

AN EVALUATION OF THE RAPE CRISIS CAPE TOWN TRUST'S BIRDS AND BEES PEER
EDUCATION PROGRAMME IN KHAYELITSHA

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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.

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EXECUTIVE SUMMARY

This dissertation reports a theory, process and outcome evaluation of the Rape Crisis Cape Town Trust's (RCCTT) Birds and Bees programme. The Birds and Bees is a peer education programme that aims to create safer schools by decreasing incidents of sexual violence in schools and increasing the reporting of sexual violence. The programme in its current form has been implemented in high schools in Khayelitsha since 2009 and this dissertation focuses on two high schools in Khayelitsha that received the programme throughout 2013.

The Birds and Bees programme theory was investigated for its utility and plausibility and a revised programme theory was proposed. Eight questions relating to the implementation of the programme were posed in order to assess whether the programme was implemented as intended. These questions related to the selection and attendance of peer educators, their ability to fulfil their role, the suitability of the peer educators' supervisors and the implementation of school activities and supervision meetings. Five questions regarding outcomes were posed that enquired about the effectiveness of the school safety plan, the number of learners who approached the peer educators for advice and the number of learners who reported sexual violence and accessed the services of the RCCTT.

The evaluation used secondary data collected throughout 2013 and included interviews with the programme coordinator and the two supervisors responsible for the training and supervision of the peer educators. Data analysis methods included the use of descriptive statistics for the pre and posttest data and QSR International's NVivo 10 software for qualitative data.

The results revealed that the peer educators and supervisors were well equipped to perform their respective roles, although there was substantial attrition throughout the programme. Implementation fidelity declined considerably after the training of the peer educators,

particularly with regard to the presentation of activities to learners in the school and the implementation of a safety plan. The realisation of key outcomes could not be determined because of the lack of monitoring data. It was therefore not possible to ascertain whether learners approached the peer educators for advice, accessed the services of the RCCTT or reported sexual violence in their schools.

Many of these issues were attributed to an underutilised programme theory that did not focus on the intended beneficiaries, absent programme monitoring and organisational funding challenges. Recommendations for programme improvement were presented along with a revised programme theory and monitoring framework in the discussion chapter.

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INTRODUCTION

In its 2013 report, the South African Police Service (SAPS) reported 66 387 sexual offences (SAPS, 2013) with the Western Cape accounting for 8 776 of these. The township of Khayelitsha ranks sixth among the top ten precincts in the Western Cape for number of reported sexual offences (Crime Statistics South Africa, 2014). One has to view these statistics with caution because of the fact that the majority of sexual offences are not reported; studies estimate that only one in nine rapes are reported (Jewkes & Abrahams, 2002), meaning that the reported statistics represent only the tip of the iceberg. The majority of sexual offences are committed against South Africa's youth and many of these crimes occur in school, a place usually considered safe (Burton, 2007; Petersen, Bhana, & McKay, 2005).

Youth are often the perpetrators of these crimes. Studies show that in adolescent relationships girls are often forced or coerced into sex. This is caused in part by societal attitudes that condone sexual violence and beliefs that women in some way ask to be raped and actually enjoy it (Burton, 2007). Andersson et al. (2013) found that beliefs about sexual violence, such as the myths that one has to have sex to show love, girls like violent guys, girls enjoy being raped, and girls mean yes when they say no, were associated with youth admitting to have forced someone else to have sex. These rape myths, held by both males and females, are used as justification for sexual violence (Petersen et al., 2005).

Attitudes toward sex are learned from an early age but it is during the critical developmental period of adolescence where normative sexual behaviours are entrenched, making this the ideal time for the introduction of programmes aimed at reducing the risk of youth becoming perpetrators of sexual violence (Petersen et al., 2005). Moreover, as children enter adolescence, the school represents an increasingly important place for the development of healthy social norms (Burton, 2007).

The aim of this dissertation is to assess whether the RCCTT's 2013 Birds and Bees peer education programme improved school safety in terms of reduced sexual violence, increased reporting of sexual violence and increased access of the RCCTT's services by rape survivors. This chapter presents a detailed description of the Birds and Bees programme, the underlying assumptions within its programme theory, an analysis of the plausibility of these assumptions and the evaluation questions derived from the programme theory that will be answered through this evaluation.

Programme Description

The following programme description was compiled from the descriptions contained within the organisation's Annual Report (RCCTT, 2013), a funding proposal to one of the programme's current funders, the organisation's 2013 programme plan, and the Birds and Bees Facilitator Guide (RCCTT, 2011). The RCCTT first implemented the Birds and Bees programme in 1999. Initially it took the form of an annual youth camp but was expanded to include a more detailed peer education programme in 2008. This expanded programme was piloted over three years, from 2009 to 2012, in six high schools in Khayelitsha - the largest township in the Western Cape and also the location of one of the RCCTT's three offices. Since then, the programme has been running in a similar manner.

In 2013, the programme was implemented in two Khayelitsha high schools and was managed by the Training and Development coordinator of the organisation's Khayelitsha office. The RCCTT has recently introduced this programme into an additional school in the Athlone area. For the past six years the programme has been partly funded by Oxfam although this funding is by no means guaranteed and is reconsidered on an annual basis.

The RCCTT has three overarching goals; supporting rape survivors in their interactions within the criminal justice system, assisting rape survivors in their recovery after rape, and engaging communities in challenging the high rates of rape. The Birds and Bees programme falls under the latter. The primary objective of the Birds and Bees programme is that each

year, 30 youth at two schools understand the prevailing myths about rape and engage in actions that aim to challenge those myths in their schools. More specifically, the programme's primary outcomes are to ensure that teachers, parents and learners are aware of the myths and social norms that promote rape and sexual violence; peer educators know how to support and refer victims of sexual violence; peer educators run awareness raising activities with peers; and peer educators from different schools collaborate in order to pool ideas and resources and provide the feedback that allows the RCCTT to develop a replicable model for doing prevention work with youth. Outcomes for learners in the schools include an increase in the reporting of rape, an increase in the utilisation of the RCCTT's counselling service by rape survivors and fewer incidents of sexual violence in schools.

The primary beneficiaries of the Birds and Bees programme are the 30 peer educators who are accepted into the programme annually. The secondary beneficiaries are the other learners in the school who experience less sexual violence in their schools, are able to report more incidents of sexual violence and have access to counselling support.

The first step in the programme is the identification of schools and learners. Social workers overseeing the Khayelitsha area identify schools experiencing a high rate of sexual violence. The RCCTT Training and Development Coordinator then sets up a meeting with the school principal to negotiate entry into the school and gain support for the programme. The training team presents an initial workshop to the learners, parents and teachers in order to provide an overview of the issue of rape in the community and to introduce the programme.

Learners from Grades 8 to 10 are invited to apply and undergo a screening and selection process to assess their suitability for the programme. The selected learners participate in an 11 session peer education training course covering various topics. Table 1 outlines these topics.

Table 1

Training Course Outline for the Birds and Bees Programme

Session	Topic
Session 1:	<p>Introduction</p> <p>An introduction to the course outline, setting of a group contract and discussion of expectations and fears.</p>
Session 2:	<p>Personal Growth</p> <p>This gives peers an opportunity to reflect on their own lives and the experiences that have shaped them and share these with other peers.</p>
Session 3:	<p>Gender</p> <p>This session addresses the ways in which gender is defined and explores the impact of gender stereotypes in interactions with the opposite sex.</p>
Session 4:	<p>Relationships, Sex and Sexuality</p> <p>This session explores relationships, sex and sexuality, how to define sexuality and ways in which men and women experience sex and sexuality.</p>
Session 5:	<p>Substance Abuse and Rape</p> <p>The effects of various drugs on the body, increased vulnerability to rape and the use of drugs in date rape situations.</p>
Session 6:	<p>HIV/AIDS and Rape</p> <p>How HIV is transmitted, how to protect yourself from HIV, HIV as a consequence of rape and the importance of preventative medications immediately after rape.</p>
Session 7:	<p>Defining Rape</p> <p>Legal definitions and types of rape, the common myths about rape and their impact and the psychological impact of rape on the survivor and those close to him or her.</p>
Session 8:	<p>Rape as a Social Issue</p> <p>A critical look at the larger impact of rape on families, communities and society, vicarious trauma and how attitudes toward the rape survivor can change depending on who the survivor is and the circumstances surrounding the rape.</p>
Session 9:	<p>Reporting Rape; Rape and the Law; Medical Treatment for Rape</p> <p>What to do if you have been raped, how to report rape to officials, the criminal justice system process and the importance of seeking immediate preventative medication after rape.</p>
Session 10:	<p>Social Norms; the Service Charter for Victims of Crime</p> <p>Creating a deeper understanding of the rights of victims, as stipulated in the Service Charter for Victims of Crime and creating discussion around the social norms that perpetuate rape.</p>
Session 11:	<p>Conclusions, Evaluation and Feedback</p>

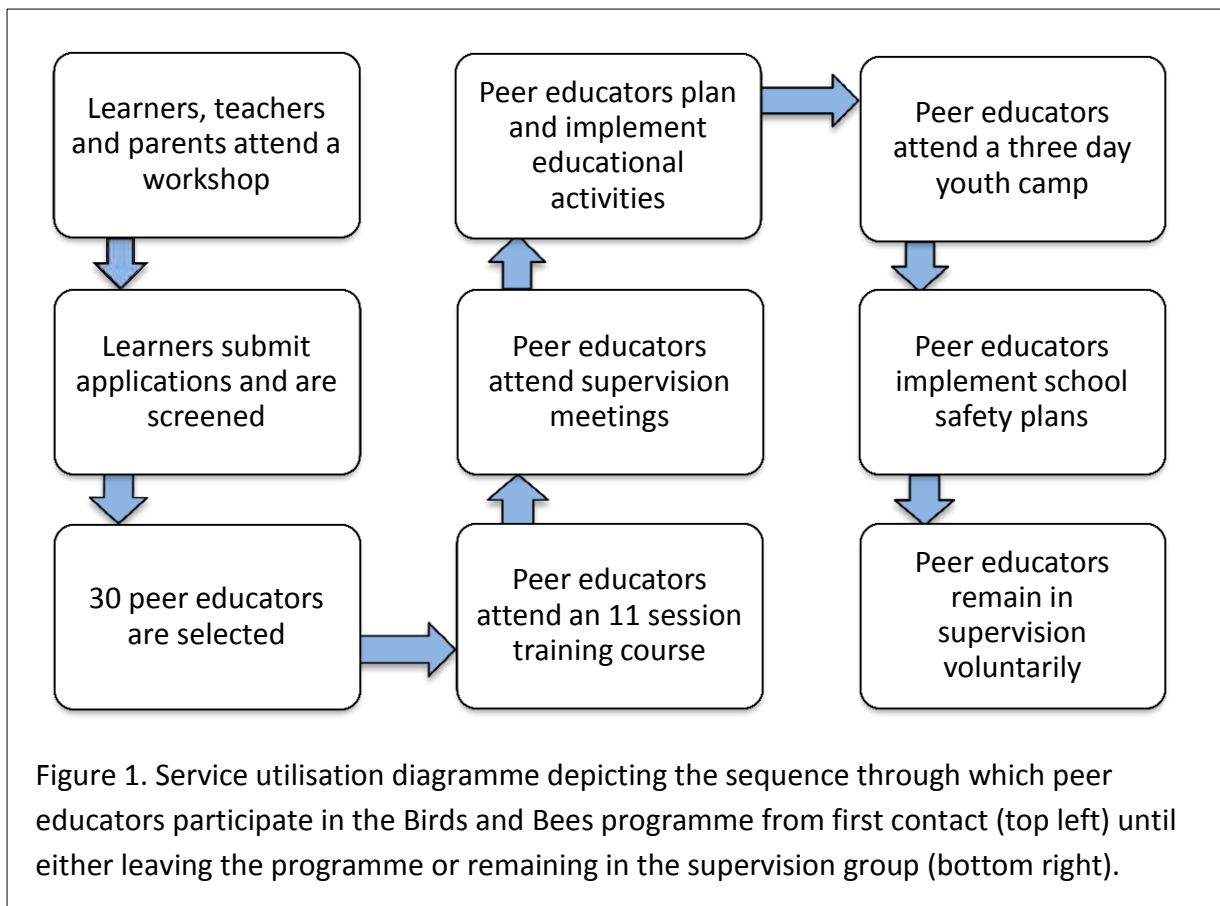
Note. Adapted from "Facilitator Guide: The Birds and Bees," by The Rape Crisis Cape Town Trust, 2011.

The training course is based on the RCCTT's internal volunteer training, which has been offered since 1995 in its current form and has been shown to cover adequately the pertinent issues surrounding rape and equip participants with relevant knowledge and skills. The training course is delivered by a team of trained RCCTT volunteer facilitators under the guidance of the programme coordinator and uses experiential and participatory teaching methods. Each session is three hours in duration and there are typically three sessions per week.

Upon completion of the course, peer educators join a monthly supervision group where they meet with peer educators from other schools in order to plan the educational activities to be implemented in their schools and gain new skills. These activities include subject related poster campaigns, essay competitions, plays and assembly addresses on commemorative days such as Women's Day. On occasion the peer educators have taken part in television talk shows, documentaries and created their own videos on the subject of rape. Supervision meetings are occasionally supplemented with skill building activities such as presentations on public speaking or planning a campaign.

At the end of the year, a selection of peer educators from the two participating schools are invited to a three day camp where they deepen their knowledge about rape, take part in leadership and teamwork activities, put together safety plans for their schools and provide RCCTT with feedback that informs the refining of their peer education model. Peer educators continue to attend supervision meetings voluntarily until they graduate from high school.

Figure 1 demonstrates how learners progress through the Birds and Bees programme.



The programme trains peer educators from an additional two schools each year and all these peer educators from different schools attend supervision meetings together.

The trained peer educators act as a resource to other learners in their schools by providing information about rape and referring those who have experienced sexual violence to the RCCTT for counselling support. By educating their peers about the damaging effects of rape myths and challenging these myths through school activities, the peer educators help to create positive social norms amongst youth and a safer school environment for learners.

Programme Theory

A programme's theory of change is the foundation upon which a programme rests and depicts the causal assumptions linking the programme activities to the expected outcomes (Rossi, Lipsey, & Freeman, 2004). Programme theories are often depicted as a logical framework. This portrays the sequence through which the programme's services will result in the desired outcomes for the intended beneficiaries (Rossi et al., 2004). Table 2 represents the logical framework of the Birds and Bees programme, created by the RCCTT.

Table 2

RCCTT's Birds and Bees Logical Framework

Objective 2: The Birds and Bees								
30 youth at 2 schools understand the prevailing myths and stereotypes about rape and engage in 6 actions that aim to challenge those myths and stereotypes and promote safety in their schools per annum								
	Activities	Output Results	Outcome Results			Impact Results		
1	Conduct awareness raising workshops with parents, educators and learners	Awareness raising workshops with parents, educators and learners are conducted	Parents, educators and learners are aware of the social norms that promote rape	Parents, educators and learners agree to participate in the programme				
2	Train peers educators	Peers educators are trained	Peer educators know how to support survivors and run awareness raising activities	Peer educators support rape survivors	Survivors access counselling at Rape Crisis	Survivors feel supported		
					Survivors access CJS	Reporting of rape increased	Reduced incidents of sexual bullying and or rape	Youth in schools feel safer
				Peer educators run awareness raising activities	Parents, educators and learners are aware of the negative social norms that promote rape	Parents, educators and learners adopt positive social norms that prevent sexual bullying	Reduced incidents of sexual bullying and or rape and increased reporting of rape	Youth in schools feel safer
3	Coordinate inter-school activities	Inter- school activities are coordinated	Schools pool ideas and resources to	Peer educators are inspired and motivated	Peer educators implement further awareness activities	Increased reporting of rape and or sexual bullying	Reduced incidents of sexual bullying and or rape	Youth in schools feel safer
4	Conduct three day youth camp	Three day youth camp is conducted	Peer educators knowledge and skills are consolidated	Peer educators build a safety plan for their schools	Peer educators implement their safety plans in their schools with parents and educators	Increased reporting of rape and or sexual bullying to the school	Reduced incidents of sexual bullying and or rape	Youth in schools feel safer
				Peer educators build a models for prevention work with youth	Peer educators implement prevention model	Increased reporting of rape and or sexual bullying	Reduced incidents of sexual bullying and or rape	Youth in schools feel safer

Note. Adapted from the Rape Crisis Cape Town Trust, 2011.

The central assumption of the Birds and Bees programme is that trained peer educators, through their school campaigns and activities, change their peers' attitudes toward rape and encourage positive social norms. This leads to a change in their behaviour and fewer incidents of sexual violence in schools. Peer educators also implement a school safety plan and refer rape survivors to the RCCTT's counselling service which leads to increased reporting of rape and more learners accessing the RCCTT's services for support. This ultimately leads to safer schools for learners.

Programme Plausibility

There are three main causal assumptions underlying the Birds and Bees programme, namely:

1. that the programme activities will lead to safer schools;
2. that the mode of delivery of the programme, in other words, delivery by peer educators, is effective in bringing about safer schools; and
3. that there is a causal relationship between attitude change and behaviour change.

In order to test the plausibility of these assumptions a literature review of similar programmes was conducted. Searches were conducted using the three electronic databases EBSCOhost, Psycinfo and Google Scholar between 1 March and 19 April 2014 and using the following keywords for each database in conjunction with Boolean operators: "peer education" AND "South Africa" AND "rape", "peer education" AND "theory", and "peer education" AND "method*". Sources were excluded if they were not peer reviewed, not published between 1990 and 2014, not specifically related to peer education with youth and not situated within the subject areas of sexual health promotion or sexual violence prevention. After exclusion, 14 relevant articles were consulted and this review is based upon those.

1) Will these programme activities lead to safer schools?

The Birds and Bees programme consists of two main elements: the training of the peer educators, and the delivery of peer-led activities to learners. The training includes practical information about rape such as how to report rape and the relationship between rape, HIV and substance abuse, discussion of gender roles from a feminist perspective and a critical examination of rape myths and how they perpetuate gender violence. The peer educator activities include classroom presentations on various topics such as what to do if one has been raped and how to support a rape survivor, theatrical plays presented in assembly that depict a rape survivor's interactions with the health care system and criminal justice system, poster campaigns and essay competitions, and offering support and advice to peers who disclose rape. They also model healthy social norms in their peer group and develop a safety plan for their schools.

Anderson and Whiston (2005) conducted a meta-analysis of 102 sexual assault prevention programmes and found statistically significant average effect sizes for changes in rape knowledge, rape attitudes, behavioural intent and incidents of sexual assault, although for behavioural intent and incidents of sexual assault, the effect was not deemed clinically significant. The largest effects were found for rape knowledge and attitudes toward rape. Attitudes appeared to be moderated by the content of the intervention; interventions that focussed on gender-role socialisation, discussed rape myths, provided general information about rape and addressed risk-reduction strategies had the largest impact on attitudes (Anderson & Whiston, 2005). Risk-reduction strategies produced the largest effects and strategies that attempted to foster empathy for the victim did not have a significant effect on rape attitudes (Anderson & Whiston, 2005), presumably because males may be inclined to side with the perpetrator when presented with date rape scenarios (Lonsway, 1996). On the contrary, Black, Weisz, Coats, and Patterson (2000) found a reduction in rape myth acceptance for both males and females following an hour long theatre performance that addressed prevailing myths about rape and the effects of victim blaming responses on survivors who disclose rape. Despite the apparent effectiveness of programmes focusing on risk-reduction and the obvious importance of educating children on the dangers of alcohol

abuse and other factors that increase one's vulnerability to rape, one has to be careful not to implicitly encourage judging the behaviour of rape survivors (Lonsway, 1996).

Lonsway's (1996) review of educational rape prevention programmes showed that the most commonly used strategy, and also the strategy most commonly associated with attitude change, was the combatting of rape myths. Rape myths serve as a justification for rape by attributing blame to the victim and minimising the effects that rape has on the victim and have been found to be strongly related to rape behaviour (Kernsmith & Hernandez-Jozefowicz, 2011).

Another common component of rape prevention programmes is sexual communication in relationships, stemming from the assumption that rape is caused in part by miscommunication during sexual encounters (Lonsway, 1996). However, feminist theory maintains that because rape is inextricably linked to issues of power and dominance, any discussion of sexuality without attending to issues of gender inequality and violence against women will be insufficient (Lonsway, 1996). Campbell and MacPhail (2002) add that the ability to think critically about the social conditions that promote unhealthy behaviours, the engagement of peers in dialogue about ways in which to overcome these and the creation of alternative behavioural norms that challenge those conditions are prerequisites for the collective renegotiation of norms.

In conclusion, evidence suggests that rape prevention programmes are indeed capable of changing attitudes toward rape. However, although rape attitudes are shown to be related to rape related behaviours (Kernsmith & Hernandez-Jozefowicz, 2011), causality has not been established (Lonsway, 1996) and there are presumably more factors involved. Furthermore, the lack of studies measuring behavioural outcomes (Anderson & Whiston, 2005) and the diversity that exists in the composition and application of peer education programmes (Turner & Shepherd, 1999) means that there is no conclusive evidence that these activities will cause a reduction in the perpetration of sexual violence.

2) Is peer education effective as the mode of delivery of the programme?

The practice of peer education has not been strongly rooted in theory. Moreover, the diversity with which it is applied across settings does not lend it to being explained by a single theory (Turner & Shepherd, 1999).

Peer education programmes are based on several assumptions. Kernsmith and Hernandez-Jozefowicz (2011) outline these in the context of sexual violence prevention. Firstly, peers are more acceptable than adults as a source of information within the peer culture. Secondly, peer educators have the ability to establish credibility with their peers because of their similarity. Thirdly, peer educators serve as positive role models by modelling non-abusive attitudes and behaviours.

The theory most often cited in reference to peer education is social learning theory which holds that if learners observe certain behaviours taking place, they will adopt similar behaviours on the condition that they have the opportunity to practise the modelled behaviour, the behaviour is positively reinforced and they anticipate positive consequences of adopting the behaviour (Turner & Shepherd, 1999).

Social learning theory and the assumptions of peer education share the themes of credibility, role modelling, reinforcement and empowerment. There is agreement that in order for peer education interventions to be successful, peer educators need to have credibility and influence among their peers, peers have to observe peer educators demonstrating the target behaviours and peers need to be reinforced positively for their behaviours (Turner & Shepherd, 1999). These concepts are elaborated below.

Credibility.

“A peer is an appropriate model of behaviour because he or she is able to integrate desired behaviour into a life experience that may be similar to that of an observer” (Kernsmith &

Hernandez-Jozefowicz, 2011, p. 148). Social learning theory posits that in addition to similarity, peer educators need to have high status in order to be considered a credible role model. Peer educators are assumed to have automatic credibility with their peers due to their similarity in terms of demographic factors and shared experiences (Kernsmith & Hernandez-Jozefowicz, 2011). Despite this requirement, Turner and Shepherd (1999) found that many peer interventions made no attempt to ensure that those with high status were purposefully recruited as peer educators.

In contrast, in examining the effects of recruitment of peer educators on programme outcomes, Medley, Kennedy, O'Reilly, and Sweat (2009) found significant increases in HIV knowledge and condom use regardless of whether peer educators were self-nominated, or nominated by the target audience or another unspecified person. Even so, the authors maintain that selection of peer educators is integral to programme success. This is in agreement with social learning theory's concept of credibility, which highlights the importance of careful recruitment of peer educators.

Credible peers may be recruited, but the retention of peer educators remains a concern among many programmes; Medley et al.'s (2009) study found that nine of the ten programmes analysed reported average to poor retention of peers in the programme.

Role modelling.

Central to both social learning theory and peer education as it is practised is the concept of role modelling. Peer educators serve as role models amongst their peers by modelling positive, non-violent attitudes and behaviours that challenge the prevailing behavioural norms (Kernsmith & Hernandez-Jozefowicz, 2011). However, one limitation is the requirement that this positive behaviour be observed by peers (Turner & Shepherd, 1999). Much behaviour relating to intimate relationships and the negotiating of consensual sex takes place in private spaces and is not observable by others. Furthermore, there is conflicting evidence regarding the influence of modelling on the behaviour of others (Turner & Shepherd, 1999).

Reinforcement.

Peer educators are said to have the ability to reinforce the learned behaviours of their peers by exercising social influence and pressure through their numerous interactions with them. Evidence supports this claim, but only when there is sustained and regular contact between peer educators and the target group (Turner & Shepherd, 1999). The school setting provides the ideal opportunity for frequent informal interaction, however, the planned peer activities of many previous interventions have relied on one-off sessions (Turner & Shepherd, 1999).

Empowerment.

Empowerment in this context refers to the confidence peers have in their ability to perform a particular behaviour and their expectations of successful outcomes. Merely providing peers with information and no skills to enable them to act on that information in social situations is ineffective (Turner & Shepherd, 1999). In respect of sexual violence prevention interventions, this could include assertiveness skills and opportunities to role play situations in which one is pressured into taking part in sexually harassing behaviours. Plans that specify when, where, and how one will perform a particular behaviour are also found to promote behavioural performance (Webb & Sheeran, 2006) and encourage immediate action when the intended opportunity is encountered (Ajzen, 2001). This would be particularly relevant in situations where learners observe others performing sexually harassing behaviours.

The concept of empowerment is more than boosting the confidence of peers to enact healthy behaviours, and includes an intellectual understanding of the role that gender norms play in sexual violence, the belief that these norms could be different, and only then, the belief in their power to resist unhealthy gender norms (Andersson et al., 2013).

In sum, social learning theory can be usefully applied to several aspects of peer education. Evidence supports the claims of peer education that credible peers can influence behaviour change and reinforce this behaviour afterwards. However, only weak evidence exists for the effects of modelling on behaviour (Turner & Shepherd, 1999).

Substantial evidence exists for the effectiveness of peer education programmes in changing attitudes, however, rigorous studies examining the effect of attitudes on behaviour change are not so plentiful and the majority exist within the field of HIV prevention. Medley et al. (2009), in a meta-analysis assessing the effect of peer education on HIV knowledge, injection drug equipment sharing, condom use, and STI infection in developing countries found peer education programmes to be effective for improving knowledge and behavioural outcomes. They observed consistently positive effects with moderate effect sizes, although many of the study designs were weak. Kernsmith and Hernandez-Jozefowicz's (2011) evaluation of a peer education sexual assault prevention programme reported statistically significant changes in attitudes and these were maintained at a three-month follow-up. They also found that the intervention was equally effective for all genders and grade levels and that the greatest effects were found when peers felt a connection to the school and the peer educator. Gallant and Maticka-Tyndale's (2003) review of 11 evaluated school-based HIV/AIDS risk reduction programmes for youth in Africa concludes by recommending that programmes use multiple participatory activities, target younger children (age 13 - 14), use peers and teachers as educators, and sustain the programme over a long period as part of the curriculum.

On the whole, there seems to be substantial evidence for the success with which peer education can change the attitudes of youth. This evidence is also backed by theoretical research. Despite these successes, one cannot assume that changing attitudes exclusively will automatically change behaviour.

3) Is there a causal relationship between attitude change and behaviour change?

Researchers have failed to find a direct and significant causal relationship between attitudes and behaviour. Over the last four decades, social psychologists have thus been developing new models of behaviour which hypothesise additional determinants of behaviour, over and above attitudes alone (Armitage & Conner, 2001). These models incorporate behavioural

intention as the key factor in determining whether behaviour change is likely to occur (Webb & Sheeran, 2006).

Behavioural intention refers to one's motivation to perform a particular behaviour and how much effort one is willing to expend to enact that behaviour (Ajzen, 1991). One of the most widely known and researched models describing how intention is created and how it motivates behaviour is the theory of planned behaviour (TPB) which is an extension of its predecessor, the theory of reasoned action (TRA) (Armitage & Conner, 2001). The TRA and TPB both assert that behavioural intention is the best predictor of behaviour. Intention in turn is determined by one's attitude toward the behaviour and by social normative perceptions of the behaviour. The TPB includes perceived control (PBC) over performance of the behaviour as an additional construct (Ajzen, 1991). The TPB is depicted below and its key concepts are described.

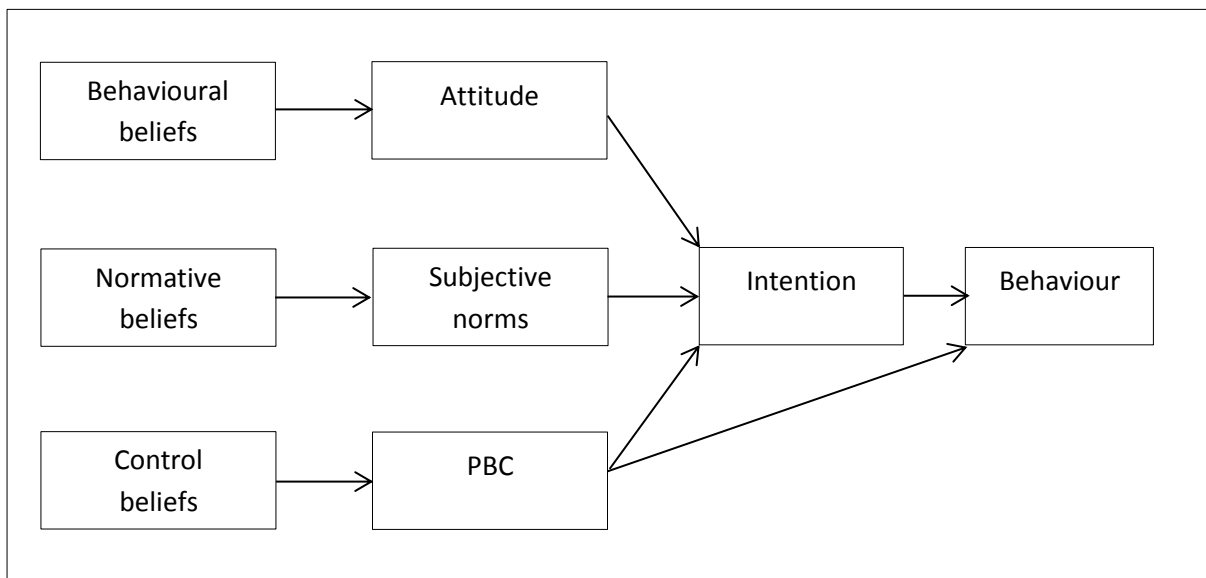


Figure 2. The Theory of Planned Behaviour representing the determinants of intention as a prerequisite for behaviour change. Adapted from "Efficacy of the theory of planned behaviour: A meta-analytic review," by C.J. Armitage and M. Conner, 2001, *British Journal of Social Psychology*, 40(4), p. 472. Copyright 2001 by the British Psychological Society.

Attitudes reflect one's overall positive or negative evaluations of performing a particular behaviour (Ajzen, 1991). If one holds strong behavioural beliefs that positive outcomes will result from performing the behaviour, one will have a positive attitude toward that behaviour (Glanz, Rimer, & Viswanath, 2008).

Subjective norms are determined by one's normative beliefs, or whether one believes that important others approve of the behaviour and whether one is motivated to meet their expectations (Glanz et al., 2008). The power of attitudes and subjective norms in determining intention is found to vary across individuals and behaviours, with subjective norms having a greater influence when learners identify strongly with their peer group (Ajzen, 2001).

Perceived behavioural control is determined by control beliefs, which are the person's evaluations of factors which either make the behaviour easier or more difficult to perform (Ajzen, 2001). This construct was found to affect both intentions and behaviour directly (Armitage & Conner, 2001).

Armitage and Conner's (2001) findings of a medium to large effect size corroborates the findings of previous TPB meta-analyses that behavioural intentions cause behaviour change. Webb and Sheeran (2006) reported in another meta-analysis that a medium-to-large change in intention ($d = 0.66$) accounts for a small-to-medium change in behaviour ($d = 0.36$), proving that intention has a significant impact on behaviour, even though this effect is substantially smaller than previous correlational tests have suggested.

The TPB provides a useful framework for targeting the key behavioural, normative, and control beliefs that affect attitude, subjective norms and perceived control, thus leading to changes in intentions and behaviours (Glanz et al., 2008). Behavioural interventions should take these factors into consideration in programme design and evaluation instead of focusing narrowly on attitude change as an assumed cause of behaviour change.

The overwhelming proportion of studies on peer education relate to HIV prevention as this is the area in which it gained much of its popularity over the last decade. There is a scarcity of robust research into local sexual violence prevention programmes, and the few that do exist do not extend beyond the effectiveness of peer education to engender attitude change. The prevailing assumption is that behaviour change will naturally follow even though most contemporary theories of behaviour change agree that it is a great deal more complicated and that many other variables need to be taken into account.

Evaluation Questions

The aim of this dissertation is to assess whether the RCCTT 2013 Birds and Bees programme improved school safety in terms of reduced sexual violence, increased reporting of sexual violence and increased access of the RCCTT's counselling services by rape survivors. This assessment will take the form of a theory, process and outcome evaluation.

Theory evaluation.

A theory evaluation assesses the logic and plausibility of the assumptions that are implicit in the programme theory (Rossi et al., 2004). A well-developed programme theory logically links the programme's activities to its outcomes for the intended beneficiaries and is useful to programme staff in guiding programme planning and monitoring.

1. Is the current programme theory in the logical framework format a useful tool for the programme staff? If not, how could it be improved?

Process evaluation.

A process evaluation assesses the degree to which a programme is reaching its intended target recipients and whether its service delivery and support functions are in accordance with the design of the programme or other standards deemed appropriate (Rossi et al., 2004).

Service delivery includes an assessment of whether participation in the programme activities by the target population meets the levels specified in the programme, and whether some subgroups participate more than others (Rossi et al., 2004). This aspect is relevant to both beneficiaries – the peer educators who partake in the training and deliver the activities, and the learners who engage in the activities and make use of the peer educators as referral agents to the RCCTT's services. Service delivery also assesses whether the intended services are being delivered in sufficient quantities and in a standardised fashion (Rossi et al., 2004).

An assessment of organisational functions and activities yields critical information about the effectiveness of various support functions such as staffing, referral sources and funding (Rossi et al., 2004). Establishing whether the programme was implemented with fidelity to the intended beneficiaries is necessary in order to be able to explain why a programme's outcomes were achieved or not. A process evaluation is therefore a useful adjunct to an outcome evaluation (Rossi et al., 2004).

The specific questions relating to process which will be answered in this evaluation include the following:

2. How are peer educators selected? Is this the optimal process?
3. Do the peer educators attend all the training course sessions and supervision meetings?
4. How did the peer educators experience the training?

5. Who are the peer educators' supervisors? How are they selected?
6. Are the supervisors well-trained to support the peer educators?
7. What does supervisor support entail?
8. After training, are the peer educators well-equipped to deal with sexual violence in their schools?
9. Which activities did the peer educators implement in their schools and how many learners were present?

Outcome evaluation.

An outcome evaluation measures the effects of the programme on the target population and the social condition it seeks to address in such a way that it can be demonstrated that the resulting effects are attributable to the programme alone (Rossi et al., 2004).

The outcomes of interest in this research are those articulated in the programme theory and include those pertaining to the learners. Proximal outcomes for this group include their attitudes toward and knowledge about rape. The distal outcomes include increased reporting of sexual violence, reduced incidences of sexual violence and increased access of the RCCTT's counselling service by rape survivors in the school.

The specific questions related to the outcomes of the programme include:

10. Does the school have a safety plan?
11. What comprises the safety plan? Will this plan lead to safer schools?
12. How many learners approach the peer educators with sexual violence issues?
13. How many learners access the services of the RCCTT?
14. Are incidents of sexual violence reported at the school? If yes, how many?

METHOD

Research Design

This research was designed post hoc to the implementation of the programme and according to the availability of secondary data collected throughout the 2013 programme. Therefore, it used primarily a descriptive design. Descriptive research aims to describe phenomena accurately through narrative descriptions, classification or by measuring relationships (Terre Blanche, Durrheim, & Painter, 2006). Here, the intention was to describe various aspects of the programme's implementation, not to establish causal links, except in the case of the peer educators' attitudes toward rape.

In order to examine the effects of the training on the peer educators' rape myth attitudes and knowledge, a single group pre and posttest quasi-experimental design was employed, with an additional posttest added through the examination of the training evaluation forms completed after each training session. In pretest-posttest designs, outcomes are measured on the same participants before and after a programme and the difference is attributed to the effects of the programme. However, due to the lack of a control group, this design had the potential to produce biased estimates of programme effects as it was unable to control for the effects of confounding variables on the outcome being measured (Rossi et al., 2004). In light of this limitation, qualitative data was used as a post-posttest measure in an attempt to substantiate the findings from the first two measures.

In sum, this design was considered appropriate considering the data collection methods employed by the RCCTT and time available for the study.

Participants

The participants in this study included the peer educators and learners from two high schools in Khayelitsha which will remain anonymous due to the sensitive nature of the topic. These two groups comprised those that were part of the programme throughout 2013. The schools had 1221 and 1474 learners respectively and were both classified as quintile three, a national poverty ranking system that exempts schools in quintiles one to three from school fees. Thirty-nine peer educators from Grades 8 to 10 were selected for the programme. The first group (School A) consisted of 17 learners, 8 male and 11 female with a mean age of 16. The second group (School B) ($n = 22$) consisted of 10 males and 12 females with a mean age of 14. All participants were African with isiXhosa as their first language. The programme coordinator and two supervisors who presented the training course and provided supervision to the peer educators throughout the year were also interviewed.

The table below lists the participants who were included in the study and the data sources that were used to answer the evaluation questions. A list of these available data sources was presented to the evaluator by the organisation's director.

Table 3

Participants and Available Data

Participants	Data
Peer educators	<ul style="list-style-type: none">• Application forms• Training attendance records• Pretest Rape Myth Questionnaire*• Posttest Rape Myth Questionnaire*• Pre-Post Myth Questionnaire (2)*• Training evaluation forms*• Activity reports
Schools	<ul style="list-style-type: none">• School safety plan document• School sexual assault incident reports
Supervisors and programme coordinator	<ul style="list-style-type: none">• Interviews• Counselling intake forms

Note. Forms marked * are presented in the appendices.

Procedure

This research commenced following approval by the University of Cape Town's Ethics Committee. The director of the RCCTT and the programme coordinator were consulted in the development of evaluation questions to ensure that they were deemed relevant and useful to their future programme planning efforts. The parents of the peer educators had given their consent at the outset of the training course for their children's information to be used for research purposes, and this permission was deemed sufficient as the data formed part of routine monitoring and will be used for programme improvement. Data were collected through the use of standard forms created by the RCCTT at various points during the year by the supervisors and programme coordinator either at the school where training took place or at the RCCTT's Khayelitsha office where supervision meetings were held.

The following evaluation questions were answered through analysis of existing secondary data and programme documents and through interviews with the programme coordinator and supervisors.

Theory Evaluation

1. Is the current programme theory in the logical framework format a useful tool for the programme staff? If not, how could it be improved?

The current logical framework was analysed alongside the programme descriptions presented in various organisational documents.

Process Evaluation

2. How were peer educators selected? Was this the optimal process?

The programme coordinator and supervisors responsible for recruiting the peer educators were interviewed and the peer educators' application forms were requested for examination. The interview schedule is presented in Figure 3.

An Evaluation of the Rape Crisis Cape Town Trust's Birds and Bees Peer Education Programme in Khayelitsha

INTERVIEW SCHEDULE

1 August, 2014

This schedule is a guide for the semi-structured interviews to be conducted with the Birds and Bees programme coordinator and two supervisors. Questions marked with * pertain to the programme coordinator alone. Responses will be recorded with permission from the respondents and a consent form will be signed. Interviews will be conducted individually at Rape Crisis Cape Town Trust's Khayelitsha office and will take one hour per interview.

1. What is your role as coordinator/supervisor of the Birds and Bees programme?
2. How are the peer educators selected? Are there specific selection criteria?
3. Have you retained all the peer educators throughout the programme?
4. *Who are the peer educators' supervisors? How are they selected?
5. How are they trained / what training did you receive?
6. What happens during supervision? What are the main areas the peer educators need support in?
7. Which activities did the peer educators implement in their schools during 2013? Approximately how many learners were present at each of these?
8. What is the safety plan? Do the two 2013 schools have one in place?
9. Has the existence of the safety plan benefited the school or not?
10. How many learners approach the peer educators with sexual violence issues?
11. Are more incidents of sexual violence reported at school due to the programme?

Figure 3. Interview schedule used for individual interviews conducted with the coordinator and two supervisors of the Birds and Bees programme.

3. Did the peer educators attend all the training course sessions and supervision meetings?

A simple review of the attendance records completed before each training session and in each supervision meeting tracked the retention of the peer educators throughout the programme.

4. How did the peer educators experience the training?

The peer educator training evaluation forms were examined.

5. Who are the peer educators' supervisors? How are they selected?
6. Are the supervisors well-trained to support the peer educators?
7. What does supervisor support entail?

To answer the preceding three questions, the programme coordinator and supervisors were interviewed.

8. After training, were the peer educators well-equipped to deal with sexual violence in their schools?

The attitudes of the peer educators toward rape before and after the training were assessed using two pre and posttest rape myth questionnaires developed and administered by the RCCTT. These are presented as Appendix A and Appendix B. The first was administered during the training course, and the second set was administered on the first and last day of the end of year camp. The training evaluation forms were analysed in order to determine the types of knowledge and skills that the peer educators acquired through the training course. These forms were completed after each session of the training course. The training evaluation form is presented as Appendix C.

9. Which activities did the peer educators implement in their schools and how many learners were present?

To answer this question, the activity reports of the peer educators were requested and the coordinator and supervisors provided additional data through an interview.

Outcome Evaluation

10. Does the school have a safety plan?

11. What comprises the safety plan? Will this plan lead to safe schools?

The school safety plan document was requested for examination and the programme coordinator was interviewed.

12. How many learners approached the peer educators with sexual violence issues?

Peer educators discussed these issues in supervision meetings; therefore the supervisors were interviewed.

13. How many learners accessed the services of the RCCTT?

The intake forms of the Khayelitsha RCCTT counselling service were requested and the programme coordinator and two supervisors were interviewed.

14. Were incidents of sexual violence reported at the school? If yes, how many?

To answer this question, the school incident reports for 2013 were requested from the programme coordinator and the programme coordinator and supervisors were interviewed.

Data Analysis

Descriptive statistics, such as the mean and standard deviation, were used for all quantitative measures. For the two pre and posttest measures, Wilcoxon Signed-ranks tests were used to compare the mean ranks of the pretest and posttest scores to find out if there was a significant difference between them. Significance levels of 0.05 were used. This nonparametric test was used because of the small sample size. Qualitative data from the training evaluation forms were analysed using QSR International's NVivo 10 in order to extract meaningful themes and the frequencies with which they were mentioned by peer educators.

RESULTS

The results in this section are presented in accordance with the evaluation questions posed in the method section.

Theory Evaluation

- 1. Was the current programme theory in the logical framework format a useful tool for the programme staff? If not, how could it be improved?**

In Table 2, Chapter 1, the programme theory of the RCCTT's Birds and Bees programme is presented as a logical framework. This logical framework was developed by a consultant in collaboration with the director. The director showed it to the evaluator but noted that it was not being utilised by programme staff. From this communication it could be concluded that the programme theory was not quite useful to the programme staff in its current format. Moreover, it was not a clear depiction of how the elements of the programme fitted together. An improved, simplified variable-oriented programme theory is presented in the final chapter.

Process Evaluation

- 2. How were peer educators selected? Was this the optimal process?**

The programme coordinator and two supervisors who were responsible for recruiting the peer educators were interviewed individually. The peer educators

were selected in the manner described and the same process was followed for both schools.

The programme began with a workshop for the whole school, including all the learners from Grades 8 to 12 and the teachers. The programme targeted one school at a time for logistical reasons. Immediately after the workshop, 17 and 22 Grade 8 and 9 learners were selected from School A and School B respectively. Grades 11 and 12 were excluded as they would not be in school long enough to share the programmes benefits with other learners. There was no paper application process or screening process as stipulated in the programme description and selection was based upon observation of the learners.

The programme selected a mixture of learners, specifically those who showed an interest in the topic and participated actively in the workshop, as well as those who were withdrawn and were potentially survivors of rape. One supervisor explained this selection criterion as follows:

“Some of them don’t want to talk, maybe they are crying, then you choose that one because maybe there is something going on with them” (supervisor 1, personal communication, August 1, 2014).

3. Did the peer educators attend all the training course sessions and supervision sessions?

Training

In Table 1, Chapter 1, the 11 sessions that comprise the training course are outlined, however documentation for 12 sessions was provided. It is evident from the training

evaluation forms that there was an additional Personal Growth session added and that the order of the training sessions was not the same as depicted in the facilitator manual. No training attendance data was available for School A. The attendance data for School B is displayed in Figure 4.

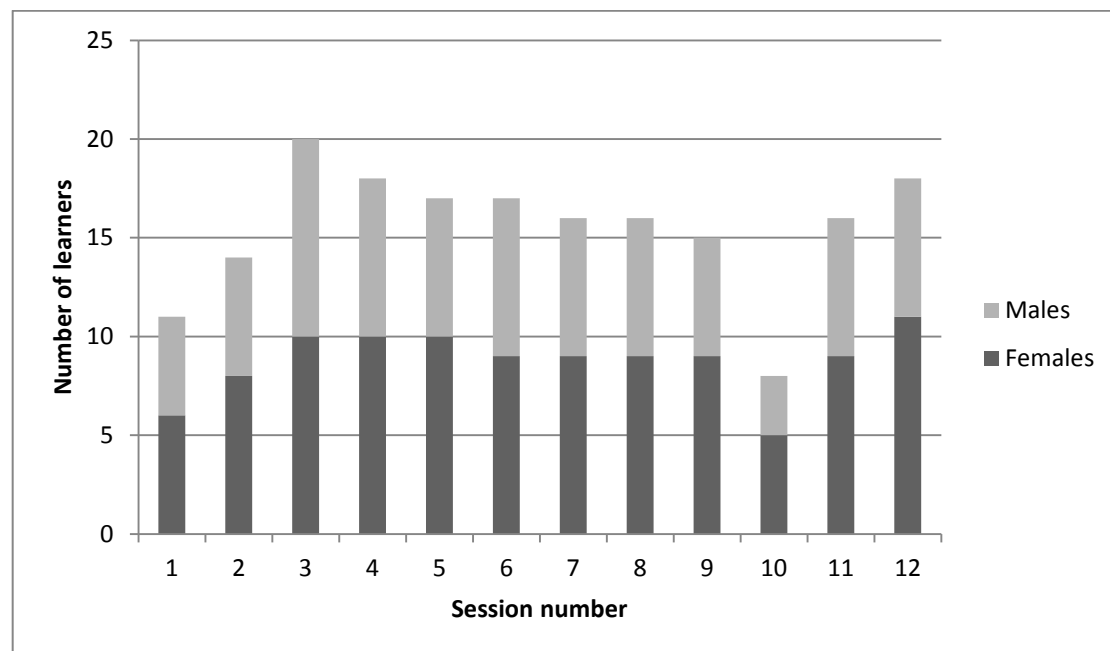


Figure 4. Training course attendance of School B ($n = 22$) over 12 sessions.

Learners ($n = 22$) attended an average of 8.45 ($SD = 3.4$) of the 12 sessions. There were three learners who attended only one training session. All three dropped out after session two and did not attend any further programme engagements. If we exclude these three learners as dropouts, the mean attendance of the group ($n = 19$) rises to 9.63 ($SD = 1.8$).

Supervision meetings

Supervision registers were provided for eight meetings starting from School B's first supervision meeting (26 July, 2013), and included all subsequent meetings held until the time of final data collection; the last meeting documented was 29 August, 2014.

Supervision meetings were held quarterly during 2013 due to organisational funding constraints. Under normal circumstances there should have been 12 meetings over this period, excluding the month of December as the learners were on school holidays. Table 4 represents the attendance of School A and School B over the eight supervision meetings held.

Table 4

Supervision Meeting Attendance of School A

School A									
Participant	M1	M2	M3	M4	M5	M6	M7	M8	Total
1									4
2									6
3									4
4									3
5									8
6									6
7									5
8									7
9									7
10									2
11									5
12									1
13									1
14									1
15									1
16									2
17									2
Total	10	12	10	6	4	9	7	7	

Note. M_n denotes meeting number. Shaded blocks represent attendance.

Supervision Meeting Attendance of School B

School B									
Participant	M1	M2	M3	M4	M5	M6	M7	M8	Total
1									0
2									5
3									1
4									0
5									4
6									0
7									8
8									6
9									7
10									7
11									0
12									8
13									4
14									0
15									1
16									7
17									6
18									2
19									5
Total	13	12	9	7	8	8	6	8	

Note. M_n denotes meeting number. Shaded blocks represent attendance.

Participants in School A attended an average of 3.82 ($SD = 2.4$) of the eight meetings. In School B, five participants attended no meetings and dropped out of the programme. The mean attendance of the remaining 14 participants over the eight meetings was 5.05 ($SD = 2.4$). Attendance of both groups declined over the period.

4. How did the peer educators experience the training?

To answer this question, 151 training evaluation forms completed over 12 sessions were analysed. Training evaluation forms were only provided for School B. Table 5 shows how many learners attended and how many forms were completed for each session.

Table 5

Training Attendance and Training Evaluation Form Completion

	Session	Attendance ($n = 22$)	Completed forms
1	Introduction	11	3
2	Personal Growth	14	6
3	Personal Growth	20	15
4	Gender	18	15
5	Relationships, Sex and Sexuality	17	14
6	Substance Abuse and Rape	17	16
7	Defining Rape	16	14
8	Rape: Physical and Emotional Effects	16	14
9	Rape: Psychological Effects	15	15
10	Rape and HIV/AIDS	8	8
11	Social Norms; the Service Charter for Victims of Crime	16	15
12	Rape and the Law	18	16
	Total	186	151

reported back after each training session and supervision meeting to the coordinator of the peer education programme and the broader Training and Development programme in Khayelitsha. The two supervisors are also active in the Training and Development programme in which they present talks and workshops on rape to various community groups in Khayelitsha.

6. Were the supervisors well-trained to support the peer educators?

The coordinator and two supervisors provided data to answer this question through individual interviews. The interview schedule is presented in Figure 3, in Chapter 2. The two supervisors were trained in line with the standard training protocol for all RCCTT volunteers. They were interviewed and selected by the coordinator, and completed the RCCTT internal training course. An outline of this training course is provided as Table 6.

Table 6

Internal Training Course Outline for Training and Development Volunteers

Session number:	Topic:
	Personal Growth
1	Introduction to Rape Crisis & course introduction
2	River of life (exploring the life events that have shaped who you are)
3	Socialization & body image
4	Values and diversity
5	Relationships
6	Sex and sexuality
	General Section
7	Rape: Political
8	Rape: Social
9	Rape: Psychological
10	Rape: Legal
11	Rape: Medical
12	Pathway through the Criminal Justice System
	Training Skills
13	Public speaking
14	Small group facilitation
15	Workshop planning and design
16	Organisational advancement strategy and presentations
17	Presentations and administrative forms
18	Care for the caregivers (self-care)
	Examination

After completing the course, they were supervised closely by the coordinator for a further six months before graduating. The supervisors attended mandatory monthly focus group meetings with the coordinator and other volunteers in the training department in order to discuss any challenges they were experiencing with the peer educators.

7. What did supervisor support entail?

The programme coordinator and the two supervisors were interviewed and supplied the following data. The interview schedule is presented as Figure 3, in Chapter 2.

At the time of programme implementation supervision was happening quarterly due to organisational funding constraints. All the peer educators who had been trained in previous years in different schools met together. There was usually no set agenda; rather the peer educators decided which issues to discuss and the sessions were unstructured. On occasion an agenda was constructed, particularly when the RCCTT was participating in an event, and the coordinator oversaw this.

According to the coordinator and two supervisors, supervision meetings fulfilled the purposes of peer learning, sharing personal challenges, building skills and organising activities. In supervision, peer educators shared their challenges, either relating to their role as peer educators such as incidents of sexual bullying happening in their schools, or personal challenges they were experiencing in their families or communities. These issues were either discussed one on one with the supervisor or shared in the larger group where others gave suggestions for solving the problem and shared their experience of how they dealt with a particular situation, such as confronting a sexually aggressive learner in their school. They also had occasional skill building sessions where they learned and practised skills such as public speaking or how to organise a campaign. Supervision meetings provided the opportunity to plan their school activities and also get feedback from the organisation regarding upcoming events and the logistics of these.

8. After training, were the peer educators well-equipped to deal with sexual violence in their schools?

Two sets of pre and posttest myth questionnaires were analysed to ascertain whether the peer educators' attitudes toward rape had changed. The training course evaluation forms were analysed to get an idea of what the peer educators had learned throughout the training course.

The first pre and posttest questionnaire (Appendix A) was administered before and after session nine of the training course, where the prevailing myths about rape were discussed. Participants ($n = 22$) marked true, false, or don't know to a series of statements and these were translated to a total score out of 20 for the pre and posttest. Correct answers were given one point, and incorrect answers or those marked "don't know" were given no points. IBM SPSS Statistics was used to generate descriptive statistics and perform nonparametric tests. Table 7 displays these results.

Table 7

Pre and Posttest Myth Questionnaire Data

School A (<i>n</i> = 10)				School B (<i>n</i> = 12)			
Participant	Pre-test score	Post-test score	Difference	Participant	Pre-test score	Post-test score	Difference
1	9	12	3	1	12	12	0
2	11	14	3	2	16	14	-2
3	5	8	3	3	15	16	1
4	10	11	1	4	11	10	-1
5	13	10	-3	5	13	14	1
6	8	12	4	6	9	8	-1
7	15	14	-1	7	9	8	-1
8	17	16	-1	8	11	16	5
9	12	13	1	9	17	16	-1
10	16	15	-1	10	7	7	0
				11	11	6	-5
				12	15	13	-2
Total	116	125	9		146	140	-6
<i>M</i>	11.6	12.5	.9		12.2	11.7	-.5
<i>SD</i>	3.8	2.4			3.1	3.7	

Wilcoxon Signed-ranks tests indicated that there was no significant difference for School A between the pretest (*Mdn* = 11.5) and posttest (*Mdn* = 12.5), $Z = 1.144$, $p = .25$, $r = .255$, or School B pretest (*Mdn* = 11.5) and posttest (*Mdn* = 12.5), $Z = -1.149$, $p = .35$, $r = -.235$.

The second pre and posttest myth questionnaire (Appendix B) consisted of five true or false items and was administered to the group ($n = 20$) on day one and day three of the end of year camp. Scores indicate the number of correct answers out of a possible total of 5. The data are presented in Table 8 along with descriptive statistics and nonparametric tests generated by IBM SPSS Statistics.

Table 8

Camp Pre and Posttest Myth Questionnaire Data

School A (n = 10)				School B (n = 10)			
Participant	Pre-test score	Post-test score	Difference	Participant	Pre-test score	Post-test score	Difference
1	5	4	-1	1	4	3	-1
2	5	4	-1	2	4	3	-1
3	4	4	0	3	4	4	0
4	5	4	-1	4	4	3	-1
5	5	5	0	5	5	3	-2
6	5	3	-2	6	5	5	0
7	4	5	1	7	4	3	-1
8	3	3	0	8	3	3	0
9	4	5	1	9	5	5	0
10	5	4	-1	10	2	3	1
Total	45	41	-4		40	35	-5
<i>M</i>	4.5	4.1	-.4		4	3.5	-.5
<i>SD</i>	.71	.74			.94	.85	

Although participants performed well on both the pretest ($M = 4.5$; $M = 4$) and the posttest ($M = 4.1$; $M = 3.5$), their scores dropped marginally on the posttest. Wilcoxon Signed-ranks tests indicated no significant difference between the pretest ($Mdn = 5$) and posttest scores for School A ($Mdn = 4$), $Z = -1.27$, $p = .206$, $r = -.28$, and no significant difference in School B pretest ($Mdn = 4$) and posttest ($Mdn = 3$), $Z = -1.67$, $p = .096$, $r = -.37$.

To gain a more comprehensive picture of whether the peer educators had been equipped to deal with sexual violence in their schools, the training evaluation forms were analysed to identify what knowledge they gained through the training course. These evaluations forms were only available for School B. Data from the question "Was the training informative? Give details" were used. The data were analysed using QSR International's NVivo 10. Open coding was used to identify general themes. Twenty codes were generated to include all the responses. A total of 119 responses were coded; 14 responses were then rejected as they were incomprehensible. An arbitrary cut-off of 50% was used to include only those themes with frequencies higher than 6.25. Figure 7 depicts these themes and their frequencies.

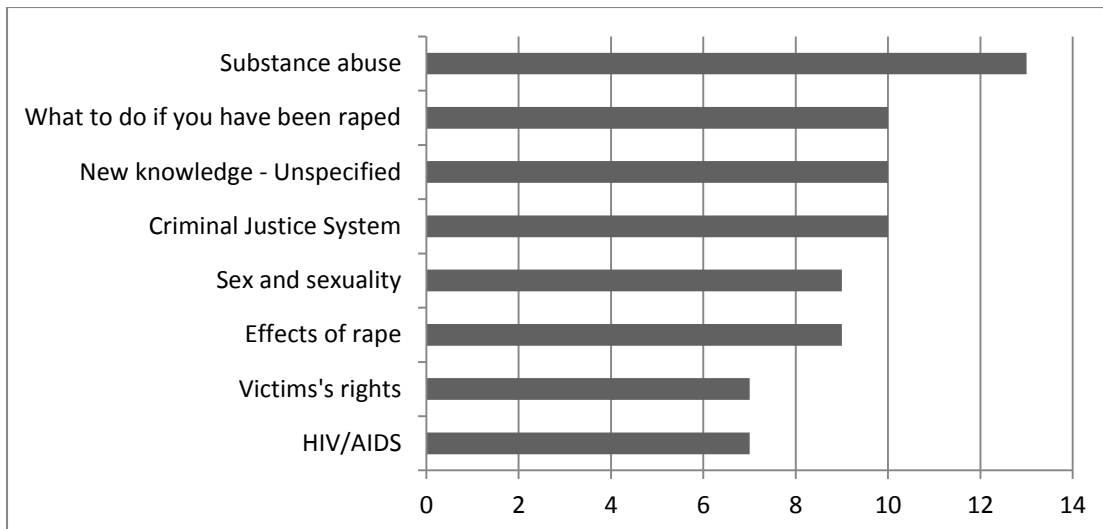


Figure 7. Knowledge themes generated by the open coding of participant responses on training evaluation forms. The frequency of mention of a certain knowledge theme is shown on the X-axis.

The results of the qualitative analysis suggest that the training taught the participants relevant knowledge relating to their role as peer educators, particularly what to do after rape and how the criminal justice system operates. There was a strong emphasis on substance abuse and no mention of skills relating to implementing school activities.

9. Which activities did the peer educators implement in their schools and how many learners were present?

Activity reports were not used during 2013, therefore the coordinator and two supervisors provided this information in an interview.

The peer educators organised their own events in their schools, and also attend outside events initiated by the RCCTT. In 2013 there were three events. The first was a play performed by the peer educators from School A. School B was not included as they had only just completed their training. The play was performed in assembly in front of the whole school and a few teachers. The play depicted a girl who was raped by her uncle and aimed to show learners what steps to follow after rape and to introduce the peer educators to the

school. The cast acted out the roles of the survivor, counsellor, policeman, doctor and community members. After the play the learners asked questions and the audience chanted the telephone number of the RCCTT. The peer educators also distributed informational pamphlets. The coordinator said that the peer educators had performed this play on other occasions at their school without the RCCTT being present, but these occasions were not documented.

Six peer educators from School A also participated in a discussion about rape on Hectic Nine 9, an educational youth talk show on SABC 2 which is broadcast to 2 million viewers. This was the second year that the peer educators had been asked to take part in this show. The peer educators from both schools also represented the RCCTT at the Artscape festival on Women's Day and were called up on stage to perform a song.

Outcome Evaluation

10. Does the school have a safety plan?

The programme coordinator was interviewed to provide data for this question. According to the programme coordinator, there is currently no documented safety plan as depicted in the programme's logical framework and there is no safety plan being implemented in the schools. There is not a clear understanding of the purpose of the safety plan, or what it should comprise.

11. What comprises the safety plan? Will this plan lead to safe schools?

This question cannot be answered as there is currently no safety plan being implemented.

12. How many learners approached the peer educators with sexual violence issues?

There were no monitoring data documenting how many learners approached the peer educators. The coordinator and supervisors reported that the peer educators did get approached at school by other learners, although this was more often because learners wanted to know about the programme or how they could be a part of it. The coordinator and two supervisors all agreed that they were not approached often by rape survivors and cite that the reason for this is that the peer educators were not visible enough in their schools and therefore learners did not know that they could go to them for assistance.

The peer educators have made a recommendation to the supervisors that they have a dedicated space like a container at the school where learners can approach them during break times or after school so that they are more visible. They have also asked for more opportunities to make themselves known to the learners and for items such as name badges that could identify them as peer educators.

13. How many learners accessed the services of the RCCTT?

There were no monitoring data as evidence that the learners accessed the RCCTT's services. The coordinator and two supervisors were asked to provide their opinion in this regard.

The coordinator and supervisors all stated that they saw learners entering the counselling service from the schools in which the programme was operating. They could see this because most learners came to counselling straight from school and were still in their identifiable uniforms. They stated that the learners from the schools were sometimes referred to the counselling service by the local health facility, which works collaboratively with the RCCTT. The coordinator and supervisors share office space with the counselling service and reported their observations:

“We’ve got lots of these kids that are coming from school here as survivors. Most of our clients are coming from these schools around Khayelitsha” (coordinator, personal communication, August 1, 2014).

“This is our second peer educators at this school, so I always saw that uniform, every time I saw it I say ok, our peer educators are working” (supervisor 2, personal communication, August 1, 2014).

14. Were incidents of sexual violence reported at the school? If yes, how many?

The RCCTT did not collect monitoring data of sexual violence reported at the schools in which the programme was operating. Thus, the coordinator and two supervisors provided the data for this question. They stated that incidents of rape were reported to the teachers and that the teachers either called the RCCTT, the government social worker, or accompanied the child to the RCCTT’s offices. A supervisor explained this as follows:

“They will refer to our offices. Last week there was a teacher here from [a school we trained] with a child who was raped, and they will refer here because they know there was the other student who referred them here so they know that here is the centre” (supervisor 1, personal communication, August 1, 2014).

The coordinator and supervisors said that they sometimes struggled to get access to the schools in order to begin the programme, but when there were incidents of rape, the schools called the RCCTT to intervene. They explained this in the following statements:

“That day she [teacher] was bringing a rape survivor. At times they don’t want us to come in, it’s difficult for us to come in, and when they’ve got a problem they want us to come in. It’s very interesting” (coordinator, personal communication, August 1, 2014).

“Sometimes it’s true, they don’t want you to enter when you go there, they have like an attitude, but when people have been raped in the school, they are the first people that come here [Rape Crisis] and say ‘this is what happened’” (supervisor 2, personal communication, August 1, 2014).

However, there is no way of knowing how many incidents remained unreported to teachers, and how many of those reported to teachers were taken further to either a social worker or the RCCTT.

In summary, the logical framework for the Birds and Bees programme was not utilised by staff. Thirty nine peer educators were selected based upon observation of their behaviour during the introductory workshop. All the learners enjoyed the training; however some sessions were not well attended. The peer educators’ supervisors had completed the RCCTT internal training course and ran supervision meetings in which the peer educators learned, shared experiences and planned activities, although the attendance of these meetings showed a steady decline.

The peer educators showed low rape myth acceptance on one of the pre and posttest measures, but both measures showed no significant attitude change. They did however gain knowledge in the training course that was relevant to their role, such as how to help someone who has been raped. Throughout the year the peer educators took part in three activities, two of which were outside the school. There was no safety plan implemented in either of the schools and there was no data being collected in order to monitor how often learners approached the peer educators, how many accessed the RCCTT’s services and how many learners reported rape at their school.

DISCUSSION

This discussion chapter follows the same order as the evaluation questions presented in the results chapter.

Theory Evaluation

- 1. Was the current programme theory in the logical framework format a useful tool for the programme staff? If not, how could it be improved?**

The previous programme theory was not utilised by staff and was not a clear depiction of the logic of the programme. A variable-oriented programme theory was developed and is presented in Figure 8.

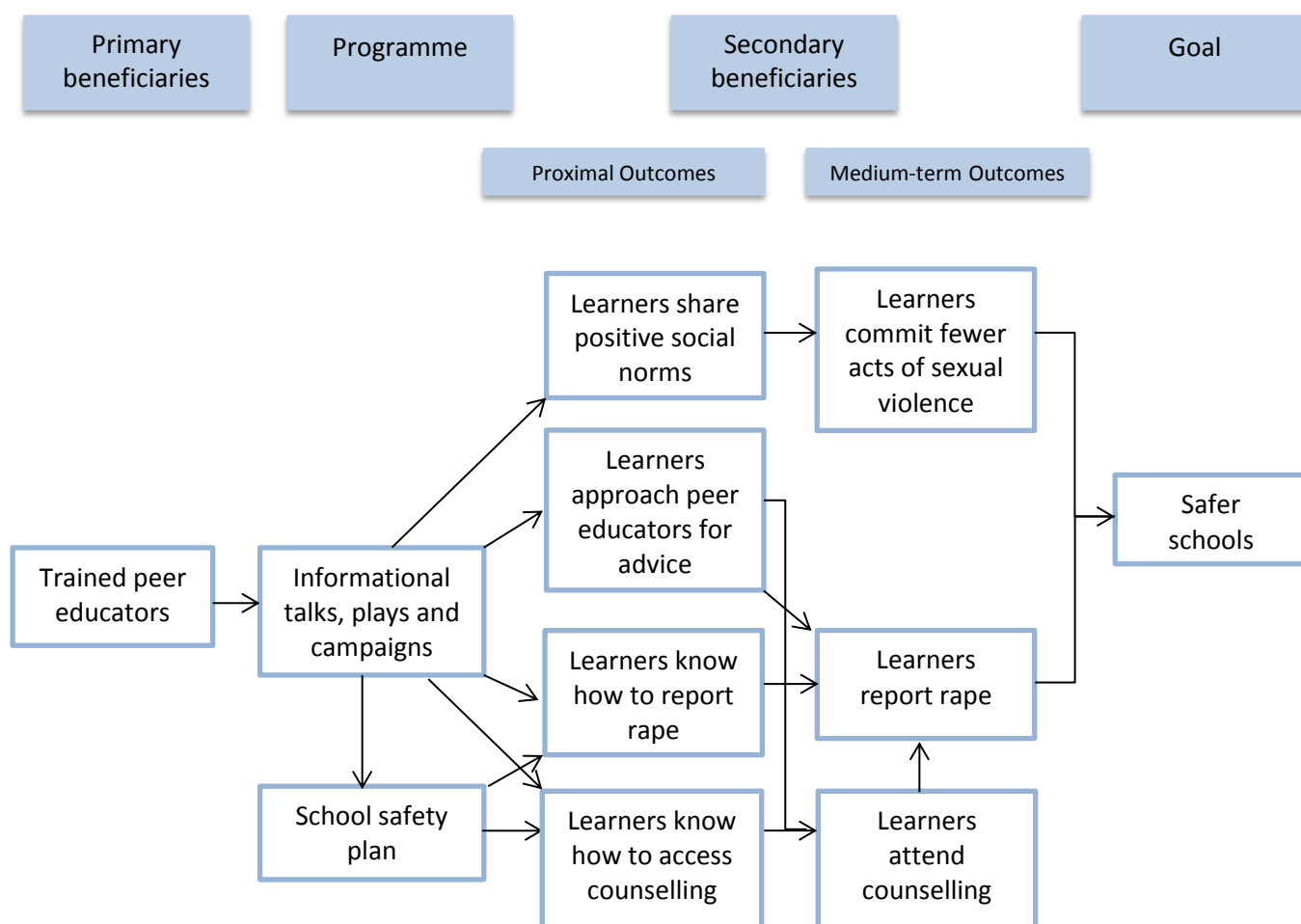


Figure 8. A proposed variable-oriented programme theory demonstrating the causal links between the programme activities and the outcomes for the learners.

Presenting the programme theory as a variable-oriented diagramme shows the programme activities and intended outcomes at a glance. It also clearly separates the peer educators and learners as primary and secondary beneficiaries. In the previous programme theory there was overlap between these beneficiaries and it was unclear who the intended beneficiaries were. For this reason, and the fact that the training of the peer educators was the most resource intensive task in the programme, monitoring efforts focused exclusively on the peer educators and there were no data collected for the outcomes for the learners, who should be considered the principal beneficiaries.

The previous programme theory did not clearly interlink the programme activities or show how the activities were linked to the outcomes. The improved programme theory clearly shows what the programme aims to do, and how the activities will produce the outcomes for the learners. This aids the identification of essential elements of the programme that are critical to its success and which need to be monitored.

Process Evaluation

2. How were peer educators selected? Was this the optimal process?

The selection of peer educators was done based on observation and included learners who were interested in the topic and participated actively, and learners who were potentially survivors of rape. This method was used in the absence of any formal selection criteria and relied on the expertise of the programme staff. There are two disadvantages to this method of selection: it neglects those selection criteria deemed important by research, and it may have contributed to the high attrition in the programme.

The selection of peer educators is integral to the programme's success. According to social learning theory, peer educators have automatic credibility with their peers due to their similarity in terms of demographic factors and shared experiences, but they also need to have a high status among their peers in order to be effective role models (Kernsmith & Hernandez-Jozefowicz, 2011; Medley et al., 2009; Turner & Shepherd, 1999). Kernsmith and Hernandez-Jozefowicz's (2011) evaluation of a peer education sexual assault prevention program also found that the intervention was equally effective for all genders and grade levels and that the greatest effects were found when peers felt a connection to the school and the peer educator.

In School B, 36% of the learners dropped out of the programme throughout the training and supervision meetings. It is not known why these individuals dropped out but there are a few possible explanations offered by the programme coordinator such as they could not commit

due to other extra-mural engagements, they found the subject matter upsetting or they were experiencing other pressing problems such as drug abuse, family problems, and the like. Those responsible for selection should be aware of these kinds of issues during the selection process and the impact they have on the retention of participants.

The programme deliberately recruited rape survivors into the programme. If the rationale behind this was to empower and support them in some way (rather than assuming they would have more empathy toward other survivors due to their personal experience), then perhaps these survivors are better suited to becoming secondary beneficiaries of the programme where they will be referred to the RCCTT's counselling service for support. This should be considered if one of the reasons for high attrition is that survivors find the training material too upsetting.

A simple competency framework, presented in Table 9, can be used to guide the selection of peer educators and assess their preparedness after the training to fulfil their roles as peer educators.

Table 9

Competency Framework for Peer Educators

Personal competencies	Competencies developed through training
Leadership qualities: Demonstrates the ability to lead and is perceived as a leader by other learners	Knowledge: What is rape, what to do when someone has been raped, how to refer and support survivors
Communication skills: Communicates well within a team and is able to communicate sensitively	Attitudes: Does not demonstrate rape-supportive attitudes
Similarity to peers: Matches peers in terms of demographics and life experience	Role-modelling: Models positive attitudes and behaviours to peers
Commitment: Demonstrates interest in the programme, is able to commit to training and supervision, and is not currently experiencing other serious problems	Containment skills: Knows how to respond to disclosures of sexual abuse in a supportive and empathic manner
Self-efficacy and community responsibility: Is motivated towards reducing sexual violence in schools and believes in his/her ability to contribute towards this goal	Public speaking: Feels comfortable and is able to share information with a large audience Presentation skills: Able to organise and present information in various formats, including drama, workshops and talks

These key competencies are derived from the research discussed in the introduction chapter and from factors related to the roles of the peer educators. Some of these competencies relate to existing personal attributes of learners and others are developed through the training course.

3. Did the peer educators attend all the training course sessions and supervision meetings?

The attendance of the training course and supervision meetings was relatively poor and there were eight learners who dropped out. The session on HIV/AIDS had particularly low attendance (Figure 4, p. 38), which is a concern as it is crucial that they understand how HIV is transmitted and the importance of immediate medical care after rape.

The retention of peer educators is a concern among many peer education programmes. Medley et al.'s (2009) study found that nine of the ten programmes analysed reported

average to poor retention. As mentioned above, the attrition of peer educators may have been due to the fact that many recruited were survivors and may have found the training course too intense and upsetting, the fact that youth in Khayelitsha face many social challenges that could be more of an urgent priority over the programme, or simply a clash of after school engagements.

Applying carefully thought out selection criteria could mitigate some of the attrition, and making all training course sessions and supervision meetings compulsory could help to reduce absenteeism. Reinstating monthly supervision meetings could help to sustain the momentum of the programme and stop the gradual decline in attendance. Regular supervision is also advisable for those working closely with trauma. The programme could also increase the number of learners selected into the programme to counter for possible attrition.

4. How did the peer educators experience the training?

Peer educator experiences of the training course were overwhelmingly positive. Participants enjoyed everything and learned new things (Figure 5, p. 42). They also enjoyed the topics presented and enjoyed being able to learn from each other and share their experiences within the group. Participants were also extremely positive about the facilitation of the training (Figure 6, p. 43). Participant responsiveness is an important moderator in implementation fidelity; if participants are enthusiastic about the programme, implementation fidelity will be higher (Carroll et al., 2007). This applies to both the peer educators who implement activities in their schools and the programme staff who implement the programme. The training facilitators and coordinator should be given due praise for their ability to engage the learners in the training course.

5. Who were the peer educators' supervisors? How were they selected?

6. Were the supervisors well-trained to support the peer educators?

These two questions are discussed together. The peer educator supervisors were selected from a pool of volunteers within the Training and Development team. These volunteers were drawn from the communities they serve so that they had good contextual knowledge of the area and the issues that community members face in their daily lives. As part of their larger function within the Training and Development team, they conducted participatory workshops with community groups and youth centres (RCCTT, 2013) which deepened their knowledge about sexual violence issues affecting youth in Khayelitsha.

They completed the standard RCCTT internal training course which adequately covered topics related to assisting rape survivors and the skills needed for small group facilitation (Table 6, p. 45). This training comprised 18 sessions and the organisation is currently working towards having it accredited. After their training they completed and passed a written examination and attended mandatory monthly focus groups with other volunteers in the Training and Development team. The supervisors were successfully trained and supervised and were able to act as a good source of expert knowledge and support for the peer educators.

7. What did supervisor support entail?

Supervision meetings fulfilled the purposes of peer learning, sharing personal challenges, building skills and organising activities. One of the organisation's strengths is its ability to build supportive environments for staff and beneficiaries of programmes and when this support is provided monthly as intended, peer educators should feel well-supported. Having an opportunity to debrief with peers and experienced programme staff is critical due to the nature of the work that the peer educators are expected to do; the potential for vicarious trauma is high in the field of sexual violence and can produce symptoms similar to those of the survivor (Herman, 1997). The trauma of hearing another learner's account of sexual

violence can be even more distressing if the learner has personally experienced something of a similar nature.

Another critical function of supervision meetings was to plan activities and learn new skills. The peer educators could benefit from more support in planning successful activities and there could be a stronger focus on skill building, particularly skills relating to the planning and executing of activities and engaging learners in discussion. Regular supervision meetings are the ideal space for this, or alternatively it could be included in the training course.

8. After training, were the peer educators well-equipped to deal with sexual violence in their schools?

Both pre and posttest measures showed no significant change in rape myth attitudes (Table 7 and 8, p. 48 - 49), but an analysis of the training evaluation forms showed that the peer educators acquired relevant knowledge relating to their role (Figure 7, p. 50). There were however problems with both the pre and posttest measures including the timing of their administration, and the formulation of the questions.

Firstly, the pretest was administered too far into the training and was therefore not a true baseline of the attitudes of peer educators before the training course. For both measures, the posttest was administered shortly afterwards which was too short a time in which to expect significant attitude change. This can be seen by the fact that for both measures, the peer educators performed as well on the pretests as on the posttests. In order to capture a true baseline of attitudes, the pretest should be administered before the training begins; if possible before the introductory workshop if the issue of rape myths is discussed here. The posttest should then be administered as part of the final training session. It is unnecessary to take a second measure of attitudes at the end of year camp because of the amount of exposure participants have already had to myths by this time. If a second measure was to be administered, it would perhaps be more useful if this measured applied knowledge and skills relevant to their role.

A related issue concerned the format and phrasing of the questions for both measures. For the first measure (Appendix A), participants answered the pretest and the posttest on the same page. Participants were able to see their previous responses which may have influenced their subsequent responses. In the second measure (Appendix B), the questions were alternatively phrased for the posttest, but some questions asked a slightly different question to the pretest and the negative phrasing was confusing. If there was an adequate time lapse between the pre and posttest, there would be no need for alternate forms which would improve the validity of the measure.

The qualitative analysis (Figure 7, p. 50) showed that the most commonly mentioned types of knowledge gained through the training course was knowledge of the effects of substance abuse, what someone should do after they have been raped, the role of the criminal justice system, sex and sexuality, the effects of rape on the victim, victim's rights and HIV/AIDS. These are all central to the role of the peer educators, although it is unclear why substance abuse was given more attention than other areas. There was no mention of practical skills relating to the planning and executing of activities, which is one of the core functions of the peer educators and a critical element in the programme. A test after the training course would be a clearer measure of the knowledge gained and would allow programme staff to identify critical gaps in knowledge, which is particularly important considering the medical and legal processes that follow an incident of rape.

Overall, the peer educators demonstrated low rape myth acceptance, although we cannot ascertain whether this was due to the programme because of the lack of baseline data. However, they gained knowledge relevant to their role as peer educators. The programme would benefit from providing them with more practical skills relating to the planning and delivery of activities.

9. Which activities did the peer educators implement in their schools and how many learners were present?

The peer educators and supervisors had not filled out activity reports or kept monitoring data regarding the activities that peer educators implemented in schools. The programme plan stipulated that the peer educators implement six actions that aim to challenge myths and stereotypes and promote safety in their schools. The type of activity is not specified in the programme plan, but the programme documents give examples of what these activities might be such as subject related poster campaigns and essay competitions, plays, and assembly addresses on commemorative days. Three activities were implemented, including a play, attendance of a Women's Day festival alongside the RCCTT, and participation in a youth television talk show. The play was the only activity implemented in the school and is described in the previous chapter. The coordinator said that the peer educators had performed the play on other occasions in their school but there was no record of this.

Theatre can be a powerful educational tool for social change; it increases the emotional and psychological appeal of messages and provides a creative means through which to explore sensitive issues, debunk myths, and influence behaviour (United Nations, 2005). According to social learning theory, there needs to be sustained regular contact between the role model and learners for the adoption and reinforcement of positive behaviours (Turner & Shepherd, 1999). Here the play could function as a useful component in addition to other regular activities because it is unlikely that a single play is able to change the attitudes and behaviours of the learners although it could contribute to an increase in knowledge about rape.

Another important component in peer education is the opportunity for open and critical discussion amongst peer educators and learners about the role that gender norms play in sexual violence (Andersson et al., 2013). This understanding fosters empowerment and the belief that existing norms can be changed (Campbell & MacPhail, 2002). The programme could plan more opportunities for these sorts of engagements between the peer educators and learners.

Programmes have a better chance of changing norms, attitudes and behaviours when they are guided by a theoretical framework (Gallant & Maticka-Tyndale, 2004). In addition to social learning theory, the theory of planned behaviour (TPB) provides a useful framework for conceptualising behaviour change and planning programme activities. The model, depicted in Figure 2 (p. 24), describes attitudes, subjective norms and perceived behavioural control as the proximal determinants of intention, which is the precondition for behaviour change.

In this model, attitudes reflect one's overall positive or negative evaluations of performing a particular behaviour (Ajzen, 1991). If the learners perceive a positive outcome as a result of adopting the positive behaviour, they are more likely to adopt it. Subjective norms are determined by one's belief that important others approve of the behaviour and the desire to meet these expectations (Glanz et al., 2008). Subjective norms have a greater influence when learners identify strongly with their peer group (Ajzen, 2001), which reiterates the importance of selecting peers who are deemed credible and similar to learners. Subjective norms are particularly important in this programme because of the fact that gender violence is strongly rooted in social norms, and peer education is an appropriate model for changing these social norms. The final component in the TPB is perceived behavioural control. Individuals are more likely to engage in behaviours that they believe to be achievable; this component moderates the relationship between intention and behaviour, particularly when the desired behaviour is not under complete volitional control (Armitage & Conner, 2001). This relates to the concept of empowerment, or the confidence peers have in their ability to perform a particular behaviour and their expectations of successful outcomes. Merely providing peers with information and no skills to enable them to act on that information in social situations is ineffective (Turner & Shepherd, 1999).

Both Campbell and MacPhail (2002) and Mason-Jones et al. (2011) note the importance of considering the wider community in programmes focused on youth because the community provides the context that either supports or hinders their behavioural choices. The RCCTT's broader Training and Development programme, of which peer education is a part, fosters this community support.

In sum, the programme did not implement the amount and type of activities necessary to engender behavioural change. Theatrical education can be an effective tool for social change, but should be supplemented with other sustained activities, particularly those that encourage critical discussion. Having a theoretical framework enhances a programme's chance of success; within this programme, social learning theory and the TPB can be useful in identifying how peer educators can promote behaviour change amongst their peers. Lastly, the programme is well-situated within a broader programme that includes a focus on the wider community.

Outcome Evaluation

10. Does the school have a safety plan?

11. What comprises the safety plan? Will this plan lead to safe schools?

These questions are discussed together. Although a safety plan was mentioned in the programme plan, no such plan was documented or implemented. In addition, there was no consensus regarding what this safety plan should comprise. Some recommendations are presented below.

Within the revised programme theory, the safety plan is linked to the following proximal outcomes: learners know how to report rape; and learners know how to access the RCCTT's services. The safety plan could potentially help to fulfil a third outcome, namely that learners approach peer educators for advice, by increasing the visibility of the peer educators within the school. Separate safety plans could be developed for the learners and the teachers.

The learner safety plan could take the form of posters and flyers displayed and distributed in the school and could contain information such as:

- Steps to take after you have been raped
- A description of the RCCTT's services and their contact numbers
- A description of the role of the peer educators, and their names and photographs

The learner safety plan could be created by the peer educators in collaboration with the RCCTT, and could be introduced and distributed to the learners in assembly as one of their required activities. Displayed information also benefits those who do not feel comfortable disclosing personal issues to someone they know.

Teachers are often the first point of call for learners experiencing difficulties at school or at home and therefore it is important that they are knowledgeable about the correct procedures following incidents such as sexual violence. A safety plan for teachers could take the form of an official document detailing how to handle the disclosure of sexual violence, and could include:

- The provisions of key legislation relating to sexual abuse of children, including the Criminal Law (Sexual Offences and Related Matters) Amendment Act 32 of 2007 and the Children's Act, 2005 (Act No. 38 of 2005), particularly in terms of mandatory reporting
- A step-by-step list of what to do if a child discloses sexual violence
- A list of service providers that can fulfil related needs, for instance if the sexual abuse was perpetrated by a family member. These could include social workers from the Western Cape Department of Social Development and local state health facilities that provide specialised services to rape survivors

This plan could be presented by the RCCTT during a workshop with teachers. The effectiveness of the learner safety plan in informing learners how to report rape and how to access the RCCTT's services could be assessed by an annual survey conducted by the peer educators, which would also serve to increase the visibility of the peer educators. These safety plans could serve to amplify the efforts of the peer educators and ensure the availability of information in between peer educator activities.

12. How many learners approached the peer educators with sexual violence issues?

There were no monitoring data for the number of learners who approached peer educators. The programme staff reported that learners did not approach the peer educators frequently for advice on sexual violence issues. The main reason for this was the lack of visibility of peer educators in the school. The peer education programme was introduced to the whole school but at the time the peer educators had not yet been selected so learners did not know who they were. The only other opportunity for introducing the peer educators was the play, which was a one-off activity. The sustained visibility of the peer educators and the willingness of the learners to approach them is an element that is critical to the success of the programme. Visibility could be increased by including more activities where the peer educators are exposed to the whole school, displaying posters identifying the peer educators, inviting peer educators to individual classrooms for more in-depth discussions and by having some kind of identification that can be worn by the peer educators, such as peer educator name badges as they have suggested.

13. How many learners accessed the services of RCCTT?

There were no monitoring data for the number of learners who accessed the RCCTT's services.

There are multiple ways in which rape survivors come into contact with the RCCTT and these depend on when the incident happened and the survivor's first point of reporting. Moreover, there are different types of services offered by the RCCTT that a rape survivor could access and that could fall under the description offered in the programme theory. The RCCTT's counselling services could include telephonic support by a counsellor, crisis containment at the health facility by a counsellor, or ongoing face-to-face counselling at one of the RCCTT offices.

The peer educators are trained to refer a learner who has recently been raped to the local state owned health facility where evidence is collected during a forensic examination, and

critical medication is administered to prevent HIV infection, pregnancy and to treat any other sexually transmitted infections. The health centre refers these survivors to the RCCTT's face-to-face counselling service. Because the HIV prevention medication (post-exposure prophylaxis) is only effective within 72 hours of the rape, and the fact that evidence on the body deteriorates rapidly, survivors who were raped more than 72 hours prior are not referred to the health facility but rather to the RCCTT's face-to-face counselling service.

Peer educators also provide learners with the telephone number for the RCCTT's crisis line. The same referral protocol is followed by the counsellors who attend to the crisis line, with the exception that they themselves will refer the caller to the face-to-face counselling service if the incident is outside of the 72 hour period. Peer educators also refer survivors who are outside of this period directly to the face-to-face counselling service.

These different pathways through which a learner could potentially access the RCCTT's services make the outcome difficult to track and difficult to attribute to the peer educators as the referral agents. Nevertheless, all these points of contact should be considered and included in the monitoring framework.

14. Were incidents of sexual violence reported at the school? If yes, how many?

There were no monitoring data collected in order to track the incidents of sexual violence reported at the schools.

A key question here is who the learners report sexual violence to. There is an assumption that learners will approach peer educators to disclose incidents of sexual violence, however, there is some evidence that learners disclosed incidents to teachers. Others may report directly to the police, to the RCCTT, the health facility, a social worker or other professionals. The programme would be able to track those cases reported to the RCCTT, the health facility, and the peer educators and teachers, but would not have access to the other sources.

If teachers are indeed a first point of contact for reporting, there should be a stronger focus on them in the programme. It would be critical that teachers know the reporting procedures and understand the legal requirements pertaining to the reporting of the abuse of minors. The safety plan could perform a vital function here along with a workshop specifically for the teachers facilitated by RCCTT volunteers.

Using the number of reported incidents as an indicator of the success of the programme is problematic in the same way as the overall rape statistics published annually by SAPS; an increase in the number of reported incidents could mean that there were more incidents of rape, or that there was an increase in reporting behaviour, or both. There could also be a decrease in incidents and a simultaneous increase in reporting, which would be considered a success for a programme. A related problem is that the majority of rape survivors do not report rape which makes it impossible to measure the number of incidents of sexual violence directly. Reporting the number of sexual offences reported at school could be supplemented by a qualitative enquiry into the amount of sexual violence being experienced in the school and learners' inclinations to report these.

Proposed Monitoring Framework

A proposed monitoring framework for the programme is presented in Table 10 and will assist the programme in collecting critical data in future.

Table 10

Proposed Monitoring Framework for the Birds and Bees

Objective: 30 learners in 2 schools adopt positive social norms, report incidents of rape and access RCCTT's services per annum			
Activity	Output	Indicator	Data Source
Learners are selected into the programme	30 learners at 2 schools are selected	Number of successful applications	Application forms / register
Activity	Output	Indicator	Data Source
Peer educators are trained	Peer educators attend a training course	Number of sessions attended	Training attendance register
	Outcome	Indicator	Data Source
	Peer educators are equipped to perform their role	Number of peer educators who pass the test Number of peer educators who improve on the rape myth post-test	Test results Rape myth questionnaire results
Activity	Output	Indicator	Data Source
Provide support to peer educators through supervision meetings	Peer educators attend 12 supervision meetings per annum	Number of supervision meetings held Number of peer educators who attend supervision meetings	Supervision attendance register
	Outcome	Indicator	Data Source
	Peer educators feel supported in supervision meetings	Number of peer educators who report that they feel supported in supervision meetings	End of year camp report
	Peer educators acquire new skills	New skills observed	Supervision notes
	Peer educators plan activities	Number of activities planned	Supervision notes
Activity	Output	Indicator	Data Source
Organise 6 activities for peer educators to implement in school	Peer educators present 6 activities in their schools	Number of activities presented in school Number of learners present at each activity	Activity reports
	Outcome	Indicator	Data Source
	Learners report rape	Number of rapes reported to school teachers Number of rapes reported to health facility Number of rapes reported to RCCTT	School incident reports Health facility records Register of calls

	Learners adopt positive social norms	Number of learners who improve on the rape myth post-test	Rape myth questionnaire results
	Learners access RCCTT services	Number of learners who access the health facility Number of learners who access the crisis line Number of learners who access the counselling service	Health facility records Register of calls Counselling intake forms
	Learners approach peer educators for advice	Number of learners who approach peer educators	Supervision notes
Activity	Output	Indicator	Data Source
Peer educators support rape survivors and refer them to RCCTT services	Peer educators refer survivors to RCCTT services	Number of learners who are referred to Rape Crisis's services	Supervision notes
	Outcome	Indicator	Data Source
	Learners access RCCTT services	Number of learners who access the health facility Number of learners who access the crisis line Number of learners who access the counselling service	Health facility records Register of calls Counselling intake forms
	Learners feel supported by peer educators	Number of learners who feel supported by their interaction with a peer educator	Peer educator survey
Activity	Output	Indicator	Data Source
Peer educators implement a safety plan in their schools	A safety plan is created and distributed in schools	Number of posters displayed Number of pamphlets distributed	Activity reports
	Outcome	Indicator	Data Source
	Learners and teachers know how to report rape	Percentage of learners and teachers that know how to report rape	Peer educator survey
	Learners and teachers know how to access RCCTT services	Percentage of learners and teachers that know how to access RCCTT services	Peer educator survey
	Learners know who the peer educators are	Percentage of learners that can name the peer educators	Peer educator survey

It is imperative that those involved in the programme understand the importance of collecting relevant monitoring data accurately and consistently in order for the programme to be able to demonstrate its outcomes and eventual impact. Programme staff also needs to be provided with the correct data collection tools and adequate instruction on how to use these.

Limitations

The central limitation in this evaluation is the lack of data available relating to critical outcomes of the programme. Monitoring data were not collected for most of the outcomes and where data were collected, it was not done in a systematic manner. This could have introduced selection bias into the evaluation, particularly regarding those learners who did not complete training evaluation forms as these learners could have been those who were not as interested in the programme and did not learn as much as their peers. This lack of monitoring data also meant that evidence could not be analysed for the programme outcomes and interviews with programme staff had to be relied upon. This lack of data severely limited the design of the evaluation and the resultant strength of any statements made about the programme.

Another limitation could stem from the fact that the evaluator is currently under the employ of the RCCTT. Evaluations performed by external evaluators are generally deemed more credible because of the objectivity that the evaluator is able to bring to the evaluation process. However, an internal evaluator does have a deeper understanding of organisational processes and the context in which the programme operates.

Despite these limitations, this evaluation should be able to offer meaningful recommendations that if acted upon, will strengthen the implementation of the programme and enable a more thorough evaluation in future.

Conclusion

The Birds and Bees programme successfully equipped peer educators with the knowledge to be able to assist learners in their schools and supported them through ongoing supervision meetings. The programme staff were adequately trained and had the expertise necessary to implement the programme.

Several parts of the programme were not implemented as intended, including the activities presented to learners, the safety plan, monthly supervision and the collection of monitoring data, which meant that some of the outcomes could not be investigated. The absence of sustained interactions with learners meant that peer educators were not well known in their schools and were therefore not approached for support. Attrition and poor attendance was also a concern. The reasons why certain elements of the programme were not implemented included the financial constraints of the organisation during the period and a poorly utilised programme theory that did not have a clear theory of change, did not focus on the intended beneficiaries and was not able to guide the development of an effective monitoring framework. This research reiterates the importance of a well-articulated and plausible programme theory.

Rape Crisis nevertheless fulfils an important function in these schools where sexual violence and the social norms that perpetuate it are rife. The organisation is able to draw from its 38 years of experience in the field and the strong contextual knowledge of its volunteers drawn from the Khayelitsha community and there is a chance that with a stronger programme theory and better implementation, the programme could make a substantial impact on sexual violence in schools.

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APPENDIX A: PRETEST AND POSTTEST MYTH QUESTIONNAIRE (1)

Rape Crisis Cape Town Trust
Myths and Social Norms Pre and Post Questionnaire



Please answer the following questions by selecting <u>one</u> answer to to each question					ORAL COMMUNITY	
					Pre	Post
1	All men are potential rapists	True	False	Don't know		
2	Prostitutes cannot be raped	True	False	Don't know		
3	Women who wear revealing clothing are asking to be raped	True	False	Don't know		
4	At a certain point an aroused man cannot control himself	True	False	Don't know		
5	A man can't really tell when a woman means no because women say no when they mean yes	True	False	Don't know		
6	Some women are not the kind who get raped	True	False	Don't know		
7	Men rape for sex	True	False	Don't know		
8	A woman causes her own rape when she walks in a bad neighbourhood or goes to a bar or nightclub on her own	True	False	Don't know		
9	A woman can be raped by her husband	True	False	Don't know		
10	A rape survivor is usually bruised and scarred	True	False	Don't know		
11	If a woman tries hard enough she can stop a rape	True	False	Don't know		
12	Most women secretly want to be raped	True	False	Don't know		
13	Women who get drunk in company invite rape	True	False	Don't know		
14	When a man has an erection, although he says no for sex, he actually wants sex	True	False	Don't know		
15	If a couple have had sex before, forced intercourse between them at a later stage is not rape	True	False	Don't know		
16	All rapists are mentally ill	True	False	Don't know		
17	Most rapes happen between strangers	True	False	Don't know		
18	White women are most likely to be raped by black men	True	False	Don't know		
19	Women say they have been raped to get revenge on men	True	False	Don't know		
20	Raping a lesbian will make her heterosexual	True	False	Don't know		

APPENDIX B: PRETEST AND POSTTEST MYTH QUESTIONNAIRE (2)

Rape Crisis Cape Town Trust

Birds and Bees Camp PRE test



PRE TEST				
Date		Name		
Please answer the following questions by selecting <u>one</u> answer for each question				
1.	Physical violence in a relationship is a sign of love	True	False	Don't know
2.	A man does not have a right to have sex whenever he wants to	True	False	Don't know
3.	Violence in a relationship is sometimes acceptable, and a woman should stay in her relationship.	True	False	Don't know
4.	Sometimes, rape is acceptable	True	False	Don't know
5.	It is not the responsibility of community leaders to speak out about sexual violence	True	False	Don't know

For office use: Signature _____
 Date ____/____/____



Rape Crisis Cape Town Trust

POST TEST				
Date		Name		
Please answer the following questions by selecting <u>one</u> answer for each question				
1.	At no time is violence a sign of love	True	False	Don't know
2.	When you are in a relationship, violence against you is a reason to leave	True	False	Don't know
3.	When a man wants sex, he must have it	True	False	Don't know
4.	There is no excuse for rape	True	False	Don't know
5.	It is important that community leaders speak out about violence in our communities.	True	False	Don't know

For office use: Signature _____
Date ____/____/____

APPENDIX C: TRAINING EVALUATION FORM

Rape Crisis Cape Town Trust

Workshop Evaluation Form



Please help us to improve our workshops by filling out the form below			
Name (optional)		Date	YYYY/MM/DD
Name of person giving the workshop/training			
Topic of the workshop/training			
Was the training informative?	Yes	No	
Give Details			
What did you enjoy about the workshop?			
What did you not enjoy about the workshop?			
Did you learn anything new?	Yes	No	
Give Details			
Did you feel that anything was left out?	Yes	No	
Give Details			
What Questions do you still have about the topic?			
Rate the facilitation of this workshop	Good	Average	Bad
Do you have any other comments about the facilitation of the workshop?			
Thank you for taking the time to complete this form. Rape Crisis appreciates your feedback			

For office use: Signature _____
 Date ____/____/____