

FORMATIVE EVALUATION OF THE THINKTWICE
SCHOOL-BASED LIFESKILLS PROGRAMME FOR THE
PREVENTION OF CHILD SEXUAL ABUSE

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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

Child sexual abuse is a prevalent problem in South Africa. There are reports of child sexual abuse of very young children in the media on an almost daily basis. South African Police Services reports show that children are victims in almost 50% of all reported cases of indecent assault and rape. It is well reported that only a fraction of sexual offences are ever reported as this is often an illicit and secret activity. South Africa has many factors which contribute to this high prevalence and incidence of child sexual abuse. These factors include poverty as well as the legacy of Apartheid with its unequal distribution of power, wealth and the breakdown of family structures, as well as South Africa's sexist, patriarchal and violent culture.

The Jerry Giraffe programme is a school-based child sexual abuse prevention programme developed by ThinkTwice, a non profit organisation. Operating from offices in Cape Town, ThinkTwice exists to meet this need to provide improved care and protection to children. Through the Jerry Giraffe programme, ThinkTwice trains teachers of children aged four to six years old in crèches and preschools to deliver the Jerry Giraffe programme to these children. The main aims of the Jerry Giraffe programme is to equip children and their teachers with skills and knowledge so that more disclosures of child sexual abuse by children will bring about a reduction of this crime against children, as more perpetrators are brought into the light and face penalties for these crimes. If teachers are trained in child sexual abuse dynamics and the signs and symptoms of child sexual abuse, and if children are taught to disclose when they are being abused, then teachers will be able to follow the child protective protocols at their crèches and preschools and will fulfil their mandatory reporting role as demanded by law in South Africa.

A formative evaluation was conducted to assess whether the Jerry Giraffe programme is implemented as intended and whether ThinkTwice's expected outcomes were realised in the trained teachers as a result of the training received by them from ThinkTwice. In addition, a literature review was conducted to investigate whether the programme theory as articulated by ThinkTwice was plausible. A review of the programme records was undertaken and a telephonic survey was administered

to a sample of teachers trained by ThinkTwice between January 2012 and June 2013 to assess their perceptions of the training they received, as well as their own actions, following the training in terms of protective actions they had implemented with the children in their care.

The results of the current evaluation indicated that ThinkTwice trainers have implemented the teacher training component of the Jerry Giraffe programme as intended but that there has been a relatively slow uptake of the programme in 2013. Teachers reported improved confidence in their abilities to identify and report cases of suspected child sexual abuse and the majority had implemented the Jerry Giraffe programme with the children in their care. The results also indicated that teachers favourably perceive the training they received from ThinkTwice and would recommend that more teachers attend these trainings. Despite this, there are still deeply-ingrained perceptions that child sexual abuse is mainly perpetrated by strangers, that it is not common amongst young children and that reporting cases brings about more harm than good. It will take a concerted effort by ThinkTwice and other stakeholders such as the child protective services and justice system in South Africa to reverse these misconceptions.

Recommendations for improving the Jerry Giraffe programme, as well as areas of further research, are provided. The existing intervention needs to evolve and take into account new technology-related child sexual abuse. And, if there is to be any extension of the Jerry Giraffe programme to other provinces in South Africa, this must be accompanied by robust randomised controlled trials.

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LIST OF ABBREVIATIONS

AASA	Australia AIDS South Africa
AIDS	Acquired immunodeficiency syndrome
Cd	Compact disk
CSA	Child sexual abuse
DSD	Department of Social Development
ECD	Early childhood development
JGP	Jerry Giraffe programme
HIV	Human immunodeficiency virus
MSAT	Multi-Sectoral Action Group
NPO	Non-profit organisation
PGG	Personal Growth group
PHC	Pregnancy Help Centre
SSP	Stay Safe programme
SMS	Short text message
TT	ThinkTwice
USA	United States of America

CHAPTER 1

INTRODUCTION

This formative evaluation sought to assess the implementation process and short term outcomes to inform project implementation of the Jerry Giraffe programme (JGP). The JGP is a school-based sexuality life skills programme aimed at the prevention of child sexual abuse amongst four to six year old children.

A process evaluation assesses how effectively the programme is implemented and whether it is operated according to the standards set for it (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005; Rossi, Lipsey, & Freeman, 2004). This was a participatory or collaborative utilisation-focussed evaluation based on Patton's approach (as cited in Rossi et al., 2004) and emphasizes "close collaboration with those who will use the findings to ensure that the evaluation is responsive to their needs and produces information that they can and will actually use" (p. 51).

Pre-primary children are defined as those children who attend a Grade R class at a formal school, as well as those in the four to six year old category at independent early childhood development (ECD) centres, also known informally as crèches. The Department of Social Development (DSD) defines an ECD centre or crèche as a place of care of more than six pre-school children for part of the day or night (www.dsd.gov.za). All educators, teachers and ECD facilitators who teach children in the age category of four to six years old, whether they have a formal education qualification or not or whether they work at a pre-school or crèche, will all be referred to as teachers for the purpose of this evaluation.

Situational Analysis

South Africa is reported to be the rape capital of the world (Mapenzauswa, 2013) where, between May 2011 and April 2012, more than 64000 sexual offences were reported; of these more than 25000 were crimes against children. According to Mapenzauswa, (2013), only a fraction of sexual offences are reported; the true

statistics are suggested to be higher. As reported by Dawes and Mushwana (2007), it is difficult to obtain accurate data on CSA as it is “an illicit and secret activity” and incidence studies and registers of child sexual abuse offences only measure the “very tip of the iceberg” (p. 281). There is evidence that many cases go unreported and undetected and that most CSA victims fail to disclose the abuse (Dawes & Mushwana, 2007; Finkelhor, 1990; Jewkes & Abrahams, 2002). Table 1 documents violence against children in South Africa for the period 2004 to 2005 (Richter & Dawes, 2008). Children are victims in almost 50% of all reported cases of indecent assault and rape.

Table 1.

Crimes against children in 2004-05 (South African Police Service).

Contact Crime	Total no. of crimes	No. of children	% children
Murder	18,528	1,075	5.8
Attempted Murder	20,571	1,378	6.7
Rape	54,926	23,453	42.7
Assault with grievous bodily harm	226,942	20,879	9.2
Indecent assault	9,805	4,726	48.2
Common assault	227,553	25,941	11.4

Note. Adapted from “Child Abuse in South Africa: Rights and Wrongs,” by L.M. Richter and A.R.L. Dawes, 2008, *Child Abuse Review*, 17 (2), p.83. Copyright 2008 by John Wiley & Sons, Ltd.

Child sexual abuse has been reported on a daily basis in popular media in South Africa (www.iol.co.za; www.news24.co.za). The following three alleged cases of sexual offences which were perpetrated against children during the month of March 2013 illustrate the gravity of the problem of CSA: a four-month old baby, raped by a 54-year-old man in Cape Town (News24, 2013, March 20), a seven-year old boy, sexually molested by his 32-year-old step-father in Pietermaritzburg (Oellermann, 2013, March 28), and a six-year old girl, raped by her father in Pietermaritzburg (The Witness, 2013, March 20).

South Africa’s rape, sexual assault and CSA are major societal problems which have resulted from factors considered specific to this country (Richter & Dawes, 2008). Factors reported to contribute to the high incidence of sexual offences

include widespread poverty and the resulting pressures and deprivation this brings to poor people. Apartheid eroded family structures and resulted in deep-rooted inequalities across all spheres of life (Loffell, 2004). Challenges of South Africa's sexist, patriarchal and violent culture, where men view themselves as superior to women and children, have been reported as a major contributory factor (Jewkes & Abrahams, 2002; Loffell, 2004; Richter & Dawes, 2008).

Zwi, Woolfenden, Wheeler, O'Brien, Tait and Williams (2007) reported that risk factors that contribute to the incidence of CSA include domestic violence, poor parental attachment, parental alcoholism, and social isolation of girls; these factors are reported to be rife in South Africa (Jewkes & Abrahams, 2002; Loffell, 2004). The "absence of protective adults at home, unemployment, and a history of drug abuse among the perpetrators" were found by Weatherley, Siti Hajar, Noralina, John, Preusser and Yong (2011, p. 119) to be the leading factors associated with CSA in Malaysia. These are additional risk factors to be taken into account in the South African context (Jewkes & Abrahams, 2002).

Perpetrators of CSA are most likely to be family members or family acquaintances known to the child (Elliott, Browne, & Kilcoyne, 1995; Wurtele, Saslawsky, Miller, Marrs & Britcher, 1986; Zwi et al., 2007). There have been reports of CSA across all demographic, ethnic and family groups, in both girls and boys, and perpetrators include those outside the family as well as within it (Zwi et al., 2007). Child sexual abuse has serious and long-term consequences for children's development and many victims carry feelings of guilt, shame and responsibility for their victimisation throughout their childhood and adult lives (Finkelhor, 1990; Kenny, 2010; Topping & Barron, 2009). This feeling of shame is reported to "often result in an array of difficulties, including emotional disorders (e.g. depression, anxiety), cognitive disturbances (e.g., poor concentration, dissociation), academic problems, physical problems (e.g., sexually transmitted diseases, teenage pregnancy), acting-out behaviours (e.g., prostitution, running away from home), and interpersonal difficulties" (Kenny, 2010, p. 981).

According to Topping and Barron (2009), CSA prevention strategies require three specific kinds of interventions, namely primary, secondary and tertiary. Primary

intervention is directed at all children before abuse occurs and is considered the most cost effective. Secondary prevention is directed at those who are at greater than average risk for abuse and tertiary prevention focuses on those children who have already been abused, as well as those who have perpetrated abuse (Topping & Barron, 2009).

Programme Description

In order to understand the origin of the JGP, a historical background is provided. The programme's aim and objectives are then presented, followed by a description of the target population, location, stakeholders and resources, as well as programme activities.

Historical background.

ThinkTwice (TT) is a non-profit organisation which provides life skills education and training to mainly under-resourced schools in the Western Cape. Its focus is on educating pre-primary, primary and high school learners on vital sexuality areas of sexual abuse, HIV/AIDS and healthy relationships in order for them to make well-informed decisions about their sexuality and relationships (Social Development Proposal, 2012). ThinkTwice has its origins as the prevention programme of the Pregnancy Help Centre (PHC), a Section 21 company which started in 1996. Figure 1 presents the programme activities for PHC.

According to programme records, the PHC was started in order to meet the growing demand for pregnancy and sexuality-related services faced by increasing numbers of women and teenagers experiencing the crisis of an unplanned pregnancy in the Cape Flats area of Cape Town and beyond. At the PHC, pregnant women received counselling and assistance with their decisions regarding unplanned pregnancies through the intervention programme. The PHC staff members that devised the prevention programme, Youth with a Vision, visited high schools and implemented Undiluted and Personal Growth groups (PGGs). The aim of these

lifestyle education programmes was to limit the spread of HIV, STIs and teenage pregnancies (PHC profile organisational document).

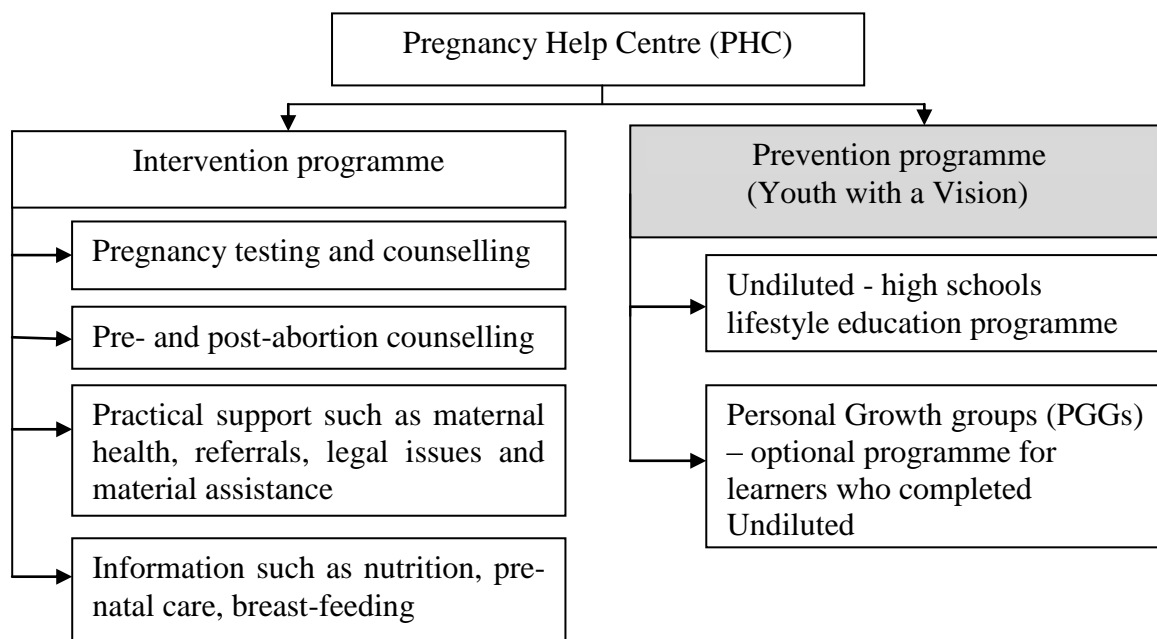


Figure 1. PHC programme activities.

In 2002, through interactions with high school learners, the PHC prevention team realised that lifestyle changes needed to start much earlier in children than during the teenage years. The PHC found that teenagers already had set beliefs about themselves which were hard to change (Multi-Sectoral Action Teams proposal, 2009). In addition to this, the PHC received requests from primary schools to run Undiluted and PGGs amongst their learners. This highlighted the need for the PHC's prevention programme to be targeted at younger age groups and led to the PHC employing a development team to design life skills programmes for primary school children (Multi-Sectoral Action Teams proposal, 2009).

With its broadened proactive focus of attention to include primary schools as well as having evolved away from the prevention of unplanned pregnancy amongst teenagers, the PHC board realised that its prevention programme had a different target population to its intervention programme. The intervention programme targeted women and teenage girls faced with unplanned pregnancies; the prevention programme focussed on children from a young age until their teenage years. It was

felt that both programmes would be more beneficial if they operated independently of each other. Therefore, in 2003, the PHC board decided to launch its prevention programme as a separate non-profit organisation and TT was the new organisation created (PHC minutes of board meeting, 2003, July 15).

From 2002 to 2006, TT developed sexuality life skills programmes for children aged four to eight years old in Grade R to Grade 3, with the aim of developing sexuality life skills programmes for every school grade (Multi-Sectoral Action Teams proposal, 2009). In 2011, through collaboration with the Anglican church’s Fikelela AIDS Project, a Jerry Giraffe Sunday School programme, aimed at children aged four to six years old for use in churches and other Christian settings, was developed (Director’s report, 2013, January 21). Figure 2 summarises TT’s various programmes.

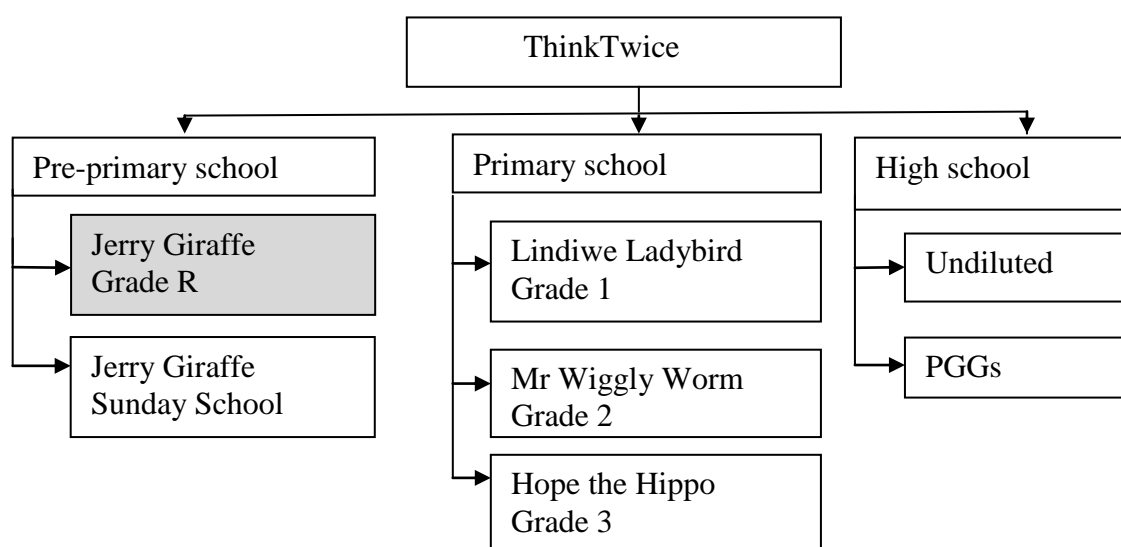


Figure 2. TT programme activities.

Aim and objectives.

ThinkTwice aims to equip and empower children with knowledge and skills to have a good understanding of healthy sexuality and relationships. The organisation does this by developing sexuality life skills programmes, with a focus on empowering children with knowledge to prevent CSA. The organisation then trains teachers to implement these programmes with children in their care (Strategic plan, 2012, November).

The objectives of the JGP are to:

- teach children to verbalise their feelings in different social situations
- teach children to make positive life choices in different situations
- teach children a strong sense of discipline and respect for others
- increase children's self-esteem and resilience
- improve children's safety knowledge and skills
- increase children's sense of body pride
- improve children's ability to disclose inappropriate behaviour and sexual abuse

(JGP educator's manual, 2008).

Target population.

The identification of the target population serves to direct services to the particular population and screens out those who are not supposed to participate in the programme (Rossi et al., 2004). The target population for the JGP are children at independent crèches and pre-schools between the ages of 4 and 6 years old, mainly from disadvantaged communities (Australia AIDS South Africa proposal, 2012).

According to the training delivery manager, children qualify for selection into the JGP when their teacher attends a training workshop. At these training workshops, the teachers receive training in the fundamentals of the programme as well as knowledge and skills to deal with CSA and other sexuality issues with their children (Mulamba, personal communication, 2013, February 18).

Organisational support.

Location.

The programme operates from offices in Wynberg, Cape Town. There is an emphasis on reaching children in under-resourced communities. Most crèches chosen for delivery are located in poorly resourced communities characterised by low income households, high population density, high unemployment levels and some are

informal housing areas (Department of Social Development proposal, 2011). Communities for programme delivery include locations such as Lavender Hill, Hanover Park, Masiphumelele, Phillipi, Mitchell's Plein, Langa, Nyanga, and Woodstock.

Stakeholders.

ThinkTwice's stakeholders form an essential role in the functioning of the organisation and its various programmes. Stakeholders are defined as "Individuals, groups, or organizations having a significant interest in how well a program functions, for instance, those with decision-making authority over the program, funders and sponsors, administrators and personnel, and clients or intended beneficiaries"(Rossi et al., 2004, p.30).

The programme is funded through local and overseas donors, corporate sponsors and government departments. These sponsors provide monetary funding to pay salaries and office overheads as well as direct programme implementation costs such as programme resources and materials, transport to delivery sites, programme management, facilitation, and monitoring. Some sponsors give support in the form of donations-in-kind such as office furniture and office refreshments as well as website and email hosting (TT Funding database, 2012-2013; www.thinktwice.org.za). ThinkTwice has collaborative partnerships with some organisations, many of which are also funders. These partnerships have been directly involved in the development of programmes and the implementation processes followed by programme staff. Table 2 outlines the main sponsoring organisations and collaborative partnerships and the contributions they have made to TT from 2012 to the present moment.

Resources.

ThinkTwice is lead and managed by an executive director who reports to the managing committee (board) for policy, governance and strategic direction. The organisation has three other permanent full-time employees and a number of temporary volunteers. Programme delivery and training workshops are facilitated by the delivery team comprising two staff members. The monitoring of these programme activities is conducted by one staff member (Mulamba, personal communication, 2013, February 18).

Table 2.

Stakeholders' contributions to ThinkTwice programmes.

Stakeholder	Contribution
National Lottery Distribution Trust Fund	Provides funding.
Department of Social Development	Provides funding and supports implementation of programme and training, through its databases of registered early childhood development sites.
National Prosecuting Authority – Sexual offences	Provides information relating to legal issues and protocol regarding child sexual abuse.
Connect Network	Supports and facilitates partnering with other organisations on joint projects; provides quality improvement and accreditation through Quality Improvement System, an international standard for NPOs.
Fikelela AIDS Project	Local NPO that has partnered with TT to develop and implement the Jerry Giraffe Sunday School programme.
City of Cape Town (Heath Directorate)	Provides funding and networking opportunities for strategic partnerships through its Multi-Sectoral Action Teams (MSATs).
Community Chest	Local NPO that provides funding, training and networking opportunities.
H2O	Corporate donor who provides purified water to TT offices.
Comtel	Corporate donor who provides web and email hosting to the organisation.
Thuo Gaming CSI Company	Corporate donor who provides project-specific funding for delivery.
Charitable Trusts	Provide funding.
Australia AIDS South Africa (AASA)	Provides funding for specific delivery projects (Australian funder).
Care and Relief for the Young Children's Charity	Provides funding for operational expenses (United Kingdom funder).
Jubilee Community Church	Provides funding and mentorship support for staff (local church).
Evangelical Reformed Church	Provides funding for operational expenses (Swiss church).

Note. TT records and proposals were the source of information for the named sponsors (Funding database, 2012-2013; Multi-Sectoral Action Team proposal, 2011).

Programme activities.

Figure 3 illustrates how TT utilises a two-pronged delivery strategy for the JGP so as to reach more children than it would if delivery were dependent on only TT staff. TT trains its own permanent staff and temporary volunteers to deliver the 15-lesson programme in crèches but it mainly trains and supports teachers to implement the JGP themselves with the children in their care. This service delivery approach thus serves to empower the teachers to be able to take ownership of the programme (www.thinktwice.org.za; Strategic Plan, 2012, November).

The 15 lessons of the JGP are interactive and teach young children the following important concepts through song, games, chants and role-plays: family, making positive choices, encouraging good self-esteem, expressing feelings, HIV/AIDS, body pride, child abuse awareness and safety skills, modelling positive endings and saying goodbye (JGP teacher's manual, 2008).

TT staff conduct follow-up with all crèches where the programme has been implemented with the children, four to six weeks after the completion of the 15th lesson. A revision or follow-up lesson serves to give the children a refresher on what they have learnt in the previous lessons and also allows the TT monitoring staff to gauge how much information has been retained by the children (Magida, personal communication, 2013, February 18).

Training workshops and programme resources.

In order to deliver the JGP, intensive training workshops for all programme facilitators are organised. TT trains two groups of service delivery agents. Firstly, its own (in-house) trainers which includes full-time staff or those volunteering at TT; secondly, teachers from targeted schools are trained to deliver the programme to their children in their classes. The training workshops cover the fundamentals of the JGP programme. These fundamentals include the use of specific tools and techniques of the JGP such as the Jerry Giraffe persona doll and talking flower, circle time, songs, chants and role-play techniques. These all help maintain discipline, enhance learning and increase participation. The workshops also cover CSA dynamics and how to handle disclosure. Programme facilitators are taught how to speak to children in age-

appropriate ways about sexuality issues, including HIV/AIDS (see Appendix A: JGP workshop content for more details).

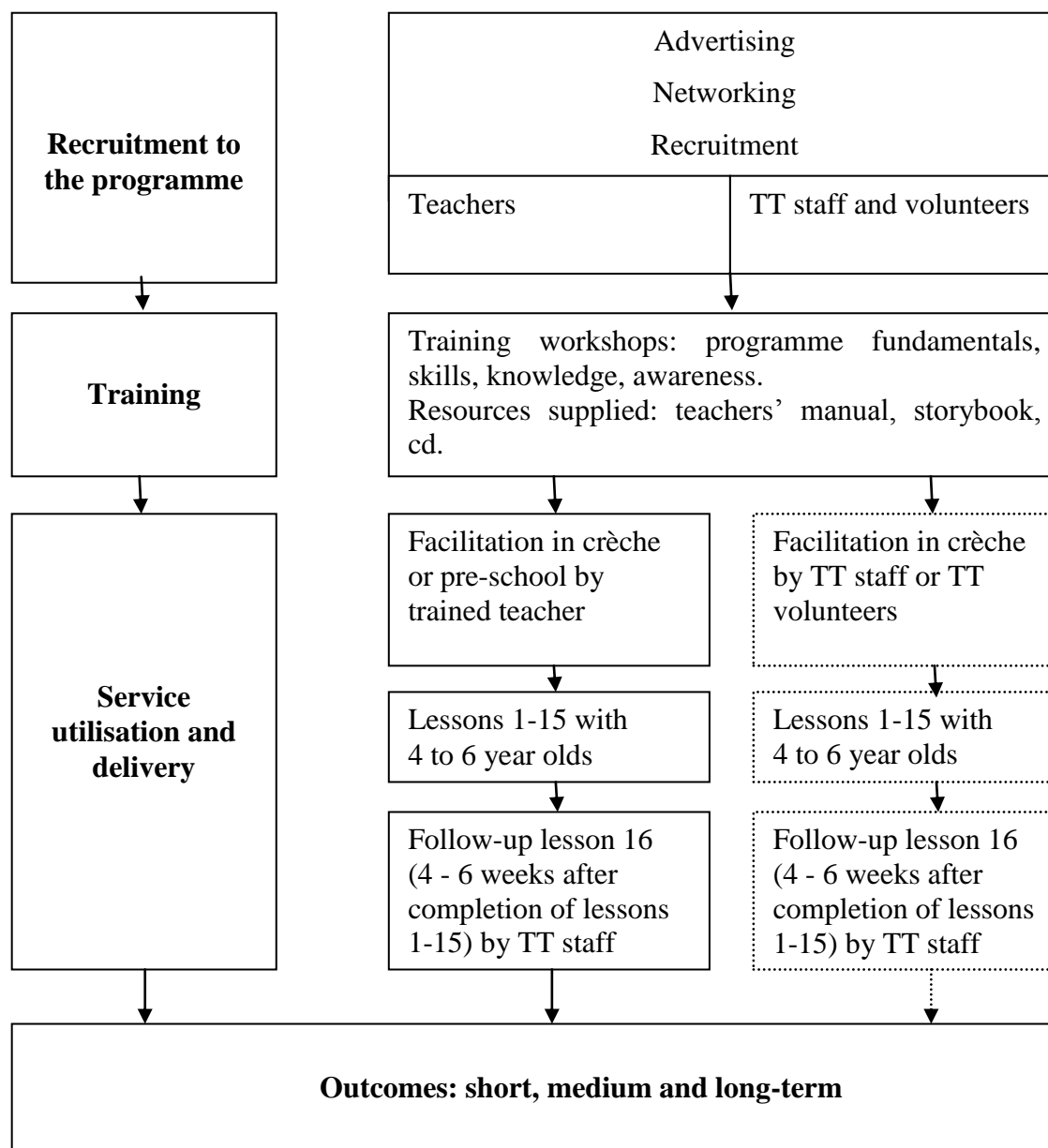


Figure 3. JGP components and activities.

In order to deliver the programme to the beneficiary children, trainees receive the JGP teachers' manual, cd and storybook as part of the training workshop (see Appendix B: JGP lessons, stories and songs for more details). The teachers are expected to make some of the resources, needed for delivery of the programme to the children, themselves. The teacher manual contains all the necessary templates with instructions for making these additional programme resources. However, TT also provides some of these resources for sale to workshop participants, for example the

Jerry Giraffe persona doll with his talking flower are most often bought directly from TT (see Appendix C: JGP resources for more details). The teacher's manual contains other useful resources, including sample letters to parents which aid to involve parents in the programme and inform parents of the lessons their children will be learning.

Service delivery.

According to the TT training delivery manager (Mulamba, personal communication, 2013, February 18), successful service delivery depends on the teacher adequately performing the intended programme activities. The programme activities involve the teacher delivering 15 lessons in pre-determined sequence of activities according to the set lesson plans in the JGP teachers' manual provided. There are specific programme tools and techniques outlined in the lesson plans that need to be followed as well as readings from the story book which is provided. The children must be taught specific songs and chants which are on a provided cd (JGP educator's manual, 2008).

Successful delivery of the JGP relies on the teachers accurately following the CSA procedures as outlined in the training workshop and implementing a child protection policy and protocol at their pre-schools and crèches. The training workshop and programme materials are designed to aid the teachers to feel at ease teaching sexuality topics and to be adequately equipped to speak to children in age-appropriate ways about sexuality-related matters (Mulamba, personal communication, 2013, February 18).

Programme Theory

According to Rossi, et al. (2004) programme theory “explains why the program does what it does and provides the rationale for expecting that doing so will achieve the desired results” (p.134) in the target population. ThinkTwice's programme theory for the JGP has been articulated in Figure 4 and was developed by the organisational personnel.

Plausibility of programme theory.

To assess the plausibility of TT's assumptions of expected outcomes from the programme, a literature review was conducted. Rossi et al. (2004) reports that the assessment of the actual programme theory of a programme may indicate that the programme is not evaluable because of basic flaws in its theory.

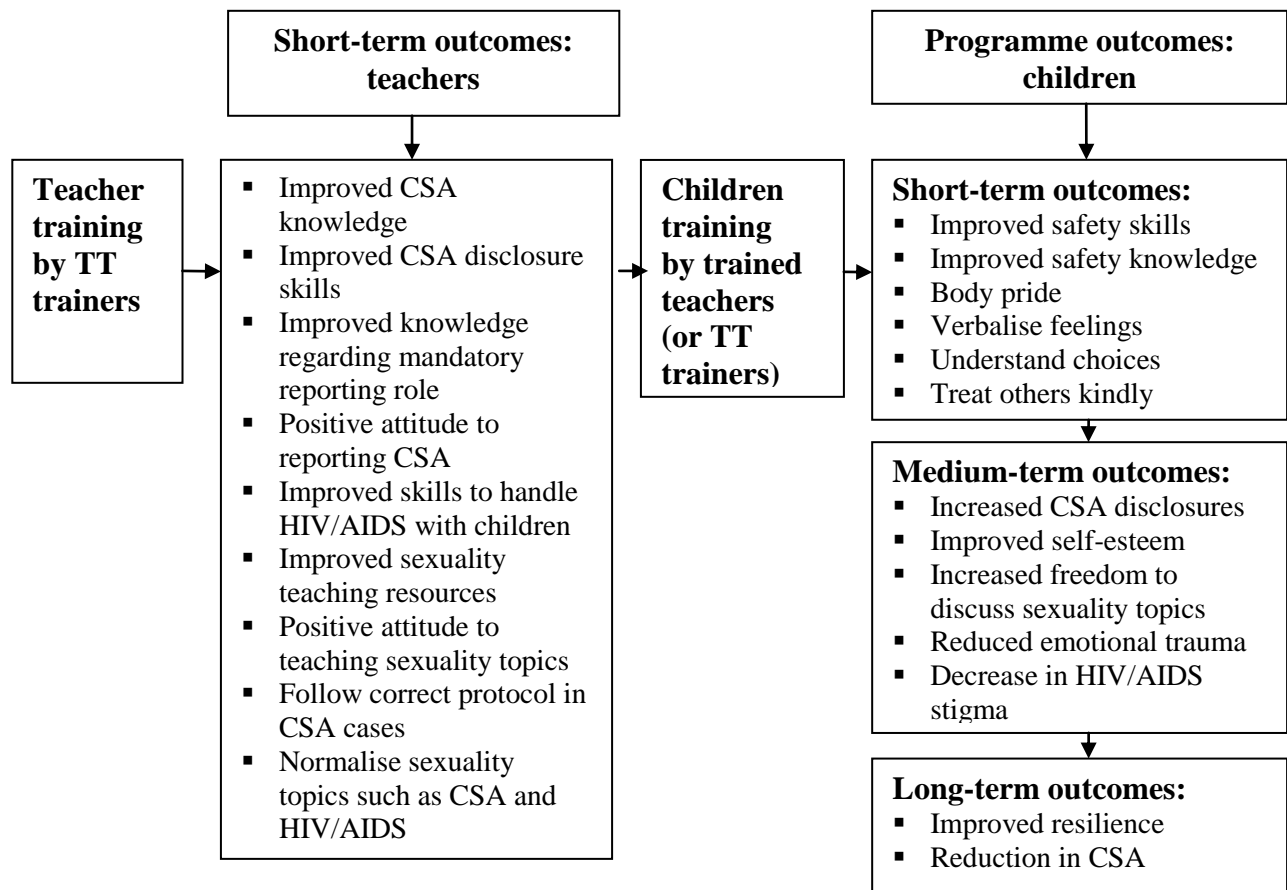


Figure 4. JGP programme theory.

Literature review.

Kenny (2010) reported statistically significant positive outcomes amongst children aged three to five years old after completing the 16-lesson Kids Learning About Safety programme in the United States of America (USA). Children from preschools were taught simple rules to guide them towards safe decision making whilst their parents were trained on the same topics but were also given information on sexual offenders, choosing caregivers for their children, and current local news events related to child sexual abuse (Kenny, 2010). The findings from the children who participated

in the programme included increased ability to recognise potentially abusive situations, knowledge that they were in charge of their bodies, knowledge about appropriate and inappropriate touch coupled with understanding that strangers are not the only ones who try to touch children inappropriately, and safety skills to try to get away and say “no” if a person tried to touch them inappropriately (Kenny, 2010). The findings amongst the parents who participated in the programme found that parents reported that they were better able to communicate with their children about safety topics and that their children were more assertive and expressed their feelings more at the end of the programme. At the 3-month follow-up, parents reported that their children’s knowledge was maintained and expressed their continued satisfaction with the programme (Kenny, 2010).

Similarly, Kenny and Wurtele (2010) conducted an evaluation on the outcomes of the 12-session Body Safety Training programme amongst preschool children aged between three and five years old in the USA. This study focused on one main outcome of the programme, namely whether young children could recognize unsafe situations when the perpetrators were considered to be ‘good’ people (Kenny & Wurtele, 2010). The basic premise for school-based programmes aimed at preventing child sexual abuse is the failure of children to include “family members, relatives, teenagers, siblings, or trusted acquaintances in the list of potential perpetrators” (Kenny & Wurtele, 2010, p. 491), despite the fact that most child abusers are known to their victims (Zwi et al., 2007). Kenny and Wurtele (2010) reported that, at pre-testing, children had more difficulty recognizing inappropriate touch requests when made by ‘good’ people. Four and five year old children (94% and 96% respectively) improved their ability to recognise the inappropriateness of sexual requests made by both ‘good’ and ‘bad’ people (Kenny & Wurtele, 2010).

MacIntyre and Carr (1999a) conducted an evaluation on the effectiveness of the Stay Safe Programme (SSP) with second and fifth grade children. This programme has been implemented in most primary schools in Ireland since 1991 (MacIntyre, Carr, Lawlor & Flattery, 2000). The aim of the study was to evaluate children’s personal safety skills as well as the influence of the programme on their self-esteem. Second grade children showed significant improvements in safety knowledge and skills at both post-test and follow-up three months later. This age group fared better in

the evaluation because their pre-test safety skills and knowledge were significantly lower than for the fifth grade children. In addition, there were significant gains in self-esteem at post-test and follow-up three months later compared to the control group (MacIntyre & Carr, 1999a). In a second study conducted by Macintyre and Carr (1999b), the SSP was found to be effective at the secondary and tertiary levels of prevention in that it facilitated CSA disclosures and thus interrupted or terminated sexually abusive situations.

MacIntyre and Carr (1999a) reported on negative outcomes in the minority of children which included 23% of children being more wary of touches, 6% being more wary of strangers, 2% using strategies learnt during the programme inappropriately, and 16% being more anxious since the programme. Because of overlap of negative effects, these were confined to 23% of the children. It is important to note, however, that MacIntyre and Carr (1999a) reported that these are not serious affects as the children's wariness resulted in good self-protective skills and they were "not sufficiently serious for teachers or parents to prevent further training" (p. 1322) of children in this safety programme.

Finkelhor (2007) reported that USA "national data on sexual abuse cases substantiated by state child protective agencies have revealed a 49% decline in sexual abuse from 1993 to 2004" (p. 642). Whilst many factors may have influenced this decline in CSA, the declines occurred in the period after prevention-education programmes were rolled out in elementary schools on a wide-scale in the mid-1980s and 1990s (Finkelhor, 2007; Hébert, Lavoie, Piché, and Poitras, 2001). In a seminal study of women undergraduates at a New England university, Gibson and Leitenberg (2000) reported that 8% of those who participated in a CSA prevention programme reported sexual abuse as children, this was lower than 14% of those who had not had a CSA prevention programme at school having been sexually abused as children.

Finkelhor (2007) reported that prevention programmes help children to define what sexual abuse is and encourage them to disclose abuse. CSA prevention programmes "may create additional disclosures from children who have been exposed to the programs in contrast to non-exposed children" (Finkelhor, 2007, p. 642). Increased disclosure is not a sign of increased sexual abuse, but could indicate that the

programme was a success (Briggs & Hawkins, 1994; MacIntyre & Carr, 1999b; Topping & Barron, 2009). According to Finkelhor (2007), CSA prevention programmes reduce the possibility of re-victimisation and minimise the emotional trauma associated with being unable to discuss the abuse. Behaviour and comments of sexual offenders suggested that school-based programmes for the prevention of CSA have had a positive impact. Sexual offenders reported that they are deterred by children who indicate that they will report the abuse to a specific adult (Budin & Johnson, 1989; Elliott et al., 1995, Finkelhor, 2007). Perpetrators indicated that they were more likely to choose passive, troubled or insecure children as their victims (Budin & Johnson, 1989; Elliott et al., 1995).

In order to bring about more convictions of perpetrators and to stem the tide of CSA in South Africa, the Children's Act 38 of 2005 (as amended by Act 41 of 2007) mandates that teachers are compelled by law to report any suspicions of child abuse and neglect to a designated child protection agent, the provincial Department of Social Development or a police official. Teachers who report cases of abuse or neglect in good faith are required to be able to substantiate their beliefs and will not be liable to civil action (Berry, Jamieson & James, 2011). This is similar to countries such as USA, Canada and Australia where teachers are compelled either by state laws or education department policies to report suspected cases of CSA as well as other forms of child abuse and neglect (Goldman, 2007; Kenny, 2001; McGrath, Cappelli, Wiseman, Khalil & Allan, 1987).

Besides the mandatory reporting required by teachers of CSA, teachers are in a unique position to play a vital part in the prevention of CSA (Abrahams, Casey & Daro, 1992; Goldman, 2007; Kenny, 2001; McGrath et al., 1987; Rheingold, Zajac & Patton, 2012). Because of their intense daily contact with the children in their classes, it should be easier for teachers to be able to detect the indicators of CSA as well as observe changes in a child's behaviour or compare behaviour with peer norms (Kenny, 2001; McGrath et al., 1987).

Despite teachers' obligation to report CSA, Goldman (2007) reported that student-teachers received inadequate training in CSA indicators and reporting procedures. Kenny (2001) and McIntyre (1987) found that there was an urgent need

for programmes which train teachers to deal with suspected cases of child abuse and which would aid them in their confidence of reporting child abuse. According to Kenny (2001), the fear of making a false report outweighed the teachers' desire to follow the legal requirements in child protection. Training of teachers is necessary so that teachers can understand their legal obligation and also attend to their fears of reporting (Kenny, 2001). According to Reiniger, Robison and McHugh (1995) teachers were concerned about their liability and potential involvement in court proceedings; these were impediments to them reporting CSA incidents.

Reiniger et al. (1995) indicated that teachers needed training to identify the indicators of child abuse and how to report such cases. Various evaluations found that teachers gained knowledge and skills through teacher training programmes (Kleemeier, Webb, Hazzard & Pohl, 1988; MacIntyre & Carr, 2000; McGrath et al., 1987). In a randomised controlled trial reported by McGrath et al. (1987) the trained teachers' knowledge gains were superior to those of the control group on several key questions, such as the fact that disclosures of past abuse must be reported and that the teacher is obligated to report even when the school principal disagrees. Similarly, Kleemeier et al. (1988) found that trained teachers demonstrated significant improvements in knowledge about CSA and pro-prevention opinions. Trained teachers were better able to identify indicators of abuse and suggest appropriate interventions for sexually abused children. Trained teachers were also found to have read more about CSA than control teachers (Kleemeier et al., 1988).

MacIntyre and Carr (2000) reported that, as part of the SSP, teachers received training about CSA. The curriculum for the teachers' training programme was similar to the TT teacher training programme in that it covered child protection issues, local child protection procedures as well as an overview of the children's programme lesson plans (MacIntyre & Carr, 2000). Teacher training workshops were conducted prior to the implementation of the children's programme, which was then taught by the children's regular teachers (MacIntyre & Carr, 1999a). The SSP showed significant improvement in teacher knowledge and attitudes which was maintained at follow-up with these teachers (MacIntyre & Carr, 1999a).

It is important to note that the SSP had an additional parent training component that added to its effectiveness and had two programmes, one geared towards 7 year olds and one towards 10-year olds (MacIntyre & Carr, 1999a, 2000; MacIntyre, et al., 2000). Parents attended training very similar to the teacher training component of the SSP. Parents were also involved in the children's programme through worksheets that were sent home with the children after every lesson. MacIntyre and Carr (2000) reported that these measures ensured parental involvement and re-enforced the concepts learnt at school. Since evaluations of its outcomes amongst parents, teachers and children were conducted revealing efficacy in primary, secondary and tertiary levels of CSA prevention, the SSP was "conducted in almost all primary schools in the Republic of Ireland and has the full support of the Department of Education, the Irish Government, and leaders of the major religious traditions in the country" (MacIntyre & Carr, 1999a, p. 1307-8).

In conclusion, school-based prevention programmes provide opportunities for parents and teachers to work together to create safer environments for children (Daro, 1991). These programmes offer the first line of defence for the children at the primary intervention level (Topping & Barron, 2009). There is enough evidence in support of school-based education programmes for the prevention of CSA at this level, as the programmes benefit individual children by producing gains in knowledge of abuse and the development of safety skills (Kenny, 2010; Kenny & Wurtele, 2010; MacIntyre & Carr, 1999a; Zwi et al., 2007). There is also evidence that CSA programmes are effective at the secondary and tertiary levels of prevention in that they facilitate CSA disclosures and may even prevent CSA from occurring (Budin & Johnson, 1989; Elliott et al., 1995; Finkelhor, 2007; Gibson & Leitenberg, 2000; MacIntyre & Carr, 1999b).

The evidence presented in the literature indicates that children who participate in school-based interventions similar to JGP exhibit positive outcomes including improved safety skills and knowledge, greater self-esteem, increased disclosures of CSA and reduction in CSA. The evidence indicates that teacher training is essential for increased teacher knowledge and skills in handling CSA. It is expected that when teachers are exposed to the JGP learning materials and process, their knowledge and skills will improve the standard of care provided to children and will reduce CSA or at

least cause an increase in disclosures. The literature suggests that the JGP is based on a plausible programme theory.

Evaluation Questions

This evaluation included assessment of two different service deliverers, the TT trainers and trained teachers. For the teacher training aspect of this programme, a theory and process evaluation was undertaken which included an assessment of the trained teachers' short-term knowledge and skills acquisition. A process evaluation was best suited for the children-training aspect of the programme.

A theory evaluation assesses the design and conceptualisation of a programme and evaluates whether this programme theory reflects valid assumptions about the nature of the social need and whether it represents a feasible approach to resolving it (Rossi et al., 2004). A process evaluation aims to determine if the programme has been implemented as intended. By assessing the extent to which the JGP was implemented as intended and operating to the standards established for it, the evaluation aimed to establish if there was congruency between the original programme and the rolled-out programme. Process evaluation involves assessments of programme performance in the areas of service utilisation/coverage, service delivery and organisational support (Rossi et al., 2004).

Teacher training (by TT trainers).

Programme theory.

The theory assessment was necessary in order to ascertain whether the assumptions of change underlying the JGP were plausible. The evaluation question for theory assessment was:

1. Was the programme theory of the JGP plausible?

Coverage.

The coverage assessment provided information about the teachers trained by TT trainers and the extent to which they participated in the TT training workshops. The evaluation questions for coverage were:

2. How was the JGP training for teachers advertised?
3. What were the training targets for each of the TT trainers?
4. How many teachers attended training workshops?
5. How many training workshops were run by TT trainers?

Service delivery.

The service delivery assessment pertained to the TT training activities and the training workshop content for the teachers. The evaluation questions for service delivery were:

6. How many TT trainers were there? Were they all active trainers?
7. Were the TT trainers qualified/equipped to deliver the training for the teachers as intended?
8. Where did TT present the training to teachers? Was this accessible to the teachers?
9. What were the training activities?
10. Did the teachers get the intended training activities?
11. What were teachers' attitudes to the training they received? Had they benefitted from the training? Would they recommend the training to other teachers?
12. Did the teachers receive the required programme resources to use in their classes?

Organisational support.

Organisational support refers to how well the service delivery was organised, the effectiveness of programme management and the use of programme resources. The specific organisational support evaluation questions for TT trainers were:

13. Was there sufficient budget so that each of the TT trainers could reach his/her training target?
14. Was there sufficient budget to supply trained teachers with the required resources?

Knowledge and skill acquisition short-term outcomes.

The short-term knowledge and skill acquisition outcomes for the teachers as a result of the TT training workshops was one of the main focuses of this evaluation. The following evaluation questions sought to assess these proximal outcomes for trained teachers:

15. Did the teachers have skills to handle sexuality topics with children?
16. Did the teachers have positive attitudes towards teaching sexuality topics?
17. Did the teachers have appropriate CSA knowledge?
18. Did the teachers have appropriate CSA skills?
19. Did the teachers have positive attitudes towards reporting CSA?
20. Did the teachers engage in protective actions after training?

Children training (by trained teachers).

Coverage.

The coverage assessment provided information about the children trained by the trained teachers and the extent to which they participated in the JGP activities. The evaluation questions for coverage were:

21. Who got the JGP? What were these children's demographics?
22. Were these the intended beneficiaries?
23. Did the programme effectively reach the target population?

Service delivery.

The service delivery assessment pertained to the JGP activities and the programme lessons content for the children. The evaluation questions for service delivery were:

24. How many teachers delivered the programme?
25. What were the actual programme activities?
26. Did all children get the intended programme activities?

Organisational support.

Trained teachers required a conducive and supportive environment in order to implement the JGP. The evaluation questions for organisational support were:

27. Did teachers feel adequately skilled by TT trainers to deliver the programme?
28. Was there enough follow-up support from TT to service deliverers?

29. Was the school or crèche environment conducive to implementing the JGP?
30. What additional support did teachers need in order to implement the JGP?

This introduction chapter provided the programme description for the JGP in order to establish the context for this formative evaluation. The following chapter discusses the method used to collect the required data.

CHAPTER 2

METHOD

This chapter presents the evaluation's data collection and analysis methods.

Design

For the programme theory assessment (evaluation question 1), an exploratory research design was used. An evaluation synthesis or literature review was used to summarise what is known about programme performance on the basis of relevant prior research and evaluation studies (Wholey, 2010). This research design was used to assess the plausibility of the JGP theory.

For the process assessment (evaluation questions 2-30) regarding the TT training activities for teachers and children, a descriptive cross sectional research design was used. According to David and Sutton (2004), a cross sectional design is “concerned with collecting data on more than one case at a single point in time and is often referred to as the social survey design” (p. 135). A descriptive study is concerned about the frequency with which something occurs or the possible relationship between two variables. Descriptive research is not causal research, as determining cause and effect is really only possible through experiments, although inferences about certain characteristics of the population of interest can be made (Mouton, 2001).

Data Providers

The evaluation combined both primary and secondary data sources. Programme monitoring records and other organisational documents and reports were the sources of secondary data which were used to inform various evaluation questions on coverage, service delivery and service utilisation. The evaluation questions answered by the various secondary data sources are outlined in Table 3.

Table 3.

Evaluation questions and relevant secondary data sources.

Evaluation question number/s	Evaluation question/s description	Data sources
2:	Recruitment into training workshops	Forum and meeting reports; advertising records; correspondence records of email and short text message (SMS) invitations to workshops.
3, 22:	Training targets	Board meetings; monthly management reports.
6, 13, 14:	Resources available	Funding database; staff contracts; stock sheets; annual reports; annual financial statements.
4, 5, 8,12:	Number of training workshops, training venues, numbers of teachers trained & resources supplied	Delivery management reports; workshop record sheets; workshop booking forms; workshop registers with columns ticked of resources received.
9:	Intended workshop training activities	Trainers' manual
25:	Intended JGP lesson activities	Teachers' manual

For the remainder of the evaluation questions, primary data was collected using a telephonic survey questionnaire with teachers who attended TT training workshops during the period January 2012 to June 2013. A total of 298 teachers were trained during 2012 and 65 during the first six months of 2013. A total of 212 telephone calls were made to trained teachers, resulting in unanswered calls, incorrect telephone numbers and a few refusals to participate in the study. On the first call, 40 participants agreed to take part in the survey. In order to increase the sample, a second call was made, resulting in a further 11 participants to the study. Of these 51 participants, two questionnaires were later withdrawn because of being incomplete. Thirty one of the participants had been trained during 2012 and 18 were from 2013 training workshops. This represents a 23% response rate for the survey.

The telephonic survey enabled the evaluator to obtain a sample over a wide geographical area. In telephonic surveys, interviewer bias should be minimised as there is no visual contact, although the tone and pitch of the interviewer's voice may have introduced some interviewer bias. Brief questions with easy close-ended

response options were asked. Fixed answers were easier to code and survey questionnaires were pre-coded to save time during data processing and analysis (David & Sutton, 2004). Table 4 summarises the demographics of this survey sample.

Table 4.

Demographic characteristics of survey participants.

Age	<i>M</i>	<i>SD</i>	Range
	43	11.21	41
Educational level	Count	%	
No education	1	2.0	
Some high school	9	18.4	
National Senior certificate	4	8.2	
ECD NQF level 4	13	26.5	
ECD NQF level 5	17	34.7	
Bachelors degree	4	8.2	
Masters degree	1	2.0	
Number of years teaching	<i>M</i>	<i>SD</i>	Range
	9.4	9.32	35

Note. N = 49. *M* = mean. *SD* = standard deviation.

Measuring Instruments

A structured telephonic survey questionnaire (see appendix D), consisting of three general types of questions, was used to collect programme data. This survey questionnaire was developed using a combination of questions adapted from items sourced from a variety of questionnaires used by other authors in their evaluations as well as many unique items. The first type of question used throughout the questionnaire was dichotomous questions mostly consisting of yes/agree and no/disagree tick boxes relating to training workshops and JGP lessons with children. The second question type comprised open-ended questions to elicit any additional suggestions for ensuring programme delivery to children. The last section of the

questionnaire asked for general demographic details of the teachers and the children in their classes.

Research Procedure

Upon receiving permission from TT to utilise their programme records and survey the teachers they had trained during January 2012 until June 2013, a proposal was written. This evaluation proposal was submitted to the Ethics in Research Committee of the University of Cape Town for review before any data collection took place. A survey questionnaire was developed for collecting data from the trained teachers regarding the training workshops and implementation of the JGP amongst the children. The evaluation did not commence until such time as approval was granted by the Ethics in Research Committee (See Appendix E for letter of authorisation). Completion of the telephonic survey occurred during July 2013. Participation was voluntary and survey participants were informed of the survey's purpose and content as well as the anonymity of their responses. All programme records, teacher and children details and delivery sites, remained confidential. Telephonic surveys with teachers were not recorded.

Data Analysis

Quantitative data from organisational records and from the telephonic surveys with teachers were tabulated and descriptive statistics were used to report the findings. Frequency tables were used to provide descriptive summaries of most of the variables of interest to this evaluation. These frequency tables reported valid percentages for each category in each variable as this allowed for comparisons between category responses to be made (David & Sutton, 2004). Cross-tabulations were produced to explore relationships between two variables and reported.

The following section presents the results and discussion from this evaluation. Recommendations for programme improvement are made.

CHAPTER 3

EVALUATION RESULTS AND DISCUSSION

The following section combines the findings and discussion chapters for the process and short-term outcomes evaluation of the JGP. The results are presented according to the evaluation questions in Chapter One for the teacher training and children training components. Each result is presented, discussed and recommendations for possible programme improvement are made.

Teacher training (by TT trainers)

Programme theory.

To determine whether the JGP has a plausible programme theory, a literature review was conducted. This evaluation assessed the design and conceptualisation of the JGP programme and evaluated whether the programme theory reflected valid assumptions about the nature of the social need and that the programme represented a feasible approach to resolving the identified need (Rossi et al., 2004).

From the literature reviewed, evidence indicated that children who participated in school-based CSA prevention programmes at an early age exhibited positive outcomes such as improved safety skills and knowledge, greater self-esteem, increased disclosures of CSA and reduction in CSA. The evidence indicated that teacher training is essential and increased teacher knowledge and skills in handling CSA. It was found that when teachers are exposed to training, their knowledge and skills improved the standard of care given to children which, in turn, would reduce CSA or at least cause increased disclosures. Based on this assessment of the evidence found in the literature, the JGP has a plausible programme theory.

Coverage.

To answer the coverage question regarding how the JGP training for teachers was advertised, programme records were consulted and a personal interview was conducted with the training delivery manager. This study revealed that the training workshops were advertised during the period January 2012 to June 2013 at early childhood development forum meetings, through various electronic newsletters as well as on community radio stations and community newspapers. Recruitment to workshops also occurred through word-of-mouth advertising. ThinkTwice sent telephonic text messages and emails with invitations to people referred to the organisation by others who had previously attended TT training workshops. The TT website contained information about workshops and other information regarding the TT programmes available. The programme records showed that workshop fees were R150 per person in 2012 but that this was reduced to R50 per person in 2013, making it more affordable to participants.

Programme records were reviewed to determine what the training targets for each of the TT trainers were. The training workshops were co-facilitated by the two TT trainers. The evaluation investigated the number of training workshops conducted by the TT trainers and the number of teachers who attended these training workshops. January and December were considered non-delivery months because crèches close during the December school holiday season. Workshops were required to be scheduled for the months of February until November each year.

The findings showed that during 2012 fourteen JGP training workshops were conducted and 233 teachers were trained. In 2013 fifteen JGP training workshops were planned with a target of two workshops per month set for the months of February to November 2013. In order to reach the fifteen workshop target, an average of 1,5 workshops per month needed to be achieved. By June 2013 four workshops had been conducted compared to the minimum of 7,5 workshops set for that period. During February to June 2013 a total of 65 teachers had been trained.

It is important to note that, although recruitment was conducted for the targeted two workshops per month through the media and recruitment methods

described above, TT holds workshops when sufficient numbers of teachers – between 15 and 20 teachers – are prepared to attend. Workshops were planned and recruitment conducted but they failed to be held due to insufficient teacher uptake.

The findings of this evaluation revealed that although recruitment occurred as scheduled and planned, fewer teacher training workshops were conducted in 2013 in comparison to 2012. As recruitment channels have not changed over the course of the year and workshop attendance fees were decreased in 2013, this suggests that the reason for these results is that it was easier to recruit teachers previously.

According to the TT delivery manager, in 2012 teachers had more freedom to select their themes and curricula to be taught in their crèches and were more easily recruited to the TT workshops. However, in 2013, crèche teachers are under more pressure to comply with various requirements of the Department of Social Development in terms of their learning curricula. The JGP is a support programme and not a full early childhood development learning programme. For this reason teachers are not obligated to attend the TT training even though the JGP is registered with the Department of Social Development (Mulamba, personal communication, 2013, July).

There is a need for programmes which train teachers to deal with cases of suspected abuse and which equip them with resources to train the children in their care as reported by Kenny (2001) and McIntyre (1987). The recommendation is that TT raises the profile of its training workshops by focussing its recruitment strategy on the programme's strengths and usefulness in equipping teachers for this CSA prevention role. This recommendation is based on the unique role fulfilled by the JGP in helping teachers fulfil their mandatory reporting role. The JGP equips teachers to teach the children in their care to actively disclose abuse if it occurs and trains teachers in terms of their obligations for mandatory reporting.

Service delivery.

TT trainers.

Programme records were investigated and a personal interview was conducted with the training delivery manager to determine the number of active TT trainers as well as their ability to deliver the training for the teachers as intended. The investigation revealed that there were two active trainers who have been facilitating the JGP training workshops since 2008.

The training delivery manager (who is one of the TT trainers) was part of the development team which developed and piloted the JGP during the period 2004 to 2006. The JGP development team was led by a qualified social worker. The JGP was developed in consultation with Department of Education specialists on HIV/AIDS and life orientation curriculum advisors. During the period of development the JGP programme was piloted at five sites and by 2006 the first copy of the educator's manual and complementary storybook and cd were produced. By 2008 a training workshop was designed and the training delivery manager was one of the first TT trainers to conduct workshops with teachers. Through the investigation it was determined that the training delivery manager had trained others and had implemented the programme extensively in various schools and crèches.

The second active TT trainer joined the organisation in 2008 and was trained by the training delivery manager to facilitate training workshops. This TT trainer has been facilitating training workshops for the past five years. The TT trainer had experiential knowledge and practical understanding of implementing the JGP with children through having implemented the programme in schools and crèches.

In rating the TT trainers' skills for training the teachers, participants consistently rated the trainers' service delivery as very satisfactory with ratings of above 96% as presented in Table 5. This indicated that the TT trainers are equipped to deliver the training for the teachers as intended.

Table 5.

Ratings of TT trainers' abilities by participants.

Statement	%
The TT trainers used language I understood.	100.0
The TT trainers answered teachers' questions sufficiently.	98.0
I felt that TT trainers handled the topic on child sexual abuse sensitively.	98.0
The overall quality of the TT trainers was excellent.	95.9

One of the reasons that the TT trainers have achieved these ratings is that the current training delivery manager has almost ten years' experience with the JGP. During these ten years, the training delivery manager has been involved with the JGP's initial development, its pilot phase and, in the last five years, has trained others to deliver it, adding to his experience. Because of his experience, he was able to use terminology and language that teachers could understand, he was able to handle the subject of CSA sensitively and he was able to answer teachers' questions sufficiently.

The second TT trainer has been facilitating training workshops for the past five years and has delivered the JGP directly to children in crèches. She has benefitted by being trained by the training delivery manager and has similar skills in training teachers in CSA prevention. Both trainers were highly skilled to deliver the training workshops.

Baginsky and Macpherson (2005) reported that training of teachers in CSA prevention programmes should be conducted by a team of two people, one with an educational background and one with a social work background. This is collaborated by MacIntyre and Carr (1999a) who reported that the teacher training on the SSP was delivered by a team of two trainers comprising a teacher experienced in using the programme and a mental health professional with child protection expertise. Although the TT trainers do not fit into Baginsky and Macpherson's (2005) recommended description of a training team for CSA prevention programmes, the current TT training team was considered sufficiently skilled by the participants to train them. This is because of the TT trainers' experiential knowledge and teaching history with the JGP.

It is recommended that TT recruit training teams comprising trainers as suggested by Baginsky and Macpherson (2005). This would ensure that in each training team one trainer would be able to relate to the educational context within which teachers work whilst the second trainer would be able to handle the CSA topics with the needed sensitivity.

Access to training venues.

Programme records were consulted to determine how accessible the TT training venues were to the teachers. It was determined that TT did not utilise a dedicated venue for its training workshops. The training workshops were held at venues accessible to the majority of trainees. TT worked together with a co-ordinator in the given community to access a venue convenient to the teachers. Venues used included church halls, community centres, libraries and any other venues available in the context where training was desired. All the teachers surveyed (100%) felt that the workshop venues they attended were accessible.

The evaluation found that the in-person training workshops by TT trainers were conducted in venues that were easily accessible to the teachers, yet there was a decrease in workshop attendance during 2013. Based on this poor uptake for training workshops in 2013, a consideration to increase participation in workshops would be to initiate web-based training programmes. Rheingold, et al. (2012) conducted a recent study into the feasibility and acceptability of web-based and in-person workshop-based CSA prevention training. The in-person workshops consisted of groups and were conducted by facilitators in an agency or child advocacy centre. The web-based training was completed by participants on their own in their homes or workplaces at times convenient to them. It was found that web-based training for teachers was acceptable and feasible to participants although, when the comfort levels and the likelihood of information-sharing with others of the two training formats were compared, the in-person workshops were preferred (Rheingold et al., 2012).

The recommendation, if TT continues to offer in-person workshops using physical venues for training teachers, is that the current strategy of utilising community venues should be continued into the future. In order to increase uptake into training, it is recommended that TT investigate how it could adapt its training

programme to include web-based CSA training methods, especially if recruiting teachers to a physical venue continues to be problematic into the future. In doing so, TT would need to ensure that the web-based training has adequate support mechanisms for teachers attending the online training to be able to discuss their feelings during or after training in a safe environment as suggested by Rheingold et al. (2012). Because CSA is such a sensitive topic, TT should add a response section for participants to type in their personal reactions during the web-based training or live chat time for online participants in order to increase online users' sense of emotional support during these training sessions (Rheingold et al., 2012).

Teacher attitudes to the training received.

Findings from the telephonic survey found that the TT training workshops were rated very highly by the respondents. Ninety-eight percent of the respondents reported that the organisation of the training workshops was good. All (100%) of respondents reported that they were free to give their opinions during the workshops. The interactive and participatory nature of the TT workshops resulted in a very positive training experience. Studies on training programmes similar to TT training revealed that although teachers may find the topic of CSA uncomfortable, they reported learning useful information and reported that they would recommend similar training to co-workers (MacIntyre & Carr, 1999a; Rheingold et al., 2012). Teachers value training programmes that provide valuable insight into the work that they are required to do in their role as mandatory reporters of CSA. They value school-based CSA programmes which they can implement with the children in their care (MacIntyre & Carr, 1999a).

The survey revealed that all respondents reported that the workshop content was good. In response to whether they benefitted from the TT training, 98% of participants reported that the workshop was worth attending for crèche and pre-primary school teachers. All respondents (100%) indicated that they would recommend that other crèche and pre-primary school teachers attend the TT workshops. It is recommended that TT publish these results so as to encourage more teachers to attend the JGP training workshops and also so that TT can obtain more support for the nationalisation of the programme from the South African government. A further evaluation study comprising control groups and pre- and post-tests

confirming outcomes in teachers and children, will help to give greater support to this suggested national rollout of the JGP.

Training content.

A telephonic survey was used to determine whether participants received the intended training activities. Participants were asked whether they were trained in the expected programme fundamentals of the JGP as well as whether they received training in certain key topics. For programme fundamentals, the participants rated the activities positively with 94% and above. These findings are summarised in Table 6.

Table 6.

Percentage of participants who received training on the JGP fundamentals.

	%
Circle time and making a stage	93.9
Jerry Giraffe persona doll and his talking flower	95.9
Setting boundaries, discipline techniques: golden rules, red & yellow cards	97.9
Go around, hand up and shout out	95.9
Icebreakers, action songs and concentration boosters	98.0
Role-play and stories	95.9
Teaching the JGP, the teachers manual, lesson plans	100.0

The findings revealed that the TT trainers trained the teachers in the required programme fundamentals of the JGP. Training was given on how to use the programme tools such as the Jerry Giraffe persona doll as well as his talking flower to aid programme participation and maintain discipline during the children’s lessons. The teacher training also covered disciplinary techniques incorporated into the JGP such as how to set boundaries and rules in the classroom and use positive reinforcement. During the training of teachers, the programme themes, lesson plan format and content were fully explained by the TT trainers.

In response to whether they received training on the intended JGP topics, over 87% of participants agreed. These findings are summarised in Table 7.

Table 7.

Percentage of participants who received training on JGP topics.

	%
The importance of building a child's self esteem	97.9
Why child sexual abuse needs to be addressed with children	95.7
Who are child sexual abuse perpetrators, their mode of operation	87.5
The signs and symptoms of children who've been sexually abused	87.5
How to respond to a child who discloses sexual abuse	89.8
How to report cases of sexual abuse	91.8
Why the topic of HIV/AIDS needs to be addressed with children	91.7
How to de-stigmatise the topic of HIV/AIDS with children	91.8
Teaching children universal HIV/AIDS safety precautions	87.5
Giving psychosocial support to children to build resilience	95.7
Teaching children to express their feelings and thoughts	93.9
Teaching teachers the importance of self-care	95.7

The findings revealed that training was provided to the teachers on the required key topics. CSA dynamics such as the various perpetrators of CSA, how to appropriately handle disclosures of abuse and the mandatory legal reporting requirements were all covered. Teachers were trained in how to speak to children in age-appropriate ways about various sexuality issues, including HIV/AIDS. Teachers were trained in the importance of building children's self-esteem, giving children psychosocial support and teaching children to express their feelings and thoughts.

Kleemeier, et al. (1988) reported that "teaching teachers to implement personal safety curricula which teach children self-protection skills may be an even more effective way to increase teachers' involvement in the identification and referral of sexually abused children" (p. 560). Kleemeier further suggested that having teachers facilitating the children training programme was valuable in bringing about more disclosures and reporting of these disclosures. The findings of this evaluation revealed that the intended training workshop content was taught with fidelity. Teachers received the knowledge and skills that they needed in order to successfully

implement the JGP with the children in their care, as well as to deal appropriately with CSA disclosures.

The JGP teacher training workshop content was found to be consistent with other effective CSA prevention programmes such as the SSP in Ireland (MacIntyre & Carr, 1999) and the Stewards of Children workshop-based training in the USA (Rheingold et al., 2012). The results revealed that the JGP was a holistic programme incorporating other essential life skills for children besides CSA prevention. Topics such as family and relationships, making choices, encouraging self-esteem, HIV/AIDS, endings and loss and saying goodbye were also included in the JGP. These life skills are particularly geared towards the challenges South African children face in their communities. Teachers play an important role in giving children psychosocial support to build resilience and self-esteem and these skills were incorporated in the JGP teacher training component. Baginsky and Macpherson (2005) suggested that three additional topics namely, “Safety of children when using the internet; How teachers deal with allegations against colleagues and how they protect themselves from unfounded allegations; The particular difficulties which male teachers may face in primary schools” (p. 325) be incorporated into any CSA prevention programme.

It is recommended that TT research the inclusion of further topics into the training content, such as suggested by Baginsky and Macpherson (2005) in the context of South Africa. For instance it is expected that if teachers were provided with guidelines on how to safeguard themselves from unfounded allegations, they would be more likely to safeguard children in their care and worry less about themselves.

Programme resources.

According to the programme records, trained teachers are provided with three main programme resources, namely the JGP teachers’ manual, audio cd and storybook to encourage delivery of the JGP to the children in their care. Teachers are encouraged to either make or purchase the remaining programme materials. The audio cd contains all the necessary programme action songs, chants and icebreakers and the teacher’s manual contains the lesson plans, templates for making visual aids as well as referral

lists for other complementary resources and organisations to turn to for help if needed with specific problems.

The results from this study indicated that 98% of participants had received the manual and storybook and 96% of participants reported having received the cd. However, programme records revealed that all participants had been given the resources at the training workshops. These findings are comparable with other programmes which also provide resources to teachers for the children training components (MacIntyre & Carr, 1999; Rheingold et al., 2012). The provision of these resources to teachers encouraged the implementation of the programme with children in their care. This was evident from the findings in the children training component of this evaluation which revealed that the programmes resources, provided at the training workshops, were used by these trained teachers. It is recommended that TT continue to provide these resources and also that the full resource pack needed for programme implementation be provided for purchase at the workshops to further increase implementation.

Organisational support.

Programme records were investigated to determine whether there were sufficient resources for each of the TT trainers to reach their training targets and that trained teachers could be supplied with the necessary resources. The investigation revealed that in 2012 and 2013 there was sufficient organisational support to enable the TT trainers to reach their training targets. Programme financial reports on donors indicated that in 2013 the Department of Social Development funded 20 teacher training workshops. Corporate sponsors have funded TT to deliver the JGP to the children in 12 crèches alongside previously-trained crèche teachers in under-resourced areas. The National Lottery Distribution Trust Fund provided funding in 2012 and 2013 to cover organisational operational costs as well as the purchase of a vehicle to facilitate transportation to training sites. With this financial support, TT trainers were able to conduct training workshops for teachers as well as assist under-resourced crèches with implementation of the JGP with the children in their care.

As a result of TT being funded to purchase a vehicle, TT trainers were able to hold the training workshops in accessible training venues to the teachers instead of the teachers having to attend workshops at venues more suitable to TT. There was sufficient budget to supply teachers with the required JGP resources so that the teachers could in turn deliver the programme to the children in their care. We deduce from these findings that any shortcomings in the TT training targets not being reached or outcomes not being attained, were not as a result of lack of support from TT.

Knowledge and skills acquisition short-term outcomes.

The evaluation also included an investigation of the proximal outcomes for teachers that were trained by the TT trainers.

Sexuality topics.

Findings from the evaluation indicated that, 100% of the participants acknowledged that it was important to talk about sexuality topics with children and to teach them age-appropriate information about HIV/AIDS. In response to whether teachers have the skills to handle sexuality topics with children, participants reported that they had acquired specific skills after having attended the TT workshop. Eighty nine percent of the participants reported that they were equipped to teach sexuality topics through the JGP and 88% indicated that they were equipped to teach HIV/AIDS topics. Ninety four percent of the respondents reported that they learnt the steps to follow should a child disclose CSA.

Twelve percent of the participants reported that they were uncomfortable talking about CSA, whereas 88% reported that they felt comfortable talking about sexual abuse with children. Furthermore, 20% of the participants reported being uncomfortable having a sexuality programme in their class, whereas 80% indicated that they were comfortable having such a programme in their classes. Through interaction with teachers and parents over the years, TT has found that the topics of sexuality such as HIV/AIDS and CSA are uncomfortable for many adults (Mulamba, personal communication, 2013, February 18). The findings of this evaluation revealed

that, although one out of five teachers acknowledged their discomfort in having to do so, all teachers noted that teaching sexuality topics to children was important.

The findings from this evaluation indicated that teachers found the TT training workshop helpful in equipping them with knowledge and skills to handle sexuality topics with children. Sexuality topics such as CSA awareness and disclosures as well as HIV/AIDS are specific lessons within the JGP. The whole programme is geared at making learning fun and interactive and to take away the discomfort of these topics and bring them into the realm of everyday topics to discuss and make decisions on. Thus, through the JGP, teachers were more at ease with these topics in their classes as they now have tools and techniques, lesson plans, stories and songs which all help to teach children sexuality topics in age-appropriate ways. The JGP method of teaching young children sexuality topics is similar to the way the Stay Safe programme teaches children the same topics in terms of standard structured lesson plans, audio songs and role-playing techniques. As reported by MacIntyre and Carr (1999a), the SSP's parent training component adds to its effectiveness. Besides the parent training, parent involvement is encouraged through homework worksheets which are to be completed with the children after every lesson (MacIntyre & Carr, 2000).

It is recommended that TT learn from programmes such as the SSP and investigate the impact of the JGP in South Africa. An evaluation of the JGP outcomes will need to be conducted, especially with regard to the outcomes achieved in the children who receive the programme, as they are the actual intended beneficiaries of the JGP.

CSA knowledge.

The results of the evaluation question on whether teachers have appropriate CSA knowledge revealed that teachers received specific CSA training at the TT workshops. Knowledge on identifying, reporting and intervening in suspected cases of CSA as well as topics concerning CSA that are taught at the TT workshops were reported in Table 7. The results from this study indicated that teachers who attended the TT training workshops received knowledge on identifying, reporting and intervening in suspected cases of CSA. Teachers trained by TT were taught the signs and symptoms to look out for in suspected cases of CSA as well as the procedures to follow when a

child actively disclosed sexual abuse. The teachers were taught who CSA perpetrators were and their modes of operation. They were trained that strangers were not the only people who abuse children but that often the perpetrators of CSA were known to abuse victims and included close family members and friends. Teachers were also taught that assertiveness training was important so that children would feel in charge of their own bodies and would follow safety skills taught to them and may then come and disclose abuse to their teachers, if it were to occur. Teachers were also trained to believe every child who disclosed CSA and to be aware that they were to report every case to the necessary authorities. Teachers were trained that children do not make up stories of a sexually explicit nature to simply get attention as some sexual knowledge areas were impossible in children who have not been sexually abused or, at the very least, exposed to sexually explicit materials, which, as cited by Dawes & Mushwana (2007), could also be considered CSA.

The survey participants were asked a number of questions to determine whether they had gained appropriate CSA knowledge after attending the TT workshop. Findings from these questions are reported in Table 8. Eighty eight percent of the participants reported that they were knowledgeable about the issue of CSA. Furthermore, 90% indicated that they knew what signs and symptoms to look out for in a child for possible sexual abuse. Whilst 98% of the participants indicated that they must believe children when they report incidences of CSA, 45% contradicted the previous finding by indicating that children would make up stories of sexual abuse to get attention. In addition, 22% of the participants indicated that mainly strangers perpetrate CSA and family members and friends would not abuse a child sexually. Sixty seven percent of participants reported that CSA was a prevalent problem, but 33% indicated that it was uncommon for crèche children to be sexually abused.

Table 8.

Teacher responses to statements about CSA.

	Agree		Disagree	
	Count	%	Count	%
We must believe children when they report incidences of sexual abuse.	48	98.0	1	2.0
I think children will make up stories of sexual abuse to get attention.	22	44.9	27	55.1
I think sexual abuse is mainly perpetrated by strangers.	11	22.4	38	77.6
I feel knowledgeable about the issue of child sexual abuse.	43	87.8	6	12.2
I know what signs and symptoms to look out for in a child for possible sexual abuse.	44	89.8	5	10.2
I think family members and friends won't abuse children sexually.	11	22.4	38	77.6
I think it is uncommon for crèche children to be sexually abused.	16	33.3	32	66.7 ^a

Note. Missing data include “unsure” and “don’t know” responses.

^a n=48. There was one case with missing data.

Although the evaluation findings revealed that teachers perceived that they were knowledgeable about CSA and were confident in identifying the signs and symptoms to look out for in a child for possible sexual abuse, there were three areas in this evaluation where the findings on the teachers’ actual knowledge contradict the content of the training workshops. Firstly, 45% of the participants indicated that children would make up stories of sexual abuse to get attention. Secondly, 22% of the participants indicated that CSA was mainly perpetrated by strangers and family members and friends would not abuse children sexually. Thirdly, one in every three teachers reported that it is uncommon for crèche children to be sexually abused. A possible reason for these perceptions is that the teachers have forgotten the CSA information that they were trained on by TT. Another reason could be that teachers do not understand or believe how rife CSA is in South Africa and that reported cases are only the tip of the iceberg as reported by Dawes and Mushwana (2007). There is evidence that CSA violations occur on a daily basis in South Africa; a country

reported to be the rape capital of the world (Mapenzauswa, 2013; Dawes & Mushwana, 2007). If teachers do not believe children when they disclose CSA or if they do not act to report cases of suspected abuse, this will have severe consequences for sexually abused children.

It is imperative that TT ensures that teachers retain the knowledge gained during the workshops and also that additional measures are put in place to ensure that teachers fulfil their role as mandatory reporters of CSA. It is recommended that TT offer refresher courses for previously trained teachers. As an immediate measure TT should emphasise these three knowledge areas in all future trainings, namely that it is unlikely that children will make up stories regarding CSA on their own (without any influence), that most CSA perpetrators are known by their victims and that CSA is rife amongst crèche children. The TT trainers should facilitate discussion around these teacher perceptions and provide evidence regarding the various CSA dynamics in South Africa, such as the proliferation of CSA amongst young children.

CSA skills.

The results of the evaluation question on whether teachers have appropriate CSA skills revealed that participants were very confident in their CSA skills. All participants reported being confident in their ability to identify the characteristics of suspected CSA. Ninety eight percent of the participants reported confidence in their ability to apply the correct CSA protocol if a child disclosed the incidence of assault. The participants (98%) indicated that they had the confidence in their ability to teach children to disclose if CSA were to occur.

Previous studies revealed that teachers reported receiving inadequate training in identifying signs and symptoms of abuse and reporting procedures. McIntyre (1987) reported that 76% of the 440 teachers surveyed indicated that they would not recognise the signs of CSA. In another study, Kenny (2001) reported that only 3% of 197 teachers surveyed indicated being aware of their school's reporting procedures. A study of student-teachers in Australia revealed that they had substantial awareness of the importance of their role as mandatory reporters of CSA, but lacked confidence in their abilities to identify CSA signs and symptoms as well as their ability to respond appropriately to suspicions of it (Goldman, 2007).

The results of this evaluation revealed that teachers who have attended a TT training workshop indicated that they are confident in their CSA skills. This finding was contrary to the findings by McIntyre (1987) and Kenny (2001) who reported a lack of CSA skills amongst teachers who had attended training in their studies. It is expected that the TT training is effective in increasing teachers' CSA skills. It is recommended that TT adequately promote its programme in terms of effectiveness in training in CSA signs and symptoms and reporting procedures.

Teacher attitudes towards reporting CSA.

As shown in Table 9, teachers exhibit positive attitudes towards their role as mandatory reporters of CSA. Ninety six percent of those surveyed indicated that they had an important part to play in addressing CSA. Ninety eight percent of the participants reported that they had an obligation to report CSA. Furthermore, 94% of the participants indicated that they would be supported by their crèche management if they were to report suspected child abuse. Ninety eight percent of those surveyed were aware of their crèche procedures for reporting cases of suspected abuse.

The evaluation revealed possible impediments to reporting CSA. Although 84% of participants reported that they were not afraid of making inaccurate CSA reports when acting in good faith, many were concerned about their liability and their possible involvement in court procedures. Over one third (37%) of the participants reported that they did not want to be caught up in legal proceedings. Over half (51%) of all participants indicated that they could be sued for wrongful accusations.

The evaluation revealed that an impediment to reporting cases of suspected CSA was that teachers were concerned about their legal liability and potential involvement in court procedures. In South Africa, teachers are protected against civil action if they are able to substantiate their beliefs when they report any suspicions of child abuse (Berry, et al., 2011) but this does not mean that lawsuits cannot be filed against teachers. It is understandable that teachers do not want to be caught up in legal proceedings as these are time consuming and costly, even if they are found to have exhibited good faith and are not guilty of any wrongdoing. Concern about legal ramifications was reported in Kenny (2001) as well as Reiniger et al. (1995) as

outweighing the teachers' desire to follow legal standards for protecting children. It was reported by Abrahams, Casey and Daro (1992) that teachers revealed being scared of being sued, even though "all states have explicit statutory grants of immunity from civil and criminal liability for those filing a child abuse report in good faith" (p. 235) even though 16 USA states had laws that established a presumption of good faith, offering additional protection to teachers. This presumption of good faith principle does not apply in South Africa.

Table 9.

Teacher attitudes to reporting CSA.

	Agree		Disagree	
	Count	%	Count	%
Teachers have important role to play in CSA.	47	95.9	2	4.1
Teachers should not be required by law to report CSA.	11	22.4	38	77.6
Understand my role in mandatory reporting of CSA.	48	98.0	1	2.0
Feel prepared for role as mandatory reporter of CSA.	45	91.8	4	8.2
Will report suspected CSA even if management advises not to.	47	95.9	2	4.1
Aware of my crèche/school's procedures for reporting abuse.	48	98.0	1	2.0
Crèche management will support me if I make abuse report.	44	93.6	3	6.4 ^a
As teacher/ECD facilitator, I have obligation to report abuse.	48	98.0	1	2.0
Not afraid of inaccurate CSA report when I act in good faith.	41	83.7	8	16.3
Reporting abuse brings more negative consequences for child.	21	42.9	28	57.1
Reporting child abuse is not part of my job.	10	20.4	39	79.6
Don't want to get caught up in legal proceedings with CSA.	18	36.7	31	63.3
Reporting may lead to being sued for wrongful accusations.	25	51.0	24	49.0
Reporting suspected CSA usually does more harm than good.	19	40.4	28	59.6 ^a

Note. Missing data include "unsure" and "don't know" responses.

^a n=47. There were two cases with missing data.

In order to encourage teachers to report any suspicions of child abuse as mandated by the Children's Act 38 of 2005, it is recommended that the presumption of good faith principle be further investigated within the South African judicial system.

The evaluation revealed a second barrier to reporting CSA. Participants perceived that CSA reporting brought about more harm than good (40%) and made things worse for the child (43%). This is substantiated in the literature as being a deterrent to reporting (Kenny, 2001). In an evaluation study with teachers who had suspicions of CSA but who failed to report it, Kenny (2001) found that their reasons given included that child protection services did not help maltreated children and that reporting abuse only brought about negative consequences for the family and child. However, McIntyre, (1987) contradicts this by suggesting that reporting CSA actually curbs abusive behaviour and, therefore, this perception of teachers must be changed.

The perception held by participants that reporting does more harm than good is perpetuated in South Africa. As indicated by Dawes and Mushwana (2007), the social services and child protection authorities in South Africa, such as the police, do not always follow correct procedures. Reported cases of CSA do not always lead to the conviction of guilty perpetrators nor do victims get the support they need. Dawes and Mushwana (2007) also caution that “systems that call for swift reporting and which fail to respond swiftly to provide the necessary services further increase the risk to the child” and that this is “very probable in South Africa given the extremely limited services that exist” (p. 274). The recommendation is that the TT trainers emphasise that the act of reporting has far-reaching positive effects for the child. These positive effects need to be emphasised so that teachers feel encouraged to report suspected CSA cases, despite any perceptions that the current protective services or legal system in South Africa is ineffective.

Experiential learning by the TT trainers has identified some benefits of reporting CSA (Mulamba, personal communication, 2013, July). Firstly, the child disclosing the abuse feels validated and believed and will trust that someone cares about the harm being done (Topping & Barron, 2009). Secondly, more perpetrators will be exposed and be wary of effecting more abuse. Thirdly, as the abuse is exposed and brought into the open, appropriate psychosocial support can be provided to the affected child and family. Fourthly, when a case of CSA is reported in SA, there is a possibility of the sexual abuse being interrupted or stopped if the suspected perpetrator is removed from the child’s environment or if the child is removed to a safe place by the social development services. These are all positive measures that

will effectively bring about good and no harm to the child and also serve to encourage other victims to come forward. When CSA reporting becomes a norm and not the exception, offenders may be deterred from abusing children. Until such time, TT is recommended to continue to encourage teachers to fulfil their mandatory roles as reporters as this will benefit the child in the long-term.

Twenty percent of the participants reported that reporting CSA was not part of their job as teachers. Twenty two percent of the participants indicated that teachers should not be required by law to report CSA. This compares more favourably than the evaluation findings in the USA by Kenny (2001) which found that one in two teachers surveyed felt that they should not be mandated to report abuse. Goldman (2007) reported that teachers should realise that they are in a unique position to provide support to sexually abused children because teachers spend time with children in their classes for a large portion of the week and are able to observe and speak to children who may be falling victim to abuse. Kleemeier, et al. (1988) reported that CSA is often perpetrated by family members or close family friends. For this reason, children may have no one else to turn to except their teachers because they may not be believed or may face inaction from their family members. The expectation for teachers to fulfil a reporting role is necessary for the protection of children. The mandatory reporting role for teachers is required by law in countries across the world (Goldman, 2007) and is not unique to South Africa.

It is recommended that TT train teachers to value their roles as caregivers and not just as educators in terms of academic outcomes. A child facing abuse will not be able to develop holistically in the school setting without the teacher's psychosocial support as well, especially in the South African context where so many children face dysfunction in their homes and are not able to approach their own families for support (Dawes & Mushwana, 2007).

Protective actions.

The current evaluation study revealed that teachers engaged in protective actions after the workshop. These protective actions are summarised in Table 10. Eighty nine percent of teachers reported having read more about CSA and 94% reported discussing CSA with colleagues. Furthermore, 83% reported having implemented the

JGP in their classes. The evaluation revealed that teachers take their role as mandatory reporters seriously, with 61% of the participants having discussed possible abuse with individual children. Forty four percent of participants indicated that they had reported suspected abuse cases.

Table 10.

Percentage of teachers who engaged in protective actions after training.

	%
1. Read more about child sexual abuse	89.1
2. Discussed topics of child abuse with colleagues	93.5
3. Implemented the Jerry Giraffe programme in the class	82.6
4. Implemented any other prevention activities in the class	67.4
5. Discussed possible abuse with individual children	60.9
6. Reported suspected abuse cases	43.5

Teachers play a pivotal role in children's lives and, therefore, have opportunities to offer guidance and support to children in a crisis, as well as to teach children safety awareness and self-protection skills (Abrahams et al, 1992; MacIntyre & Carr, 1999a). An evaluation by MacIntyre and Carr (1999b) found that more teachers who participated in the SSP initiated referrals of CSA cases than non-participating teachers.

The results from this evaluation study indicated that teachers are taking their role as mandatory reporters very seriously to the point that they are implementing the JGP, discussing possible abuse with individual children and reporting suspected abuse. The children are being taught safety skills and other concepts embodied in the JGP by the teachers. Based on these findings it is recommended that further evaluation be conducted which will include a control group and pre- and post-tests to establish programme impact on teachers and children. Such an evaluation would determine the role of the JGP in mediating teacher outcomes as suggested by the findings of Abrahams et al. (1992) and MacIntyre and Carr (1999a; 1999b).

Children training (by trained teachers)

Coverage.

The JGP's target population comprises children between the ages of 4 and 6 years old from crèches in disadvantaged communities. To determine whether the children reached with the JGP were the intended beneficiaries, the crèche locations of the teachers who implemented programme activities were examined using programme documents at TT. The evaluation findings revealed that the programme was implemented at crèches in communities such as Mitchell's Plain, the poorer sections of Hout Bay, Crossroads, Delft, Hanover Park, Khayelitsha, Langa, Strandfontein and Wynberg. These communities are characterised by low income households, informal housing, high population density and high unemployment levels. The provision of the programme in these schools was aligned to the initial target beneficiaries (Strategic plan, 2012, November).

The incidence of CSA in these poor communities has been well documented and is attributed to high risk factors such as parental alcoholism, drug abuse, poor parental attachment, absence of protective adults at home, and unemployment (Weatherley et al., 2011). It has been reported in literature that these factors contribute to the incidence of CSA. This study recommends that TT continues to focus on these poorer communities and proposes that the services be extended to all South African schools. This recommendation is based on reported incidents of CSA in SA especially in communities similar to those identified in this study. This would offer protection for children nationally.

The beneficiaries of the JGP were children ranging in ages four to six years (74%). Table 11 details the ages of crèche children reached by the JGP programme activities. In some crèches there was an overlap of ages with children who were younger than four years old participating, resulting in younger age group being beneficiaries of the programme.

Table 11.

Age groups of children reached by programme activities in the various crèches.

	Count (n = 42)^a	%
0 to 3 year olds	1	2.4
4 to 6 year olds	31	73.8
3 to 5 year olds	7	16.7
1 to 5 year olds	1	2.4
3 to 4 year olds	2	4.8

Note. ^a n=42 is the number of crèches where programme activities were implemented.

Kenny and Wurtele (2010) reported that children as young as three years old are able to learn protective skills and knowledge. Topping and Barron (2009) identified three forms of CSA prevention that should take place for maximum benefit for the protection of children. Firstly, primary abuse prevention should be directed at all children before abuse occurs as this is considered the most cost effective intervention. Secondary abuse prevention should be targeted at children at greater than average risk for abuse. Finally, tertiary abuse prevention should be directed at those children who have already been abused or at perpetrators of abuse (Topping & Barron, 2009). It is recommended that TT extends its services to reach children aged three years old in all communities across South Africa so as to have impact in all three areas of CSA prevention – primary, secondary and tertiary on a national scale. This recommendation is in view of incidents of CSA recently reported in the popular media involving children 3 years old and younger.

Service delivery.

To determine how many service providers delivered the programme, participants were asked whether they had implemented the JGP and/or any other CSA prevention activities in their classes. The majority of participants (91%) indicated that they had implemented forms of CSA prevention as detailed in Table 12. Only four (9%) of the participants in the sample did not conduct any form of CSA prevention activity with their children; whilst 71% of participants reported delivering both the JGP and other additional protection activities.

Table 12.

Teachers who implemented JGP and/or other CSA prevention activities.

		Implemented other CSA activities ^b (n = 46) ^a		Total	
		No	Yes		
Implemented JGP (n = 46)^a	No	Count % within Implemented JGP	4 50.0%	4 50.0%	8 100.0%
	Yes	Count % within Implemented JGP	11 28.9%	27 71.1%	38 100.0%
Total		Count % within Implemented JGP	15 32.6%	31 67.4%	46 100.0%

Note. ^a n=46 These two questionnaire items had three cases with missing data. ^b This means the teachers implemented other prevention activities besides the JGP.

Children are expected to be taught the fifteen JGP lessons in the prescribed format using JGP tools and techniques. The participants reported that they had implemented these programme activities with children in their care. These findings are summarised in Table 13 which shows that all fifteen JGP lessons, with the exception of lesson 13: a germ called HIV part 2, were taught by between 75% and 100% of the participants. All the programme tools and techniques were reported to be implemented by 78% of teachers in their classrooms. The information from the telephonic surveys revealed a number of factors which helped the participants to implement the programme at their crèches. Firstly, teachers indicated that they were adequately skilled by the TT trainers to deliver the programme. Secondly, they reported that they were adequately equipped to teach sexuality topics through the JGP. Thirdly, they were provided with the resources to conduct the lessons for the children.

As reported by MacIntyre and Carr (2000), teachers are effective service delivery agents provided that they are adequately trained and resourced. The findings of this evaluation revealed that, besides the help received from TT, teachers reported some factors in their environment that helped with implementation of the JGP

programme. They were encouraged by colleagues who had implemented the programme and recommended it. The teachers reported that there was a supportive environment at work which allowed them the freedom to teach diverse topics. The evaluation revealed that teachers found the lesson topics in the programme to be important. They reported that the children loved the JGP. Parental support of the JGP was reported as necessary for the successful implementation of the programme.

The four participants who had not implemented any prevention activities were asked what prevented them from implementing the JGP. One participant reported that the work environment was not conducive and that there was no support from the principal for the programme. Two participants indicated that they were assistants and not the main teacher and were, therefore, not in a position to implement the programme. The fourth participant indicated that lack of time (since their participation in the JGP training workshop) to implement the programme was the reason for non-implementation of the programme. In the evaluation on the SSP conducted by MacIntyre and Carr (1999a) it was reported that principals of all involved schools attended the parent and teacher training groups and expressed their full support for the programme. MacIntyre and Carr (1999a) reported that this maximised the level of co-operation of parents and teachers and ensured success of the programme. In Ireland, the approach used was a comprehensive one which included teacher training, parent training, liaison between schools and social services, and only then the teaching of safety skills to children (Lawlor & MacIntyre, 2003). The use of comprehensive training programmes in the cited studies allowed for all stakeholders concerned with CSA prevention to be actively involved and supported implementing the education programme in the schools concerned.

It is recommended that TT continues to provide training and resources to as many teachers as possible. In addition, TT should investigate the development of a parent training component to its JGP, as well as investigate ways to facilitate the support of principals for the programme.

Table 13.

Teachers who delivered the expected JGP lessons and tools and techniques.

Jerry Giraffe lessons	%
Lesson 1: Meet Jerry Giraffe	91.9
Lesson 2: Learning about rules	97.3
Lesson 3: I am special, you are special	100.0
Lesson 4: My family	91.9
Lesson 5: My feelings	97.3
Lesson 6: My feelings, your feelings	94.4
Lesson 7: Choices and my feelings	78.4
Lesson 8: Choices and my friends	81.1
Lesson 9: Body pride	78.4
Lesson 10: Good touch, bad touch: Child abuse awareness part 1	91.9
Lesson 11: I can say no: Child abuse awareness part 2	91.9
Lesson 12: A germ called HIV part 1	78.4
Lesson 13: A germ called HIV part 2	60.0
Lesson 14: I have learnt many things	75.0
Lesson 15: Goodbye, Jerry Giraffe	75.7
Programme fundamentals	%
Circle time	94.6
Making a stage	86.5
Jerry Giraffe persona doll	78.4
Talking flower	83.8
Setting boundaries: the golden rules, red & yellow cards	94.6
Discipline: red and yellow cards for poor behaviour	83.3
Positive reinforcement: smiley faces and stars for good behaviour	91.9
Go around, hand up and shout out techniques	91.9
Role-play	83.3
Icebreakers, action songs and concentration boosters	91.7
Stories from the storybook	100.0
Lesson plan format adhered to	80.6
Lesson taught in sequence	82.9

Note. $N=37$. Although there should be 42 responses, a few respondents were unable to complete this section of the survey due to time constraints. The values reported only take into account the valid responses for these questions.

Organisational support.

In terms of organisational support received from TT, 90% of all teachers participants surveyed reported that they were adequately skilled by the TT trainers to deliver the programme. In addition, 94% of the participants indicated that they were adequately equipped to teach sexuality topics through the JGP.

Follow-up support for the teachers from TT was examined. Seventy three percent of the participants reported having received a follow-up telephone call from TT after attending the training workshop, 58% of the participants reported that they were offered a site visit by TT, and 67% of all respondents reported having received an offer by TT to help them facilitate the JGP with their classes. Participants who were surveyed reported that there was nothing more that TT needed to do in terms of support. However, there was a suggestion by a few survey participants that TT should provide the other programme tools not provided at the workshops (see Appendix B) at cheaper prices as well as help to facilitate the programme with the children. There was also a suggestion by one participant that the JGP coincide with the school curricula learning themes.

These findings show that, after teachers attended the JGP training workshops, most felt equipped to teach the programme to their children. This is indicated by factors mentioned earlier in the discussion. These factors include findings that most teachers found the TT trainers skilled in training them, that the JGP training equipped them with a large enough understanding and comprehension of CSA, that the JGP training workshop made them feel comfortable teaching sexuality topics.

The SSP has had much success in terms of its reach; it was estimated that over two million Irish children were taught the programme between 1993 and 2003 (Lawlor & MacIntyre, 2003). For the SSP, teachers were provided ongoing teacher training since the early 1990s and some teachers were provided with a co-teaching service where those teachers who did not feel comfortable to teach the curriculum on their own were supported. This helped to increase the uptake in areas of greater resistance (Lawlor & MacIntyre, 2003).

It is recommended that TT continue to expand its services and that it approach the relevant South African government departments, namely Education, Health and Social Development, to assist in the evaluation and expansion of the JGP to all South African children.

Limitations of the evaluation

As with all cross-sectional research designs, the results of this evaluation are limited to a certain point in time when the evaluation was conducted. The telephonic survey conducted amongst the trained teachers could not take into account changes in the teachers over time except through self-reported perceptions. If a longitudinal study had been conducted with a panel of trained teachers, then differences in their actions and perceptions would have been measured to provide accurate indications of changes over time.

A common limitation with telephonic surveys is the limited number of response choices available. Most of the questions relied on simple dichotomous yes/no replies. Even though attitude scales such as Likert or Semantic scales would have been preferable from a data analysis perspective, the survey format had to ensure that respondents could easily answer the questions over the telephone and that the survey was not too long so that boredom or fatigue was minimised (David & Sutton, 2004). The telephonic survey relied heavily on self-report measures. It would have been preferable to employ more objective measures of knowledge and behaviour change. The survey had to be conducted in a limited amount of time as some of the participants were hesitant to spend too much time speaking over the telephone during work hours. Thus, data collected needed to be limited to the variables considered essential for this evaluation. Future evaluation may require the survey to be administered in a format that will allow participants enough time to complete the form and provide relevant and useful information for TT.

Due to the nature of the evaluation in this study and the data collected, methods to analyse the data were limited to descriptive statistics such as frequency counts. This study could not report that teachers' knowledge on CSA improved as a result of the TT training because no data was collected on what the teachers'

knowledge levels were before the training, compared to that acquired at the training workshop. Future evaluation should collect data both before and after the implementation of the training workshops, so that t-tests can be conducted to indicate differences before and after the training.

There were no control or comparison groups in this evaluation to account for external influences on the validity of the data collected. It is important to have control groups so that one is able to determine the effect of the JGP on the teachers and that the programme accounts for the desired impact.

Recommendations for further research

The findings of this evaluation need to be expanded upon in evaluations of the JGP through randomised controlled trials that include control or comparison groups and pre- and post-tests to establish programme impact on both the trained teachers and children. It is suggested that further evaluations employ experimental research designs and that they compare relative merits of different implementation strategies and utilize large samples of children in each subgroup so as to draw robust conclusions. It is recommended that weaknesses in method be overcome through such design elements such as allocation concealment and blinding of outcome assessors. Adequate demographic, psychographic and socioeconomic variables such as ethnicity, parenting and home background, lifestyle, previous abuse, self-esteem, academic and emotional intelligence, and socioeconomic status should be collected of the children who participate in the evaluation.

The teacher training programme must be evaluated for effectiveness in a number of programme areas. Firstly, a test must be conducted into what teachers learn in terms of their knowledge gains and gains in procedural skills as well in their attitudes towards CSA and reporting. These outcomes must be tested using expanded methods such as assessing teachers' actual skills via tests using scales and hypothetical scenario and vignette measures to substantiate the self-reported information. Further studies must assess actual reports of how often teachers report CSA cases. Secondly, the teacher training curriculum must be tested for completeness. The investigation should verify whether the training curriculum is

sufficient and determine what other topics may be useful to include. Finally, the feasibility and acceptability of different modes of training delivery, for example web-based versus in-person workshops should be investigated.

The children's training programme must be evaluated for both positive and negative effects of the CSA prevention programme. Possible negative effects such as fear of strangers and family members after training, making false CSA reports, distortions of healthy sexuality development, and increased aggression, nightmares or bedwetting need to be investigated and reported on. It must be remembered that CSA prevention programmes are not sex education programmes and given the number of reports in the media and programmes on television, it is doubtful that the JGP will represent the children's first exposure to the topic. The JGP has to be assessed for the following desirable outcomes amongst children: prevention of CSA, promotion of disclosures of CSA, improvement in safety knowledge and skills.

There is also scope to investigate whether children respond differently, depending on who delivers the programme to them. In other studies overseas, both teachers and parents have been shown to be effective deliverers of such CSA prevention programmes. It is worth evaluating this in the South African context.

Implications for practise

The JGP offers an opportunity for teachers to be trained and equipped with knowledge and resources in order to fulfil their mandatory reporting role and to work to create safer environments for the children in their care. Training teachers on the topic of CSA results in more open discussion of sexuality topics in the school context and removes the stigma and discomfort felt by adults when addressing these types of topics with children. The JGP is a fun and interactive way to teach these topics and the continued integrity of the programme must be monitored regularly to ensure consistency with the design of the programme.

An increase in CSA disclosures will indicate further success of the programme. The programme encourages children to disclose both past and current abuse and helps them to define what CSA is. Teachers need to be encouraged if this

occurs. Reporting procedures and policies must be clearly documented and followed at schools so that cases of suspected abuse will be followed up in the child protective and legal systems. Teachers are a vital link in this system and, by fulfilling their mandatory reporting and supportive role, will help South African children, who are the country's future, in the long term.

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APPENDIX A: JGP WORKSHOP CONTENT

A. INTRODUCTION

B. THE TOOLS AND TECHNIQUES + THE MANUAL

Aims:

- Aid in learning
- Create a fun environment for learning
- Help facilitator stay in control of the learning environment

1. Circle time
2. Making a stage
3. Talking tools
 - a. Go around
 - b. Hand up
 - c. Shout out
4. Character (Jerry Giraffe)
5. Setting boundaries and discipline (group work)
 - a. Golden rules
 - b. Correction (yellow and red card technique)
 - c. Positive reinforcement (stars, hearts, smiley faces)
6. Icebreakers and concentration boosters
7. Role plays
8. The manual
 - a. Lesson plans
 - b. Resources on child abuse
 - c. Instructions for icebreakers, chants and songs
 - d. Instruction for making visual aids
 - e. Sample letters to parents
 - f. Referral resources
 - g. Working with the lesson plans

C. SELF-ESTEEM

Discussion of the topic and how all the topics in the Jerry Giraffe programme relate to it

D. CHILD SEXUAL ABUSE

- a. Why we need to address the topic with children
- b. What we want children to know
- c. Dynamics of child sexual abuse
- d. Responding to child sexual abuse disclosure

E. HIV/AIDS

- a. What we want children to know
- b. Demonstration of using the storybook reading on HIV/AIDS to convey a message
- c. Why we tackle this subject with children

F. GIVING PSYCHO-SOCIAL SUPPORT TO CHILDREN

- a. How to promote resilience in children
- b. The importance of allowing children to express their feelings/thoughts

G. CARE FOR YOURSELF

- a. A reminder to caregivers to look after themselves if they were to be efficient

H. QUESTION AND ANSWER

I. EVALUATION TIME

- a. Trainees fill in evaluation forms

APPENDIX B: JGP LESSONS, STORIES AND SONGS

JGP lessons

Lesson 1: Meet Jerry the Giraffe

Lesson 2: Learning About Rules

Lesson 3: I Am Special, You Are Special!

Lesson 4: My Family

Lesson 5: My Feelings

Lesson 6: My Feelings, Your Feelings

Lesson 7: Choices and My Feelings

Lesson 8: Choices and My Friends

Lesson 9: Body Pride

Lesson 10: Good Touch, Bad Touch – Child Abuse Awareness (Part One)

Lesson 11: I Can Say No! – Child Abuse Awareness (Part Two)

Lesson 12: A Germ Called HIV (Part One)

Lesson 13: A Germ Called HIV (Part Two)

Lesson 14: I Have Learnt Many Things

Lesson 15: Goodbye, Jerry Giraffe!

Lesson 16: I Remember, Jerry! (Follow Up/ Revision Lesson)

JGP stories

Meet Jerry and Lovemore

Lovemore learns about rules

Lovemore's first day at school

Lovemore and Jason at school

The new boy

Tammy's story

Aunty Precious in hospital

Lovemore and Jerry walk in the forest

JGP songs, chants, and icebreakers

1. Look at Jerry
2. Tamatie so yi so
3. Cool cat
4. Golden rules
5. The spicy number song
6. Pompi prima
7. No one can like I can
8. Families
9. Be careful with your mouth
10. The beaver song
11. This is me
12. There is no one quite like me
13. Blood is red
14. I am special
15. Agga doo
16. I am looking for a special person

APPENDIX C: JGP RESOURCES

Resources	Provided at workshop	Trainees to provide	For sale
Lesson plans	✓		
Jerry Giraffe persona doll		✓	✓
Talking flower		✓	✓
Jerry's tree with leaves and golden rules		✓	✓
Storybook	✓		
Role play props (dolls, puppets, hats, etc.)		✓	
CD with songs, chants, icebreakers	✓		
Discipline tools: yellow and red cards, smiley faces, etc.		✓	✓
Self esteem, feelings and choice tools: stone and star cushion		✓	✓
Sample letters to parents	✓		
Pictures/posters for planned activities		✓	✓
List of books to supplement the child abuse lessons	✓		
Referral resources contact details	✓		

APPENDIX D: TELEPHONIC SURVEY QUESTIONNAIRE



Hi/Hello,

My name is Deirdre and I am a Masters student at the University of Cape Town. The aim of this telephone call is to find out your opinions on the ThinkTwice Jerry Giraffe Programme and the training workshop you attended. This research has been approved by the Commerce Faculty Ethics in Research Committee.

Your participation is very valuable to my studies and it will help ThinkTwice in improvement and future decision-making. Your information will remain anonymous and your individual answers will not be reported, the trends and averages will be used instead. Participation is voluntary and you can withdraw at any time.

This survey will take about 15 minutes to answer.

Do you agree to participate in this study?

“The first set of questions is regarding the training that you received.”

Part 1: Teacher Training

- a. Did you receive the following programme resources at the training workshop? Reply with yes or no.

Resource	Yes	No
Teacher manual	2	1
Storybook	2	1
Audio CD with songs and chants	2	1

- b. Did you receive training on the following Jerry Giraffe programme fundamentals at the ThinkTwice workshop? Reply with yes or no.

Programme fundamentals	Yes	No
Circle time and making a stage	2	1
Jerry Giraffe doll and his talking flower	2	1
Setting boundaries, discipline techniques: golden rules, red & yellow cards	2	1
Go around, hand up and shout out	2	1
Icebreakers, action songs and concentration boosters	2	1
Roleplay and stories	2	1
Teaching the JGP, the teachers manual, lesson plans	2	1

- c. Did you receive training on the following topics at the ThinkTwice training workshop?

Training topics	Yes	No
The importance of building a child’s self esteem	2	1
Why child sexual abuse needs to be addressed with children	2	1
Who child sexual abuse perpetrators are, their mode of operation	2	1
The signs and symptoms in children who’ve been sexually abused	2	1
How to respond to a child who discloses sexual abuse	2	1
How to report cases of sexual abuse	2	1
Why the topic of HIV/AIDS needs to be addressed with children	2	1
How to destigmatise the topic of HIV/AIDS with children	2	1
Teaching children universal HIV/AIDS safety precautions	2	1
Giving psycho-social support to children to build resilience	2	1

Teaching children to express their feelings and thoughts	2	1
Teaching teachers the importance of self-care	2	1

- d. The following statements are regarding the ThinkTwice training workshop and the Jerry Giraffe programme. Please reply “Yes” if you agree with the statement, reply “No” if you disagree.

Statement	Agree (Yes)	Disagree (No)
1. The organisation of the training workshop was good.	2	1
2. The workshop venue was accessible.	2	1
3. The workshop content was good.	2	1
4. The overall quality of the workshop was good.	2	1
5. The workshop is worth attending for crèche and pre-primary school teachers.	2	1
6. I will recommend other crèche and pre-primary school teachers attend the workshop.	2	1
7. I was free to give my opinions during the workshop.	2	1
8. The TT trainers used language I understood.	2	1
9. The TT trainers answered teachers’ questions sufficiently.	2	1
10. I felt that TT trainers handled the topic of child sexual abuse sensitively.	2	1
11. The overall quality of the TT trainers was excellent.	2	1
12. I learnt the steps to follow if a child discloses sexual abuse.	2	1
13. It is important to talk about sexuality topics with children.	2	1
14. It is important to teach children age-appropriate information about HIV/AIDS.	2	1
15. I feel comfortable talking about sexual abuse with children.	2	1
16. I feel comfortable having a sexuality programme in my class.	2	1
17. I feel adequately skilled to deliver the JGP to children in my class.	2	1
18. I feel that I have been equipped to teach sexuality topics through the JGP.	2	1
19. I feel that I have been equipped to teach HIV/AIDS topic through the JGP.	2	1
20. After the workshop I received a telephone call from TT.	2	1
21. After the workshop I received an offer of a site visit.	2	1
22. After the workshop I received an offer for help with the facilitation of the JGP with my class children.	2	1

- e. The following statements are regarding child sexual abuse and the requirement by law for mandatory reporting by teachers and ECD practitioners. Mandatory reporting means that if a child discloses abuse to you, you must report it. Reply “Yes” if you agree with the statement, reply “No” if you disagree.

Statement	Agree (Yes)	Disagree (No)
1. We must believe children when they report incidences of sexual abuse.	2	1
2. I think children will make up stories of sexual abuse to get attention.	2	1
3. I think sexual abuse is mainly perpetrated by strangers.	2	1
4. I feel knowledgeable about the issue of child sexual abuse.	2	1

5. I know what signs and symptoms to look out for in a child for possible sexual abuse.	2	1
6. I think family members and friends won't abuse children sexually.	2	1
7. I think teachers have an important role to play in addressing child sexual abuse.	2	1
8. I feel teachers should not be required by law to report child sexual abuse.	2	1
9. I think it is uncommon for crèche children to be sexually abused.	2	1
10. I understand my role in mandatory reporting of child sexual abuse.	2	1
11. I feel prepared for my role as a mandatory reporter of child sexual abuse.	2	1
12. I feel confident that I will be able to identify the characteristics of suspected sexual abuse in a child.	2	1
13. I feel competent to write details of sexual abuse evidence when I am suspicious.	2	1
14. I will report suspected child sexual abuse even if management advises me not to.	2	1
15. I am aware of my crèche/school's procedures for reporting child abuse.	2	1
16. The crèche/school management will support me if I make a child abuse report.	2	1
17. As a teacher/ECD facilitator, I have an obligation to report child abuse.	2	1
18. I am not afraid of making an inaccurate child sexual abuse report when I act in good faith.	2	1
19. Reporting abuse only brings about more negative consequences for the child.	2	1
20. Reporting child abuse is not part of my job.	2	1
21. I don't want to get caught up in legal proceedings to do with child sexual abuse.	2	1
22. Reporting child abuse may lead to me being sued for wrongful accusations.	2	1
23. Reporting a case of suspected child sexual abuse to authorities usually does more harm than good.	2	1
24. I feel confident in my ability to follow correct child sexual abuse protocol if a child discloses.	2	1
25. I feel confident in my ability to teach children to disclose child sexual abuse if it occurs.	2	1
26. I feel that I have been equipped to teach sexuality topics through the JGP.	2	1

f. Since the TT training workshop have you done any of the following?

Teacher Behaviour	Yes	No	
1. Read more about child sexual abuse	2	1	
2. Discussed topics of child sexual abuse with colleagues	2	1	
3. Implemented the Jerry Giraffe programme in the class	2	1	If yes, go to Part 2a-c & e; If no, go to Part 2d-e
4. Implemented other child sexual abuse prevention activities in the class	2	1	
5. Discussed possible sexual abuse with individual children	2	1	
6. Reported suspected sexual abuse cases	2	1	

“We are now finished with the section regarding the training workshop. Based on the questions you have answered, you have indicated that you have implemented the program, so now I will ask you questions regarding the children’s program.”

Part 2: Children training

- a. Have the following JGP lessons been implemented in the prescribed format with the children in your care?

Jerry Giraffe lessons	Yes	No
1. Meet Jerry Giraffe	2	1
2. Learning about rules	2	1
3. I am special, you are special	2	1
4. My family	2	1
5. My feelings	2	1
6. My feelings, your feelings	2	1
7. Choices and my feelings	2	1
8. Choices and my friends	2	1
9. Body pride	2	1
10. Good touch, bad touch: Child abuse awareness part 1	2	1
11. I can say no: Child abuse awareness part 2	2	1
12. A germ called HIV part 1	2	1
13. A germ called HIV part 2	2	1
14. I have learnt many things	2	1
15. Goodbye, Jerry Giraffe	2	1

- b. Have the following JGP tools and techniques been used with the children in your care?

Programme fundamentals	Yes	No
Circle time	2	1
Making a stage	2	1
Jerry Giraffe persona doll	2	1
Talking flower	2	1
Setting boundaries: the golden rules, red & yellow cards	2	1
Discipline: red and yellow cards for poor behaviour	2	1
Positive reinforcement: smiley faces and stars for good behaviour	2	1
Go around, hand up and shout out techniques	2	1
Roleplay	2	1
Icebreakers, action songs and concentration boosters	2	1
Stories from the storybook	2	1
Lesson plan format adhered to	2	1
Lesson taught in sequence	2	1

- c. I am able to implement JGP in my crèche/pre-school because... (What has helped you implement the programme?)

- d. I am not able to implement JGP in my crèche/pre-school because... (What has prevented you from implementing the programme?)

- e. What additional support do you need in order to deliver the JGP to your class?

Part 3: Demographics

- a. How old are the children in your class?

0 to 3 year olds	
4 to 6 year olds	
Other (please specify)_____	

- b. What is the location of crèche/pre-school? _____

- c. What language do you use to communicate with the children in your care?

English	
Afrikaans	
Xhosa	
Other (please specify)_____	

- d. Which is your age?

- e. What is your highest level of education?

Some high school	
National Senior certificate	
ECD NQF level 4	
ECD NQF level 5	
Bachelors degree	
Masters degree	

- f. How many years have you been teaching?

Thank you so much for your time.

APPENDIX E: ETHICS IN RESEARCH COMMITTEE

LETTER OF AUTHORISATION

UNIVERSITY OF CAPE TOWN



Faculty of Commerce Ethics in Research Committee

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UC1/COM/291/2013

05th November 2013

Deirdre Solomon
University of Cape Town
deirdre.solomon@gmail.com

Dear Researcher,

Project title: Formative evaluation of the ThinkTwice Jerry Giraffe lifeskills programme

This letter serves to confirm that the project entitled, "**Formative evaluation of the ThinkTwice Jerry Giraffe lifeskills programme**" as described in your final submitted protocol 2013, has been approved. You may proceed with the research.

Please note that if you make any substantial change in your research procedure that could affect the experiences of the participants, you must submit a revised protocol to the Committee for approval.

Best wishes for great success with your research.

Regards,

Harold Kincaid

Professor Harold Kincaid
Commerce Faculty Ethics in Research Committee

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educating for life and addressing the challenges facing our society."