematically kept by the organisation, and was consequently not included in the analysis.

The evaluator also made use of the pre-test data collected from the implementing organisation in order to answer evaluation question four, which assessed the short-term and intermediate outcomes of the programme.

Interview schedules.

Interview schedules were constructed for the programme facilitators (see Appendix C). These interview schedules were developed as the documented selection criteria were not explicit. The interview schedules were also developed as the extracts taken from the facilitator briefing notes could not be meaningfully used to interpret whether all activities were implemented across the three schools. These interview schedules consisted of 11 open-ended questions. The interview questions aimed to collect information regarding the programme selection criteria and process, the consistency in the content covered and sequence of activities, and any implementation difficulties experienced. These interview schedules were therefore developed in order to answer evaluation questions one and two.

Questionnaires.

A self-report questionnaire (see Appendix D: Parent Support Questionnaire) measuring the extent to which programme beneficiaries received parental support while participating in the STV programme, was developed by the evaluator. This questionnaire consisted of 7 items and was measured on a four point Likert-Type Scale ranging from 'Never' to 'Always.' The questionnaire items were developed by consulting relevant literature. Reliability analysis reported a Cronbach Alpha of .805, indicating good reliability. The STV programme could have improved their practice through the use of a valid and reliable instrument, and by providing details of these. The demographic profile of the respondents who completed the Parent Support Questionnaire is presented in Table 4.

Table 4

Demographic Profile of Respondents for Parent Support Questionnaire

Implementing school	Male	Female	Mean age of respondents
Kensington High	7	5	18
Heideveld High	11	2	18
Peakview High	3	2	18
Total	21	9	-

A checklist (see Appendix E: Parent Involvement Checklist) was also administered to the parents of the programme beneficiaries. The checklist sought to assess whether the intended activities leading to parental involvement in the programme were implemented as planned. The checklist consisted of eight items and responses were coded by means of a dichotomous scale signifying whether the activity had been implemented or not, by indicating either 'yes' or 'no.' These questionnaire items were derived by consulting the programme's procedure manual which listed the activities requiring parental involvement.

The implementing organisation administered a pre and post-test to all programme beneficiaries (see Appendix F). The pre and post-test questionnaire was designed by a Masters student in consultation with the programme staff. The pre-test was administered to all the participants before the programme was implemented, and the post-test was administered during the last session of the programme. The pre and post-test questionnaires consisted of 40 items, measured on a four point Likert-Type Scale ranging from 'Never' to 'Always.'

The questionnaire items measured self-awareness of own violence, attitude towards violence, and violent behaviour. The evaluator attempted to access these pre and post-test questionnaires in order to answer evaluation question four, which assessed whether the short-term and intermediate outcomes of the programme had been achieved. These outcomes are an increase in self-awareness regarding one's own violence, a positive attitude change regarding violence, and a decrease in violent behaviour. The pre and post-test data were however not captured and analysed by the implementing organisation.

Only 19 pre-test questionnaires could be accessed and none of the post-test questionnaires could be found. The evaluator therefore included the pre-test data for the 19 participants in the evaluation, but excluded 18 of the questionnaire items as they were not

framed around the outcomes of the programme. Below are examples of five of the questionnaire items that were excluded:

1. It is OK to play music loudly late at night
2. I am worried about the future
3. I am less important than other people/groups of people
4. I cannot do anything right
5. I feel lonely

As none of the post-test questionnaires could be found, the evaluator administered a modified version of the post-test (see Appendix F), by excluding the same 18 items as in the pre-test questionnaire. The adapted questionnaire was shorter and consisted of 22 items as opposed to the original 40 questionnaire items. The adapted questionnaire measured three constructs, namely; self-awareness of own violence, attitude towards violence, and violent behaviour. The same four point Likert-Type Scale ranging from 'Never' to 'Always' used in the pre-test questionnaire was used for the response format of the modified post-test questionnaire. The evaluator administered the modified questionnaire to the programme beneficiaries in order to get an indication of where participants stand in relation to short-term and intermediate outcomes after they have completed the STV programme.

The modified post-test questionnaire was administered once to 25 of the programme beneficiaries across the three schools. The number of participants who completed the modified questionnaire from each school can be seen in Table 5, as well as those who were absent on the days the measures were administered or who had left the school. The absent learners were not included in the analysis, as well as the learners who had left the school as the school no longer had any contact with them.

Table 5
Number of Questionnaire Respondents per School

Name of implementing school	Number who completed the modified post-test	Number who left the school	Number who were absent
Kensington High	9	6	2
Heideveld High	9	8	2
Peakview High	7	5	4
Total	25	19	8

It should be noted that there are a number of limitations associated with the use of a single group pre-test post-test design. These include not being able to draw causal inferences that the programme alone produced the desired outcomes (Babbie & Mouton, 2004). In addition the post-tests were re-administered after one year, resulting in participants having to recall information retrospectively, which may have lead to inaccurate data. Moreover, the implementing organisation's pre-test questionnaires could not be matched to the evaluator's modified post-tests, as the pre-test measures had been completed anonymously. As a result, no meaningful interpretations could be made. The data obtained from these measures could therefore not be used to draw any solid conclusions, but at best provide an indication of where programme beneficiaries stand with regard to current level of own violence awareness, attitude towards violence and violent behaviour.

Procedure.

Ethics clearance.

Ethics clearance to conduct the evaluation was obtained from the Research Committee of the Commerce Faculty at the University of Cape Town. The implementing organisation obtained consent from the Western Cape Education Department (WCED) to carry out research in the three implementing schools. The evaluator then obtained consent from the implementing organisation in order to gain access to the programme beneficiaries

Before completing the questionnaires, learners were given a consent form which was read to them and they were requested to sign it if they wished to partake in the evaluation. Assent to partake in the research was obtained for learners who were under the age of 18, and

consent to participate was obtained from learners who were older than 18 years of age. The consent form also described the purpose of the evaluation.

As the parents of the programme's beneficiaries were contacted telephonically in order to participate in the evaluation study, the consent letter was read to the parents who were asked to verbally acknowledge their consent to participate in the evaluation.

Accessing programme documentation.

The programme's procedure manual, facilitator briefing notes, the facilitator manual, and the programme's pre-test questionnaires consisted of the programme records accessed for this evaluation. The programme's procedure manual and facilitator briefing notes were accessed and copied with the permission of the programme manager. The programme's procedure manual was accessed in order to obtain the programme's documented selection criteria. The documented selection criteria were quoted directly from the procedure manual. The facilitator briefing notes were accessed in order to establish the sequence of activities, as well as whether there was consistency in terms of programme content. Relevant pieces of information were extracted from the briefing notes and matched to the evaluation questions.

The programme's facilitator manual was also accessed, and reviewed on site due to copyright restrictions. The programme's facilitator manual was carefully reviewed by summarising main pieces of information and matching them to the relevant evaluation questions. The programme's pre-test questionnaires were captured by the evaluator into SPSS and relevant analyses were subsequently conducted on the data.

Conducting the interviews.

The evaluator conducted one separate interview with each of the facilitators. The interviewer met with the programme facilitators at their offices. Before the interview was conducted the interviewer read through the consent form with the facilitator, after which they were verbally asked whether they consented to partake in the evaluation or not. The facilitator then signed the consent form developed by the evaluator (see Appendix C). The evaluator also requested the facilitator's permission to tape-record the interviews.

Once the introductions had been completed the evaluator proceeded to read out the interview questions as recorded on the interview schedules. Each interview conducted was approximately 30 to 45 minutes.

Administration of questionnaires.

Programme beneficiary questionnaires.

The Life Orientation (LO) teachers at the three implementing schools were approached, as they were in charge of the logistics for the STV programme. The LO teachers were then briefed by the evaluator regarding the nature of the evaluation. The LO teachers located the programme beneficiaries from a referral list supplied by the WCED, and set up a meeting between the programme beneficiaries and the evaluator. The evaluator then briefed the beneficiaries on what the evaluation was about.

All of the participants were given a consent form (see Appendix D) and were informed that participation was voluntary. The evaluator administered the questionnaires over two days. On the first day the modified post-test (see Appendix F) was administered and the parental support questionnaire (see Appendix D) on the second day. The participants were given 30 minutes to complete the questionnaires in a classroom at the school and returned them to the evaluator on completion.

The evaluator personally administered the questionnaires at Heideveld High School, but was unable to do so at Kensington and Peakview High School due to a National Civil Servants Strike which lasted from the 26th August to the 16th September 2010. As a result of the strike many of the teachers and students were not present at the school. The LO teachers at these two schools therefore took over the administration of the questionnaires. However, as the LO teachers administered the questionnaires to the learners and collected the completed questionnaires, this may have increased social desirability in participant responses (Babbie & Mouton, 2001).

Parent involvement checklists.

Permission to access the parents of the programme's beneficiaries was sought from the programme manager of the STV programme. The evaluator then approached the LO

teachers at the three implementing schools and requested them to issue the parent checklist to the learners, who then had to pass them on to their parents. The parents were issued with a letter attached to the checklist, explaining the purpose of the evaluation, instructions on how to complete the checklist, and to return it to the school by the end of the week. This method proved to be ineffective as none of the learners returned the checklists. The evaluator therefore contacted parents telephonically from the participant referral lists received from the WCED. For some of the programme beneficiaries there was no contact number recorded, and the parents could therefore not be contacted telephonically. There were also other programme beneficiaries for which the contact number recorded no longer existed. And lastly, there were some learners for which the telephone calls made by the evaluator were repeated unanswered. The breakdown of these numbers and the number of parents who completed the parent involvement checklist can be seen in Table 6.

Table 6
Participant Breakdown for Parent Involvement Checklist

Name of implementing school	Contacted telephonically	No available contact number	Contact number non-existent	Telephone call was not answered
Kensington High	5	3	8	2
Heideveld High	3	9	6	1
Peakview High	3	4	3	5
Total	11	16	17	8

Data analysis.

Interviews.

Interview data was recorded, complemented by hand-written notes, which were then transcribed verbatim. The content of the interviews were then analysed through thematic coding as guided by the evaluation objectives.

Questionnaires.

The pre and modified post-test questionnaires were analysed using the Statistics Package for the Social Sciences (SPSS). Descriptive statistics were calculated to describe the characteristics of the programme beneficiaries. An independent t-test analysis was then conducted on the data to gain an approximation of participants' current progress following the STV programme.

Programme records.

Programme documentation was carefully reviewed and then analysed by summarizing main pieces of information related to the evaluation question. These summarized pieces of information were then presented and discussed as part of the evaluation results.

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Chapter Three

Results and Discussion

This chapter presents the results and discussion following a formative evaluation of the STV programme. The evaluation findings obtained from the various data sources are organised under the different evaluation questions as outlined in Chapter one of this dissertation. A discussion of the results will be presented by drawing on relevant literature. Thereafter, the limitations and recommendations for each evaluation question will be presented. The conclusions for the evaluation study are then presented at the end of this chapter.

Evaluation question one.

Question one enquired about who the beneficiaries of the STV programme were and whether the participant profile was consistent across schools. In order to answer this evaluation question, both the programme selection criteria as documented in the programme procedure manual, as well as the facilitator follow-up interview data were used. Follow-up interviews were conducted to clarify the documented selection criteria.

The programme selection criteria as documented in the programme procedure manual will be presented first. Thereafter, the facilitators' conceptualisation of the documented selection criteria, as evidenced by their interview data will be presented. The documented selection criteria will then be compared with the facilitators' conceptualisation of the selection criteria. To further assess who the beneficiaries of the STV programme were, the participant profiles will be evaluated in order to assess which types of individuals were referred onto the STV programme.

The STV programme procedure manual was consulted in order to obtain an outline of the programme selection criteria. The STV programme selection criteria taken directly and quoted in full from the manual are as follows:

General requirements:

1. “Applicants to be in secondary school, between the ages of 14 to 21 years (Grade 8 to 12)
2. Applicants to be literate
3. Ability to communicate sufficiently in English
4. The impact of the programme would be greater if the applicant has been involved in violence or have a history of violent behaviour.”

The selection criteria do not specifically stipulate that the individuals referred onto the programme have to be engaged in violent behaviour. Instead the criteria suggest that the programme impact would be greater if this were the case. This implies that any individual can be referred onto the programme. The programme selection criteria as documented, is also not explicit in what is meant by ‘violent behaviour’ and what specific behaviour this encompasses. The documented selection criteria further fails to indicate how many incidences of violence necessitates referral onto the programme.

The documented selection criteria are also not explicit as to what is meant by ‘having a history of violent behaviour.’ A ‘history of violent behaviour’ could refer to individuals who previously displayed violent behaviour but now no longer engage in such behaviour on a regular basis. Or a ‘history of violent behaviour’ could possibly refer to those individuals who come from environments where they were exposed to violence.

To further illustrate the need for explicit programme selection criteria, interview data from the two facilitators of the STV programme were obtained and compared in terms of their conceptualisation of the participant selection criteria. Four key categorisations emerged around the selection criteria of participants onto the STV programme. These key categories were perpetrators of violence, victims of violence, difficult learners, and minor offenders. The pertinent quotes capturing these key categorisations are presented below.

Violent behaviour

“Mostly people showing violent behaviour” (Interviewee A)

“They look mostly at kids who are violent and towards each other” (Interviewee B)

Violent environments

“They not violent kids but they come from violent homes” (Interviewee B)

Disrespectful classroom behaviour

“Naughty as in disrespectful to the teachers. But severe cases of naughtiness such as trouble makers in the class, can’t concentrate, low grades. They don’t really care about their work or even themselves.” (Interviewee B)

Minor offenders

“Like petty crimes such as stealing, or they were caught with drugs, sometimes even stabbings. The programme acts as a diversion programme then they have to attend instead of going to trial or prison.” (Interviewee A)

Facilitator A conceptualised violent behaviour to include minor offenders whereas Facilitator B conceptualised violent behaviour to include those participants who were disrespectful towards teachers and disruptive in class. This highlights the need for the documented selection criteria to be more explicit in terms of their definition of violence and violent behaviour, and the behaviour this encompasses. As shown from the facilitators’ conceptualisation, if the documented selection criteria are not made explicit, different individuals will apply various criteria when making referrals onto the programme, leading to inconsistencies.

An explicit selection criterion is further needed as there are a number of individuals involved in the referral process of the programme. The Safety Officer who is placed by the WCED refers learners onto the programme. The Safety Officer works in collaboration with the school educators and principal in referring students onto the STV programme. As there are different individuals involved in this referral process, a clear selection criterion is needed in order to ensure consistency in terms of which individuals get referred onto the programme.

In order to further investigate who the beneficiaries of the STV programme were, the evaluator looked at whether the participant profiles were consistent across schools. The evaluator contacted the programme facilitators and the respective principals of the three implementing schools, requesting whether any participant profiles or records were recorded

at any point in the referral process. The evaluator used the term participant profiles to refer to any documented descriptions of the participants referred onto the programme, in terms of the number and severity of violent incidences they were involved in. These participant descriptions could provide evidence to the selection criteria implemented.

As no participant profiles were available, eleven pre-test questionnaire items were used to gain an indication of the participants who were referred and attended the STV programme. These eleven questionnaire items assessed substance usage/abuse, displays of violent behaviour, and victimisation. Responses were recorded on a four point Likert-Type Scale, ranging from 'Never' to 'Always.' These questionnaire items were used as the programme facilitators indicated these characteristics as part of the referral criteria in informal discussions with the evaluator. The eleven questionnaire items used to draw up a participant profile are shown in Table 7.

Table 7
Participant Profile Items Taken from Pre-Test Questionnaire

Category	Questionnaire Item
Substance usage/abuse	I would use drugs. I would drink alcohol. I would smoke cigarettes.
Displays of violent behaviour	I acted in a violent manner (e.g. cursing, hitting, shouting, breaking things etc.). I would swear and curse at other people when they make me angry. I would threaten to hurt someone if he or she made me angry. It was difficult for me to control my temper. I would get into trouble because of violent actions (e.g. cursing, hitting, shouting, breaking things etc). I would do things that are harmful to me (e.g. abuse alcohol or drugs, participate in gang activities, get involved in fights etc.).
Victimisation	People (e.g. teachers, parents, friends, etc.) would beat, bully or hurt me. A person/people would be violent and abusive towards me.

The implementing organisation could only locate 19 of the participants' completed pre-test questionnaires. Of these 19 pre-test questionnaires 16 of the participants were from Kensington High School, two participants were from Heideveld High School, and only one participant was from Peakview High School. As only 19 pre-tests were obtained from a total of 52 participants who attended the programme, this data cannot be used to create participant profiles, but to obtain an indication of the types of individuals who were referred. Mean scores calculated for the three categories used to gain an indication of the participants referred are presented in Table 8.

Table 8

Mean Scores for Participant Profile Questionnaire Items

	Substance abuse/usage	Violent behaviour	Victimisation
N	19	19	19
M	3	2	2

Responses were recorded on a Likert-Type Scale ranging from 'Never (1),' 'Sometimes (2),' 'Often (3),' and 'Always (4).' The results of this analysis indicated that participants who were referred to the STV programme would occasionally display violent behaviour, they were frequent substance abusers/users, and they were victims of violence at times. As the sample size obtained for the pre-test questionnaires was too small, comparisons across schools were not possible. The evaluator therefore used this data as a further indication of who the beneficiaries of the STV programme were and the types of individuals who were referred onto the programme.

Based on the data obtained from the documented selection criteria, the facilitator follow-up interviews, and the indication of the participant profiles as obtained from the pre-test data, the evaluator was able to gain an indication of the types of participants referred onto the STV programme. The selection criteria were not clear in who should be referred onto the programme, whether this should be individuals who display violent behaviour or not. The one programme facilitator conceptualised the selection criteria to include minor offenders and the other facilitator conceptualised the criteria to include individuals who were disrespectful

towards teachers and disruptive in class. The pre-test data indicated that those referred would occasionally display violent behaviour and be victims of violence, and they were habitual substance abuser/users.

Literature (Johnson & Johnson, 1996; Vazsonyi et al., 2004; Wilson et al., 2003) has shown that when the programme selection criteria are not explicit, it leads to inconsistencies in participant referrals, affecting the outcomes of the programme. An implicit selection criterion influences the effectiveness of the programme as its efficiency is dependent on the way in which participants are selected onto the programme. This is due to the fact that the programme is designed with a particular target audience in mind, and when this criterion is deviated from, the programme cannot realistically expect to achieve the desired programme outcomes (Johnson & Johnson, 1996; Vazsonyi et al., 2004; Wilson et al., 2003).

Literature reviewed has shown that violence prevention interventions should not group together participants who display different levels of violent behaviours, as participants who have high levels of violent behaviours before the intervention show higher levels of reduction in violence. By combining individuals with different levels of violent behaviours in the same group, the interpretation of the programme affects could be affected (Farrel, Meyer & White, 2007; Johnson & Johnson, 1996; Vazsonyi et al., 2004; Wilson et al., 2003). Violence prevention interventions are more effective with learners who have high levels of violent behaviours as they have more potential for change, than individuals with low levels of violent behaviours, who exhibit these behaviours infrequently (Farrel, Meyer & White, 2007; Stoolmiller et al., 2007; Vazsonyi et al., 2004; Wilson et al., 2003).

The limitations highlighted under this evaluation question were that the STV programme does not have explicit selection criteria. An explicit selection criterion is needed in order to avoid inconsistencies in who gets referred onto the STV programme and to facilitate the referral process of individuals onto the STV programme. Further limitations were that the implementing organisation did not record any participant profile information. The implications of this were that it cannot be concluded that the documented selection criteria was implemented. An indication of the participant profiles was obtained from the pre-test data collected by the implementing organisation. However, this data collection relied on self-response, rendering participant bias as an additional limitation of this evaluation.

Based on the highlighted limitations, it is recommended that a systematic and practical definition of violence and violent behaviour be developed. A clear, systematic and practical

definition of these terms will ensure consistency in the referral of participants onto the STV programme (Farrel, Meyer & White, 2007; Johnson & Johnson, 1996; Vazsonyi et al., 2004; Wilson et al., 2003).

Literature has conceptualised violence and violent behaviour as:

1. Vicious physical acts performed for the purpose of hurting another person (Burton, 1998)
2. Imposing or threatening to impose physical injury to another person (Levinson, 2006).
3. Intentionally physically hurting another person (Burton, 2008).
4. The use of physical strength to hurt or cause harm to another person (Burton, 1998).

A clear definition of violence is not only needed for selection criteria, but Levinson (2006) has found that the lack of a clear definition of violence seriously hampers the schools ability to solve violence problems. This definition of violence should be clear, understood and accepted by all involved in the selection and referral process of the programme (Levinson, 2006).

Further recommendations are that the implementing organisation should not refer different participant profiles together, as these factors have an effect on the effectiveness of the programme (Farrel, Meyer & White, 2007; Johnson & Johnson, 1996; Vazsonyi et al., 2004; Wilson et al., 2003). Literature has proposed that the selection of participants onto a violence prevention programme should be guided by the involvement of violent behaviour and/or the existence of a history of violent behaviour (Farrel, Meyer & White, 2007; Stoolmiller et al., 2007; Vazsonyi et al., 2004; Wilson et al., 2003). It is also recommended that the individuals referred onto the STV programme should be compatible with others on the programme, as this affects the efficiency of the intervention (Polaschek and Dixon, 2001). The implementing organisation should also not refer together, individuals who have a broad range of violent behaviours, as this also affects the effectiveness of the programme (Johnson & Johnson, 1996). It is further recommended that the implementing organisation keep programme records such as participant profile information, as these programme records are a critical success factor for the programme and should therefore be systematically documented (Farrel et al., 2001). By not systematically recording this information, it will not be known

whether the intended selection criteria were used. Another reason why is it important for the programme to systematically document information such as participant profiles, is that if the programme does not produce the desired outcomes, the programme data can be reviewed in terms of the participant profiles required for the programme to be successful (Fagan & Mihalic, 2003; Farrell et.al, 2001).

Evaluation question two.

Evaluation question two assessed whether the STV programme was delivered in the same manner across schools. More specifically, the evaluation question aimed to assess what the actual sequence of programme activities were, whether the programme activities were implemented in the same sequence across schools, and whether all programme beneficiaries received the same programme content.

The evaluator requested the programme's implementation plan document, the facilitator questionnaires, and the facilitator briefing notes in order to answer this evaluation question. The programmes implementation plan document lists the pre and post-programme activities as well as the programme sessions. This document is used to record whether each of the activities had been implemented or not. The programme implementation plan document is completed by the programme facilitators at the end of each of the programme sessions. The implementing organisation indicated that the implementation plan document was completed as planned; however, it was not systematically filed and could therefore not be located for the purposes of this evaluation.

The implementing programme's facilitator questionnaire consists of four open-ended questions. These questions assess whether the programme sessions can be improved, how they can be improved, and if the programme facilitators experienced any challenges during the programme sessions. The facilitator questionnaires were completed but could not be accessed as they were not systematically kept and filed by the implementing organisation.

The facilitator briefing notes are summaries of the programme sessions, which are recorded by the facilitators after each session of the programme has been implemented. Six briefing note summaries, recording what took place in all three schools, were accessed. The briefing notes are a single document with summaries that were compiled by the different

facilitators. Below is an example of an extract taken directly and quoted in full from one of the facilitator briefing notes:

“After introducing ourselves, we established group rules to ensure a harmonious learning environment. Everybody participated eagerly in this process. After a few icebreakers, which they wholeheartedly enjoyed, I could sense that they were now relaxed and proceeded with the session. I divided the group into smaller units which allowed them the opportunity to engage with participants that they would not normally associate with.”

Facilitator briefing notes were consulted in order to determine whether all ten sessions of the programme were implemented as planned or not. It was however not possible to determine whether specific activities were implemented as planned as the desired outcomes of each session were not documented and systematically recorded. This made it difficult for the evaluator to deduce any meaningful interpretations from the facilitator briefing notes. Based on the review of the extracts taken from the facilitator briefing notes, an indication of the programme activities that were implemented are presented in Table 9.

Table 9
Programme Sessions and Activities Implemented

Session	Programme Activities	Implemented	Pertinent quotes illustrating implementation
1.	Identify 3 levels of violence	X	
	Role play of levels of violence	X	
2.	Discussion: what a real man/woman should be like	X	
	Discussion: beliefs leading to violence	X	
3.	Mask making activity	✓	<i>“The group displayed creativity in the designing and making of their masks.”</i> <i>“After completing their masks, participants were expected to share with the group what the mask represents.”</i>
	Hat making activity	✓	<i>“Participants were expected to create a hat representing their true self.”</i>
	Non-violent communication model	✓	<i>“Participants were also taught how to confront someone in a non violent manner during the non-violent communication model training.”</i>
4.	Discussion: taking responsibility for past actions	X	
5.	Life story dialogue circle	✓	<i>“Everybody had an opportunity to share their personal story/secrets.”</i>
6.	Role-play: demonstrating concepts learnt	X	
7.	Sharing of positive/negative childhood messages	X	
8.	Video on victim impact of violence	X	
	Making your own tombstone activity	✓	<i>“When we did our tombstones, it was very interesting to see what they wanted on their respective stones.”</i>
9.	Identify who to make amends to	X	
	5 languages of apology	X	
	Writing own apology using the 5 languages	X	
10.	Creating map of journey through programme	✓	<i>“The road exercise was very powerful”</i>

After reviewing and analysing the facilitator briefing notes, interview schedules were developed for the programme facilitators as the briefing notes could not be meaningfully used to interpret whether the activities happened across schools. The briefing notes could not be meaningfully used for comparisons across school, as the facilitators had combined the three schools into one briefing note per session, instead of completing one briefing note per school for each of the programme sessions. Also, the briefing notes were not detailed enough in terms of recording what occurred in the programme sessions.

The facilitator interviews were therefore used to gain an indication of whether the sessions were implemented as planned or not. Interview data reflected that adjustments were made to the programme by the facilitators as they saw necessary, in terms of the dynamics of the group being facilitated. Based on the interview data it therefore appears as if the dynamics of the particular group, affected the delivery of the programme in terms of sequence of programme activities as well as programme content. The following quotes illustrate this:

“...you must be able to read your group and then see where you going to take it next. So it’s not a matter of always following the manual because it doesn’t always correspond with the group at all times.” (Interviewee 2)

“You can’t follow the manual step by step; you have to go according to what the child has to say. Sometimes they bring up things that’s part of the next session and you have to go with it because you don’t know if you’ll get that child to talk again.” (Interviewee 1)

“One week you might do a very intense section where, like the loss of innocence where they talk about where it all started when they were younger kids and maybe they were abused. And then the next section might be also very intense and then you have to read how did they react to the loss of innocence, if they really reacted very emotionally and then the next session it would be better just to do something lighter maybe not even go with the next session of the manual.” (Interviewee 2)

The facilitators also mentioned that certain aspects of the manual were repeated which affected the consistency in terms of how the programme was delivered across schools. Furthermore, it was highlighted in the interview data that inconsistencies existed between the particular groups being facilitated and the programme manual. This can be seen in the following quotes:

“...as we went through the manual there are certain sections that just shouldn’t maybe be in, doesn’t fit. Sometimes the flow of it doesn’t go and that is when you must be able to read your group and then see where you going to take it next. So it’s not a matter of always following the manual because it doesn’t always correspond with the group at all times.” (Interviewee 2)

“We don’t actually follow the manual as certain sessions should be done first, before others...The sequence of the sessions are a bit mixed up though.” (Interviewee 1)

“I try and follow the manual step by step, sometimes there are things which are repeated then I won’t do that.” (Interviewee 2)

Based on the interview data it also questioned whether all of the programme activities in the programme manual were consistently implemented across schools. This is evident below:

“However, not all of the activities in the manual are done. It depends on the facilitator’s personality. Maybe the facilitator is a bit introverted and then won’t do the drama therapy activities but if it is an extroverted facilitator then they will enjoy the drama therapy activities.” (Interviewee 2)

Literature reviewed has shown that changing the programme design can impact on the programme outcomes, especially when certain components of the programme are excluded, as insufficient implementation of the intervention could result in implementation failure (Park-Higgerson et al., 2008). Changing the programme design, especially when it is not delivered consistently across sites, weakens the programmes effectiveness (Fagan & Mihalic, 2003).

When a programme is designed it is usually planned in a way in which the programme sequentially builds. Therefore, when the programme is not followed in the recommended order as intended, the effectiveness of the programme declines (Lyman, Joshi, Duncan, LeBlanc, & Caillouet, 2008). It is therefore important for programme facilitators to follow the procedures of the programme in the order in which it was intended to obtain reliable programme results. Programme facilitators also need to follow the programme as intended in order to obtain reliable programme results (Fagan & Mihalic, 2003; Lyman et al., 2008; Park-Higgerson et al., 2008).

According to Orpinas et al., (2000) programme implementation records need to be maintained in order to monitor whether the programme was implemented as intended as well as consistency in programme delivery. The programme must be delivered as intended in order to achieve the programme outcomes as referred to in the programme model (Lyman et al., 2008; Orpinas et al., 2000).

Several limitations were noted under this evaluation question. The implementing organisation did not systematically record the needed evaluative data. Programme records such as the programme implementation plan document and the facilitator questionnaires could not be located for the purposes of this evaluation. The facilitator briefing notes combined all three schools into one briefing note, as opposed to recording three separate briefing notes for each school. These programme records are important for the implementing organisation to have in order to make meaningful interpretations about the programme effects (Fagan & Mihalic, 2003; Lyman et al., 2008; Orpinas et al., 2000; Park-Higgerson et al., 2008).

Based on these highlighted limitations, it is recommended that the implementing organisation maintains programme records such as the programme implementation plan, and separate facilitator briefing notes for each school. It is important for the implementing organisation to maintain such implementation records as it will point to any variability of the programme in terms of how it was delivered. Implementation records will therefore identify whether consistency in programme services provided was maintained (Fagan & Mihalic, 2003; Orpinas et al., 2000). Programme records need to be maintained as they are crucial to the success of the programme (Orpinas et al., 2000).

Evaluation question three.

The third evaluation question looked at whether the STV programme takes into account the importance of parental support and if this is incorporated into the programme. In order to answer this evaluation question, data was collected from interviews with the programme facilitators, a parental checklist which was administered telephonically to the parents of the programme beneficiaries (see Appendix C: Parental Involvement Checklist), and an additional questionnaire which was administered to the beneficiaries of the STV programme (see Appendix D: Parental Support Questionnaire).

The facilitator interview data will be presented first. Thereafter the intended parental activities as recorded in the programme procedure manual will be presented. The data obtained from the parental checklist will then be presented, and compared with the documented intended parental activities. The parental support questionnaire, administered to the programme beneficiaries will be presented last.

The interview data obtained indicates there is not much parental involvement with regards to the STV programme and this seems to affect the objectives the programme aims to obtain. This is evident by the following extracts:

“Ideally we should involve the parents to let them know what type of programme they are going on so the parents are informed of what changes to expect in their child. The child wants to change but most of the time they get pulled down by the parent because they do not understand the change that is taking place in the child through the programme.” (Interviewee 1)

A checklist was also administered telephonically to the parents of the programme beneficiaries. This checklist aimed to look at whether the parents were involved in the programme as intended and described in the programme procedure manual. The intended parental activities as documented in the programme’s procedure manual and quoted in full, were as follows:

1. “Parents informed of the STV programme by the implementing school.
2. Parents invited to attend a parents briefing session at the school with the programme facilitators of the programme.
3. Parents given a consent form to sign for their child to attend the STV programme.

4. Parents invited to attend a parent workshop once the child had completed the STV programme.”

The evaluator was however only able to collect checklist data from 11 of the programme beneficiaries’ parents. This was due to no contact numbers being available, the contact number given no longer existed, or the telephone call was repeatedly unanswered. A table with these descriptives is presented in Table 10. As such, the data collected from the parental checklist will only be used as an indication of the degree of parental involvement in the STV programme, and will not be used to draw any conclusions.

Table 10

Breakdown of Parents Telephonically Contacted for Parent Involvement Checklist

Name of implementing school	Contacted telephonically	No available contact number	Contact number non-existent	Telephone call was not answered
Kensington High	5	3	8	2
Heideveld High	3	9	6	1
Peakview High	3	4	3	5
Total	11	16	17	8

Based on the data collected, parental pre and post-programme activities do not seem to be part of the programme’s process. The parents briefing session is one of the pre-programme activities. The aim of the parents briefing session is to inform parents of the STV programme; however it was indicated that the parent briefing sessions have not been implemented as planned. Results obtained from the parent checklist are presented in Table 11.

Table 11

Planned Parent Activities Implemented

Planned Activities	Implemented
Informed of the STV programme	X
Informed of briefing session for parents	X
Received consent form	✓
Informed of parent workshop	X

The evaluator also sought to administer follow-up consultations to the facilitators of the STV programme in order to establish the reason(s) for non-implementation of the parental involvement activities as documented. However, the evaluator was unsuccessful in retrieving these questionnaires due to unavailability of the facilitators following repeated attempts by the evaluator.

An additional questionnaire was administered to the programme beneficiaries in order to assess the level of support they received from their parents while on the STV programme. It was found that parents would occasionally ask the programme beneficiaries questions about the STV programme. Parents would also occasionally encourage the programme beneficiaries to use the skills learned on the programme. A graphic description of the level of parental support received as reported by the programme beneficiaries can be seen in Figure 4.

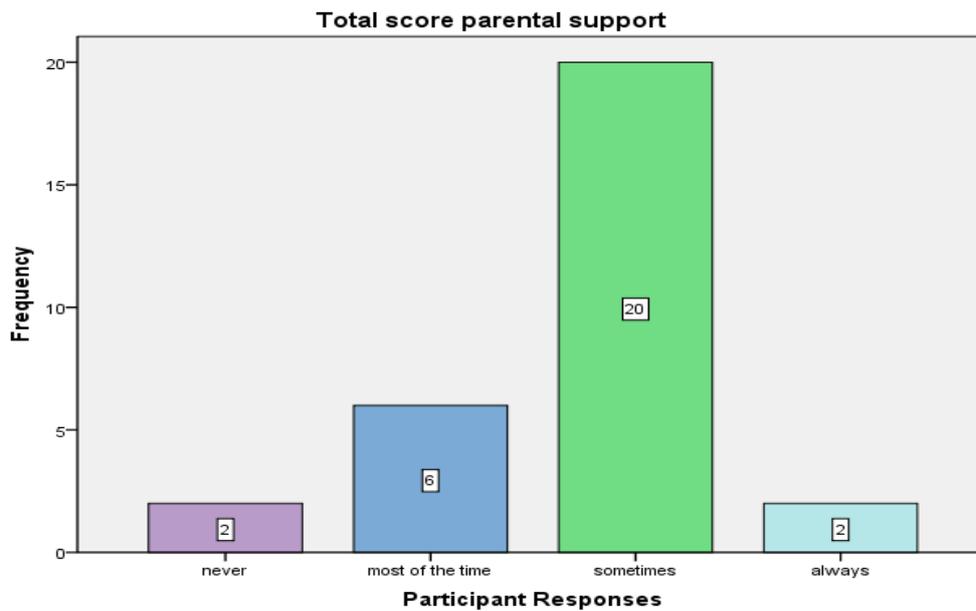


Figure 4: Level of parental support received by programme beneficiaries

Based on the data received from the facilitator interviews, parental checklists, and programme beneficiary questionnaires, it was indicated that parental involvement is not incorporated into the programme. This was indicated by the data collected from the parental checklists which signified that the intended parental pre and post-programme activities were not carried out as planned. Furthermore, programme beneficiaries reported that they received support from their parents occasionally while they were on the STV programme.

The support of parents in violence prevention programmes is of paramount importance, since children are products of the environments to which they are exposed (Burton, 2008). An understanding of the ways in which children obtain their violent behaviour can therefore only be understood by exploring the contexts in which they are reared. The home environment is therefore a key factor as it is one of the most frequently reported sites in which children are exposed to violence, and behaviour modelling is one of the central learning processors for children (Burton, 2008; Dawes et. al, 2006; Van der Merwe, & Dawes, 2007). This renders the home environment to be one of the key contexts in which children learn their violent behaviour. There may also be contextual factors in the home environment, supporting the maintenance of violence behaviour, especially when parents do not communicating responsible values to their children (Levinson, 2006; Van der Merwe & Dawes, 2007).

Furthermore, the origins of violent behaviours have been linked to the dynamics of the home, and therefore violence prevention interventions should incorporate parental support in their interventions (Dussich & Maekoya, 2007; Levinson, 2006). It is from parents that young people are most likely to learn acceptable behaviour and in the same way violent behaviour can be mediated by parenting variables. For this reason much of the intervention efforts should be targeted to the home environment in order to effectively address the issue of young people engaging in violence within the school environment (Dussich & Maekoya, 2007; Levinson, 2006).

Parental support should also be taken into consideration as Orpinas et al., (2000) found that students who have good relationships with their parents have lower aggression scores, whereas those whose relationships have gotten worse or been bad all the time tend to have higher aggression scores. It was also found that the positive effects of violence prevention programmes seem to lessen six months following the intervention, as the skills learned on the programme were not being reinforced at home by the parents, and for this reason these positive effects may not have been maintained (Grossman et al., 1997; Park-Higgerson et al., 2008).

Violence is also related to parenting styles and the lack of consistency and support in the home (Dussich & Maekoya, 2007; Orpinas et al, 2000). Dawes et al., (2006) found that children who are resilient to violent behaviour come from nurturing, accepting and sensitive families. In these types of families there are open discussions and feedback regarding the individual's behaviour at home. A study done by Baer (1999) in Dawes et al., (2006) also found that when good cohesion and communication existed between a child and their parents, the chance of deviance in terms of engaging in violent behaviour was greatly reduced.

The limitations noted under this evaluation question were that the implementing organisation did not have any records concerning whether the planned parental activities were executed or not. The evaluator was also unable to administer follow-up consultations to the programme facilitators due to their unavailability following repeated attempts. The evaluation therefore depended on self-response measures from the parents of the programme beneficiaries, leading to participant biases.

Another limitation of the evaluation is that the response rate for the parental checklists was very low. Only 11 of the 52 parents could be contacted telephonically to complete the

checklists. Therefore, this data cannot be used to make any conclusions about the degree to which the programme incorporated parental support, but could only be used as an indication of the level of parental support included in the programme.

It is recommended that the STV programme increase parental involvement in the programme through regular communication between the child, parent and the educator (Levinson, 2006). Educators and parents could work together to identify and impose non-punitive consequences for violent behaviour (Levinson, 2006). Parents could also be more involved via newsletters aimed at educating the parents on how to use positive conflict resolution tactics with their children, increase parental monitoring, and reduce their own modelling and praise of aggressive behaviour (Orpinas et al., 2000).

Literature also recommends that in addition to parental support, community and environmental factors should be taken into consideration. These factors should be taken into consideration as changing the behaviour of the individual is not enough. The home, community, and environment should be changed as well in order to support the behaviour change enforced by the programme (Boulter, 2004; Schaefer- et al., 2003). Community and environmental factors should be taken into consideration as the amount of violence seen in the community is a major contributing factor in the perpetration of individual violence (Dusenbury et al., 1997; Farrel et al., 2001; Feder, Levant & Dean, 2007; Flay et al., 2004; Orpinas et. al., 2000). Community and environmental factors should be taken into consideration as well, as individuals who live in violent communities learn that violence is an acceptable means of achieving their goals. By being raised in a violent community, learners are more likely to interact with violent peers and this influences their own involvement in violence (Burton, 2007; Farrel et al, 2001; Feder, Levant & Dean, 2007; Flay et al., 2004; Orpinas et al., 2000; Rose, 2008; Vazsonyi et al., 2004).

Evaluation question four.

Evaluation question four focussed on whether the short-term and intermediate outcomes of the STV programme had been achieved. These short-term and intermediate outcomes referred to are, a positive change in self-awareness of own violence, a positive change in attitude accepting of violence, and a reduction in violent behaviour of the 2009 participant cohort. Evaluation question four also sought to assess whether the pattern of short-term and intermediate outcomes was consistent across the three implementing schools.

Of the participants who completed the pre-test questionnaire obtained from the implementing organisation, 18 were male and one of the participants was female. The majority (7) of the participants were 16 years of age. Most (16) of the participants were from Kensington High School, two of the participants were from Heideveld High School, and only one participant was from Peakview High School. Of the participants who completed the modified post-test questionnaire, 15 were male and five participants were female. The majority (9) of the participants were 18 years of age. Most (9) of the participants were from Heideveld High School, eight were from Kensington High School, and three of the participants were from Peakview High School. Questionnaire responses were coded on a four point Likert-Type Scale ranging from Never (1), Sometimes (2), Often (3), to Always (4). Results of the t-test analysis conducted on the pre and modified post-test data can be seen in Table 12.

Table 12

T-Test results for Pre and Modified Post-Test Questionnaires

	t	Sig,	N
Self-awareness	1.455	.163	Pre 19
			Post 20
Behaviour	3.637	.002	Pre 19
			Post 20
Attitude	.889	.385	Pre 19
			Post 20

Based on the results of the t-test analysis, no significant differences were found for self-awareness and attitude mean scores for the pre and modified post-test data. Significant differences were however found for the behaviour mean scores for the pre and modified post-test data. Results of the t-test analysis indicated that programme beneficiaries' violent behaviour scores were greater when comparing the pre-test to the modified post-test, $t(18) = 3.637, p < .05$.

However, these results can only be used as an indication of the programme beneficiaries' current stance based on the means, following the STV programme, and cannot be used to draw any meaningful conclusions as several limitations in the design were noted. The main limitation was the lack of pre and post-test data. Only a few of the pre-test questionnaires could be located by the implementing organisation. Further limitations were that none of the post-test questionnaires could be found. The evaluator therefore had to re-administer a modified version of the post-test questionnaire in which 18 questionnaire items were excluded as they were not framed around the outcomes of the programme. These 18 questionnaire items were also excluded when the evaluator captured the data from the pre-test questionnaires. Even so, the evaluation was still limited as the pre-test questionnaires were completed anonymously and could therefore not be matched to the post-test questionnaires, affecting the conclusions that could be drawn from the evaluation.

Additional limitations were that comparisons could not be made across schools as the numbers of pre-tests obtained were unequal, and more pre-test questionnaires were obtained for Kensington High School than the other two implementing schools. A further limitation is that the evaluation drew on self-report measures solely, which may lead to faulty and differential recall as well as under-reporting, affecting the findings of the evaluation (Orpinas et al., 2000; Townsend, et al., 2008).

Literature reviewed has indicated that it is important to maintain both pre and post-test data for comparative purposes (Rollin et al., 2003). Pre and post-test data enables the implementing organisation to monitor both the short-term and medium term outcomes of the STV programme, and to judge how long the programme needs to be implemented in order for the programme treatment effects to be maintained (Baldry & Farrington, 2004; De Ande, 1999; Lines & Court, 2007).

Pre and post-test data also enables the implementing organisation to examine the nature of the outcomes which the programme aims to bring about (Wilson et al., 2003). Collecting pre and post-test data allows the implementing organisation to see which effects the programme had on the participants, and also which programme effects were maintained over time (Farrel, Meyer, & White, 2001).

Pre and post-test data collection also enables the implementing organisation to identify whether any possible flaws exist in the programme theory regarding how the programme effects are produced (Farrel, Meyer, & White, 2001). When the pre-test data collected produces significant changes in violent behaviours but not in the attitudes and knowledge targeted by the programme, this suggests a possible flaw in the programme theory (Baldry & Farrington, 2004; Farrel, Meyer, & White, 2001; Lines & Court, 2007).

It is therefore recommended that the implementing organisation maintain pre and post-test data, and systematically record and file these records. It is also recommended that the implementing organisation make use of multiple sources of data collection in order to measure the short-term and intermediate outcomes of the programme. The programme currently only relies on self-report measures which are too subjective and subject to various response biases (Farrel, Meyer, & White, 2001; Orpinas et al., 2000). The implementing organisation should therefore combine the collection of pre and post-test data with reports from teachers and parents regarding the change in programme beneficiaries, in terms of the short-term and intermediate outcomes of the programme.

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Appendices

Appendix A: Selection criteria of participants onto the STV programme

SILENCE THE VIOLENCE PROGRAMME

SELECTION CRITERIA FOR PARTICIPANTS

1. GENERAL REQUIREMENTS

- Applicants to be in secondary school, between the ages of 14 to 21 years (Grade 8 to 12)
- Applicants to be literate
- Ability to communicate sufficiently in English
- The impact of the programme would be greater if the applicant has been involved in violence or have a history of violent behaviour

2. SIZE OF THE GROUPS:

- Two groups per school of not more than 15 children per group.

3. DURATION OF THE PROGRAMME SESSIONS:

- Two (2) hours per session depending on the size of the group.

4. NUMBER OF GROUP SESSIONS PER WEEK:

- To be decided by the school authorities. It should either form part of the school programme during school or after school hours. It can be once or more times per week.

Appendix B: Facilitator Briefing Notes

Silence the violence briefing notes (facilitator 1)

The first day was challenging for everyone. The kids came with their own attitudes and agendas and tried to test us, but the programme opened up a new world to which the kids have never been exposed. This platform gave them an opportunity to interact and respond honestly regarding their challenges.

The kids really tested us initially, but as the session continued they became more co-operative and actively participated in the exercises.

The kids truly valued the fact that we took time out to develop relationships with them and through this we earned their respect. One of the kids even mentioned that he has never been treated so special the way the Khulisa staff has treated him. This was a profound statement and really touched me to hear that a young boy of 17 years old never experienced true kindness or love from another person.

When I saw some of the masks I realised that they really need help. The session was very emotional and all of them shared their story. By then I could see that they all had problems.

When we did our tombstones, it was very interesting to see what they wanted on their respective stones.

The road exercise was very powerful. It was good for them to express their problems and future plans in this way.

They really seemed to enjoy practicing their non-violent communication model. At this time it seemed clear that they want to talk decently to each other.

When we did the wisdom circle, I started talking about my life experiences which made a lot of them cry. At that point one of the boys started sharing that he had a meth problem and he really wants to stop using. Three more kids then shared their stories about their drug usage. One of the boys also shared his story of physical abuse with the group. At this point I realised that the programme was working for this group. When we closed the circle one of the boys took his lollie and threw it in the circle, symbolising his willingness to stop drugging.

In the end it was clear that the kids felt happy about opening up and that they had started trusting each other. The kids became a lot softer and really started demonstrating mutual respect.

The overall participation of the kids was very encouraging and the programme was a great success. I believe many lives were changed through the seeds that were planted.

Comments made by the participants at the start of the programme:

- I am a racist person
- I life fighting
- Making money on school
- I don't care about other people
- I smoke dagga
- I have sex with my ex
- I abuse drugs
- I have family issues
- Thug life forever
- I sell dagga because my family needs money
- I feel no one cares about me-I need love
- I don't have anyone to talk to
- I started merting cigarettes on school
- Dagga helps me solve my problems
- I like misbehaving
- Forming gangs on school
- Smoking weed till my eyes bleed
- I sold dagga and drugs for my brother
- I like feeling high
- I have sex for tik
- Thuganomics rocks!!!
- Drugs take the stress out
- Drugs make you free
- I steal from friends to buy smokes
- Smoke unga in the school toilet
- I smoke tik tik
- Thug life till I die

Comments made by the participants after the programme:

- I will start making peace with my family
- I am going to look forward and never turn back
- Just be myself and look forward to my future
- I feel a lot better now
- Don't wear that bad mask

- I broke my parents hearts to please my friends
- Change your attitude towards people
- A family that prays together, stays together
- Be what you want to be, because the best person you can be is yourself
- We made a change in our lives
- I will be a nicer person
- Changing my relationship with my family
- Coming to this programme was the best thing for me
- Baba is a better person now
- Change your life before it's too late
- Change, yes we can!
- I forgot that others have feelings
- Don't be rude to others anymore
- Learn how to speak in a proper manner
- Just be yourself, it's the best
- My facilitator is the best person ever, she understands your problems and helps you to solve them
- I love me for who I am
- Stay away from people who do drugs and bad things
- Today I promise to make a new start

Silence the violence briefing notes (facilitator 2)

First encounter:

My initial reaction was “What have I let myself in for.” Most of them projected a very rough exterior which was very intimidating and they just couldn't care less about us sitting there.

First session

After introducing ourselves, we established ground rules to ensure a harmonious learning environment. Everybody participated eagerly in this process. After a few ice breakers, which they wholeheartedly enjoyed, I could sense that they were now relaxed and proceeded with the session. I divided the group into smaller units which allowed them the opportunity to engage with participants that they would not normally associate with.

Very early in the session, one participant became very emotional and excused himself. A follow up revealed that the participant was concerned about the maturity of the group as well as the fact that he did not trust them with his personal stories.

The group displayed their creativity in the designing and making of their masks. They enjoyed the drawing, colouring and cutting while listening to some background music.

After completing their masks, participants were expected to share with the group what the mask represents. Most of them were initially very shy. At the end of the session everybody had a chance to share. Participants that were unruly were reminded by their peers about the group rules.

While listening to them sharing the significance of their masks, it was evident that the majority of them was using drugs and has been exposed to various kinds of violence.

Second session

By the second session everybody was very relaxed and still very eager to participate. Participants were expected to make a hat representing their true self. Needless to say, they all had loads of fun while making their true self hats.

Most of the participants shared that they are not really who they pretend to be and would like to be themselves. They went further to say that they would like to stop using drugs and be nice to other people.

Participants were also taught how to confront someone in a non violent manner during the non violent communication model training. Participants teamed up and role played real life situations. The bigger group gave feedback after every play.

Third session

This session revealed some horrendous stories. With the exception of two participants, everybody had an opportunity to share their personal story/secrets.

Fourth session

Dialogue session: during the previous session I discovered that participants harboured a lot of anger towards their educators. During this session they got the opportunity to raise the following issues:

- Favouritism
- Confidentiality
- Trust
- Negative feedback
- Challenges at home

- Peer pressure

Conclusions

Participants need to be removed from communities into a very tranquil environment in order to contribute to the success of the programme. This will eliminate factors such as transport problems, limited contact time, interruptions at school, etc and instead allow participants to focus on their personal development.

The transformation of these participants was phenomenal and aftercare programmes are crucial to sustain the gains made during the programme.

Appendix C: Facilitator interview schedules

University of Cape Town

Department of Management Studies

Formative Evaluation of Silence the Violence a School Violence Prevention Programme

Name of student researcher: Lynn Phillips

Name of supervisor: Adiilah Boodhoo

Tel.: 072 381 0907

Tel.: 021 650 2010

I am a Masters student at the University of Cape Town, and I am conducting interviews for my dissertation paper. My dissertation paper will focus on a formative evaluation of the silence the violence programme. During this interview, you will be asked to answer some questions regarding the implementation of the programme in the school context as a facilitator/co-facilitator. This interview was designed to be approximately a half hour in length. However, please feel free to expand on the topic or talk about related ideas. You have the right to consent to this interview being tape-recorded or not. Also, if there are any questions you would rather not answer or that you do not feel comfortable answering, please say so and we will stop the interview or move on to the next question, which ever you prefer.

All the information recorded will be kept confidential. I will keep the data in a secure place. Only myself and the faculty supervisor mentioned above will have access to this information. Upon completion of this project, all data will be destroyed or stored in a secure location.

Participant's Agreement:

I am aware that my participation in this interview is voluntary. I understand the intent and purpose of this research. If, for any reason, at any time, I wish to stop the interview, I may do so without having to give an explanation. I am aware the data will be used in a Masters dissertation that will be publicly available at the library of the University of Cape Town. I have the right to review, comment on, and/or withdraw information prior to the Masters Dissertation submission. The data gathered in this study are confidential with respect to my personal identity unless I specify otherwise. I consent to the interview being tape-recorded and understand if I say anything that I believe may incriminate myself, the interviewer will immediately rewind the tape and record over the potentially incriminating information. The interviewer will then ask me if I would like to continue the interview.

If I have any questions about this study, I am free to contact the student researcher or the faculty supervisor (contact information given above). I have been offered a copy of this consent form that I may keep for my own reference. I have read the above form and, with the understanding that I can withdraw at any time and for whatever reason, I consent to participate in today's interview.

Participant's signature

Date

Interviewer's signature

INTERVIEW SCHEDULE:

Target sample

Programme manager of the silence the violence (STV) programme who is also a facilitator of the programme, as well as the co-facilitator.

Overview of purpose

The purpose of this interview will be to gather more information regarding the STV programme in terms of the participant selection criteria and process, consistency in delivery of the programme across schools in terms of the sequence of the activities, consistency in the content covered, and the difficulties experienced in implementing the programme.

Intended use of the interview data

The interview data collected will be used as part of a Masters dissertation focusing on the implementation process of the STV programme.

Confidentiality and anonymity

Anything which is said in the interview will remain strictly confidential. No mention of the interviewee's name or any other identifying information will be made in the report.

Permission for tape-recording and note taking

As the interviewee do you consent to this interview being tape-recorded for the purpose of analysing the interview data? The recording of this interview will be used for no other purpose. As the interviewee do you also consent to notes being taken by the interviewer, regarding what is said in this interview. These interview notes will aid in the analysis of the interview data and will be used for no other purposes.

Interview Questions:

Background questions

1. Could you tell me more about your role and responsibilities as the programme manager of the silence the violence programme?
2. How long have you been with the organisation and in the role of programme manager?
3. How long have you been involved in the silence the violence school-based programme?

Selection criteria and process

1. Who are the beneficiaries of the silence the violence school-based programme?
2. Could you describe the process followed in selecting these programme beneficiaries?

3. Could you tell me about the process followed once the beneficiaries of the programme have been identified?

Consistency in content covered and sequence of activities

1. What are your thoughts regarding the programme manual?
2. What are your views regarding the programme content and activities?
3. Could you describe how you would usually go about delivering the programme sessions?

Implementation difficulties experienced

1. What have your experiences been in implementing the silence the violence programme as a facilitator in the three Cape Town schools?

Closing questions

1. Is there anything else you would like to add with regards to the STV programme?

University of Cape Town

Appendix D: Parent Support Questionnaire

FOLLOW UP TO PARTICIPATION IN THE SILENCE THE VIOLENCE PROGRAMME

Dear Learner

You have participated in the Silence the Violence (STV) Programme last year. I am working in collaboration with Khulisa Services and would like to know more about the support you received while on the STV programme. Please complete this short questionnaire. It is important that you answer the questions as honestly as possible. Your answers will help us improve the programme. Please note that your answers will be anonymous as you are not required to write your name anywhere on the questionnaire. Your participation is entirely voluntary and you may choose not to complete the questionnaire at any point.

The questionnaire consists of 14 questions and it will take you approximately 15 minutes to complete. Once you have completed the questionnaire, please drop it in the box marked STV questionnaires, which will be placed in the principal's office. Please make sure that you return it by the 30th of June 2010.

Thank you for taking the time to complete this questionnaire.

Lynn Phillips

UCT Master Student

Email: phllyn001@uct.ac.za

Section A: General questions on programme attendance:

1. When did you complete the silence the violence programme by Khulisa?

Year: _____

Month: _____

2. Did you attended all 11 sessions of the programme? (*tick box*)

YES	NO
-----	----

3. If you did not attend all 11 sessions, which sessions did you miss? (Please *tick the correct box*)

Introductory session

Session 1: The three levels of violence

Session 2: Theory of violence

Session 3: Two sides of yourself

Session 4: Personal value system and self-esteem

Session 5: Wisdom circle

Session 6: Integration of theory

Session 7: Loss of innocence

Session 8: Victim impact

Session 9: Making amends

Session 10: The road ahead

4. What was the reason(s) for not attending all sessions?

Please write in:

.....

Section B: Questions on the silence the violence programme:

Please circle the correct response to the questions below

1. My parents/guardian encouraged me to attend the silence the violence programme.

1 Never	2 Most of the time	3 Sometimes	4 Always
------------	-----------------------	----------------	-------------

2. My parents/guardian asked me about the silence the violence programme

1 Never	2 Most of the time	3 Sometimes	4 Always
------------	-----------------------	----------------	-------------

3. My parents/guardian expected me to practice the skills I learnt in the silence the violence programme

1 Never	2 Most of the time	3 Sometimes	4 Always
------------	-----------------------	----------------	-------------

4. My parents/guardian would complain about me coming home late when I attended the silence the violence programme.

1 Never	2 Most of the time	3 Sometimes	4 Always
------------	-----------------------	----------------	-------------

5. My parents guardian refer to the silence the violence programme when I become aggressive

1 Never	2 Most of the time	3 Sometimes	4 Always
------------	-----------------------	----------------	-------------

6. My parents/guardian would ask me questions about what I did in the silence the violence programme

1 Never	2 Most of the time	3 Sometimes	4 Always
------------	-----------------------	----------------	-------------

7. When I become aggressive my parents/guardian leaves me to handle it on my own

1 Never	2 Most of the time	3 Sometimes	4 Always
------------	-----------------------	----------------	-------------

Section C: Biographical data:

Please complete the following:

1. Gender (*tick box*)

MALE	FEMALE
------	--------

2. Age: (*please write in*)

3. Grade: (*please write in*)

University of Cape Town

Appendix E: Parent Involvement Checklist

THE SILENCE THE VIOLENCE PROGRAMME

Dear Parent

Your child participated in the Silence the Violence programme (STV) last year which was implemented by Khulisa Services. I am working in collaboration with Khulisa Services and would like to know more about the relationship you had with the school and Khulisa Services while your child was on the STV programme. Please complete this short checklist. It is important that you answer the questions as honestly as possible. Your answers will help us improve the programme. Please note that your answers will be anonymous as you are not required to write your name anywhere on the checklist. Your participation is entirely voluntary and you may choose not to complete the checklist at any point.

The checklist consists of 8 questions and will take you approximately 5 minutes to complete. Once you have completed the checklist, please make sure your child hands it back to the Life Orientation (LO) teacher at his/her school by Friday the 22nd of October for the very latest.

Thank you for taking your time to complete this checklist.

Lynn Phillips

UCT Master Student

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1. Has your child attended the Silence the Violence Programme which was implemented by Khulisa Services? *(Please tick the correct box)*

Yes	No
-----	----

2. Which school does your child attend *(Please tick the correct box)*

Heideveld High School	Kensington High School	Peakview High School
-----------------------	------------------------	----------------------

3. Please answer the following questions regarding the steps which were taken by the school or Khulisa Services when your child attended the Silence the Violence programme. Please read through the following questions and tick whether each step happened or not, to the best of your knowledge.

Activity	Did this take place	
	<i>(Please tick either yes or no)</i>	
	YES	NO
3.1 Were you informed about the Silence the Violence programme by your child's school?		
3.2 Were you invited by your child's school to attend a parents briefing session at the school with the programme facilitators of the Silence the Violence programme?		
3.3 If you were invited to a parents briefing session about the Silence the Violence programme, did you attend?		
3.4 Were you given a consent form to sign for your child to attend the Silence the Violence programme?		
3.5 Were you invited by the school or the programme to attend a parent workshop once your child had completed the Silence the Violence programme?		
3.6 If you were invited to attend a parent workshop by the school, did you attend?		

Appendix F: Pre/modified post-test questionnaire

You have the Right to Speak and be heard

Gender	Male	Female
Age		

Please choose ONE of the options (never, sometimes, half of the time, often and always) that applies to you and mark it with a X.

Example:

I like to watch TV	NEVER	SOMETIMES X	HALF OF THE TIME	OFTEN	ALWAYS
--------------------	-------	----------------	------------------	-------	--------

Remember there are no correct or wrong, good or bad answers. Do not think to long before you choose an answer. Be honest with YOURSELF, the first answer you think about is usually the true one.

1.	People (e.g. teachers, parents, friends etc.) still beat, bully or hurt me.	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
2.	I am still forced to do things that I do not want to do.	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
3.	I still use drugs.	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
4.	I still act in a violent manner (e.g. Cursing, hitting, shouting, breaking things etc.)	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
5.	I still swear and curse at other people when they make me angry.	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
6.	I still feel less important than other people when they make me angry.	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
7.	I still threaten to hurt someone if he or she makes me angry.	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
8.	I still think people are aggressive or violent because other people hurt them.	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
9.	I still cut myself (e.g. With blades, knives, glass etc.)	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
10.	I still feel as if I cannot do	NEVER	SOMETIMES	HALF OF	OFTEN	ALWAYS

	anything right.			THE TIME		
11.	I still think what I want in life is outside of my reach.	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
12.	I still think it is OK for the poor to steal from the rich.	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
13.	I still think it is Ok for a man to hit his girlfriend or wife if she doesn't listen to him.	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
14.	I still think it is OK to use force or violence to get what you want.	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
15.	I still drink alcohol.	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
16.	It is still difficult for me to control my temper.	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
17.	I still feel lonely.	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
18.	I still wish I was dead.	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
19.	I still think it is easy for other people to get what they want.	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
20.	I still get into trouble because of violent actions (e.g. Cursing, hitting, shouting, breaking things).	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
21.	A person/people are still violent and abusive towards me.	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
22.	I feel in control of my life.	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
23.	I still think people who do not fight back if someone threatens or hurts them are sissies and weak.	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
24.	I still wish I was as successful as other people.	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
25.	I am still aggressive or violent because someone has been aggressive or violent towards me.	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
26.	I am worried about the future.	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS

27.	I can now tell people who were violent or abusive towards me how their actions made me feel.	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
28.	I can now change the bad things in my life into good things.	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
29.	I still smoke cigarettes.	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
30.	I still think it is my fault that people (e.g. teachers, friends, parents, siblings) hurt me.	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
31.	I still think other people are to blame for the problems I have.	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
32.	I still do things that are harmful to me (e.g. Abuse alcohol or drugs, participate in gang activities, get involved in fights etc.)	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
33.	I still hide my feelings from other people	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
34.	I still have secrets I am afraid to tell other people	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS
35.	I still hide my emotions from other people	NEVER	SOMETIMES	HALF OF THE TIME	OFTEN	ALWAYS

Appendix G: Ethics review letter