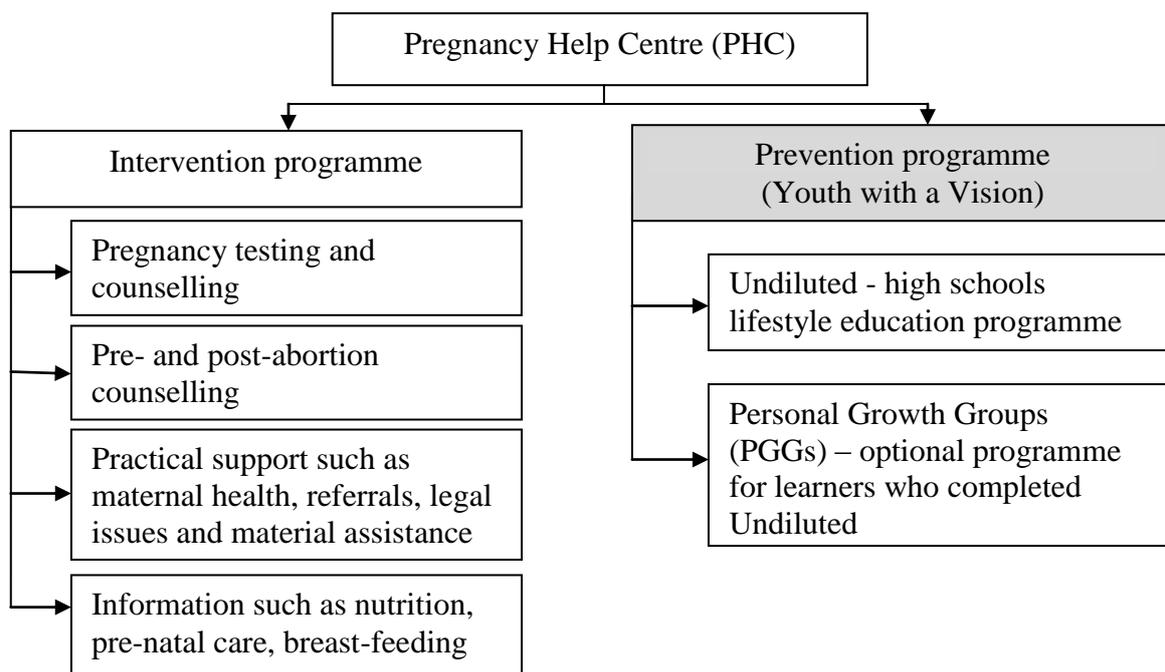


Historical Background

ThinkTwice 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. ThinkTwice has its origins as the prevention programme of the Pregnancy Help Centre (PHC), a Section 21 company which started in 1996.

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 comprised 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.

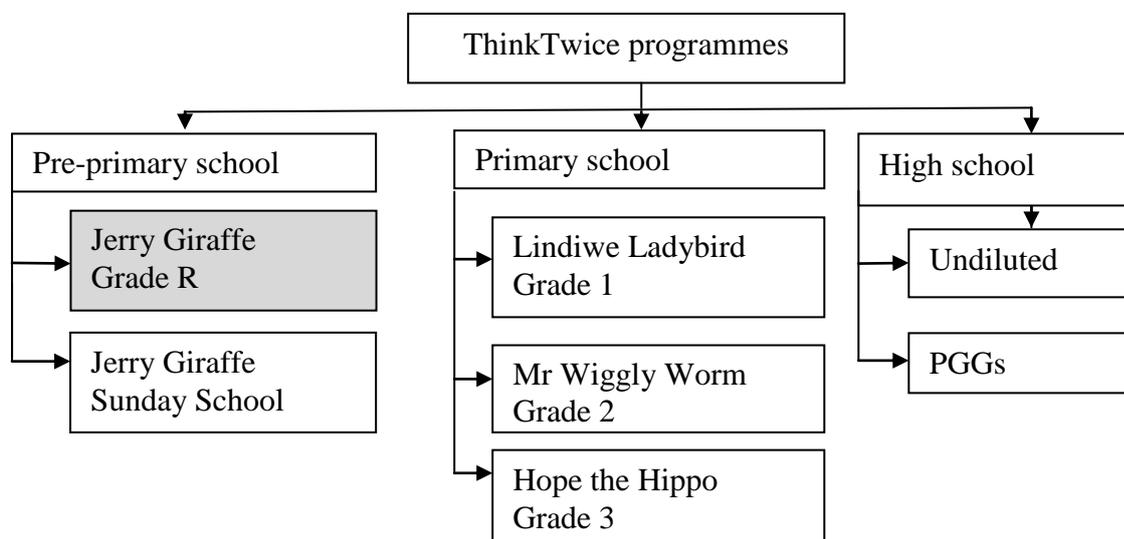


In 2002, through its interactions with high school learners, the PHC prevention team realised that lifestyle changes needed to start much earlier in children's lives. The PHC found that teenagers already had set beliefs about themselves which were hard to change. In addition to this, the PHC received many 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 a much younger age and lead to the PHC employing a development team to design life skills programmes for primary school children.

With its broadened focus of attention to include primary schools as well as having evolved away from just 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 both boys and girls from a young age until their teenage years. It was felt that both programmes would benefit if they operated separately from each other. Therefore, in 2003, the PHC board decided to launch its prevention programme as a separate NPO and ThinkTwice was the new organisation created.

ThinkTwice's Programmes

From 2002 to 2006, ThinkTwice 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. 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.



Jerry Giraffe Programme

Objectives

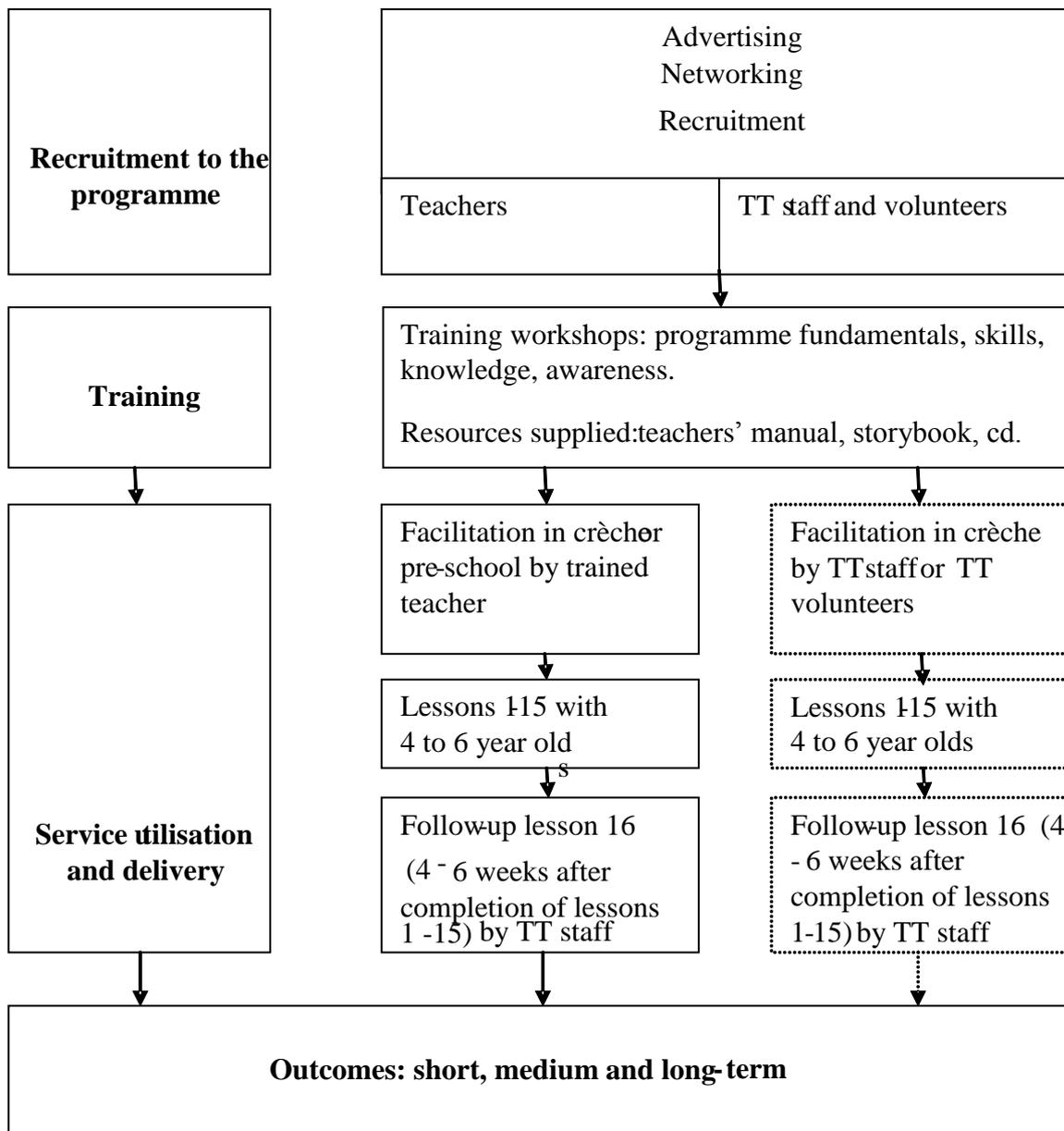
- teach children to verbalise their feelings in different social situations
- teach children to make positive life choices in different situations
- teach children a strong sense of discipline and respect for others
- increase children's self esteem and resilience
- improve children's safety knowledge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

Programme Activities

ThinkTwice trains its own permanent staff and temporary volunteers to deliver the 15-lesson programme in crèches but, in order to reach more children, it mainly trains and supports teachers to implement the Jerry Giraffe programme 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.

The 15 lessons of the Jerry Giraffe programme are interactive and teach young children the following important concepts through song, games, chants and roleplays: family, making positive choices, encouraging good self esteem, expressing feelings, HIV/AIDS, body pride, child abuse awareness and safety skills, and modelling positive endings and saying goodbye.

ThinkTwice 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 ThinkTwice monitoring staff to gauge how much information has been retained by the children.



Training workshops and programme resources for teachers

In order to deliver the Jerry Giraffe programme, there are intensive training workshops for all programme facilitators. Teachers are trained to deliver the programme to their children in their classes. The training workshops cover the fundamentals of the programme. These fundamentals include the use of specific tools and techniques of the Jerry Giraffe programme 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

In order to deliver the programme, trainees receive the teachers' manual, cd and storybook as part of the training workshop. Some of the resources needed for delivery of the programme to the children the teachers are expected to make themselves. The teacher manual contains all the necessary templates with instructions for making these additional programme resources. However, ThinkTwice 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 ThinkTwice. The teacher's manual contains other useful resources, including sample letters addressed to parents which aid to involve parents in the programme and inform parents of the lessons their children will be learning.

Service delivery to children

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 teachers' manual provided. There are specifically designed tools and techniques as outlined in the lesson plans that need to be followed as well as readings from a provided story book. The children must be taught specific songs and chants which are recorded on the cd provided.

Successful delivery of the programme also 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.

Formative Evaluation of the Jerry Giraffe Programme by DSolomon MPhil (UCT 2013)

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Method

For the programme theory assessment, 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. This research design was used to assess the plausibility of the Jerry Giraffe programme theory.

For the process and outcomes assessment regarding the ThinkTwice training activities for teachers and children, a descriptive cross sectional research design was used. Descriptive research is not causal research as we cannot determine cause and effect which is really only possible through experiments; we can, however, make inferences about certain characteristics of the population of interest.

The evaluation combined both secondary and primary 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. A telephonic survey was conducted with teachers who attended 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 49 participants in this study. 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. Some issues of interviewer effect were removed as there was no visual contact, although the tone and pitch of the interviewer's voice may have introduced some interviewer bias. Questions were kept as short as possible with easy closed-ended response options. Fixed

answers were easier to code and survey questionnaires were pre-coded to save time during data processing and analysis.

The table below summarises the demographics of the survey sample.

Demographic characteristics of survey participants.

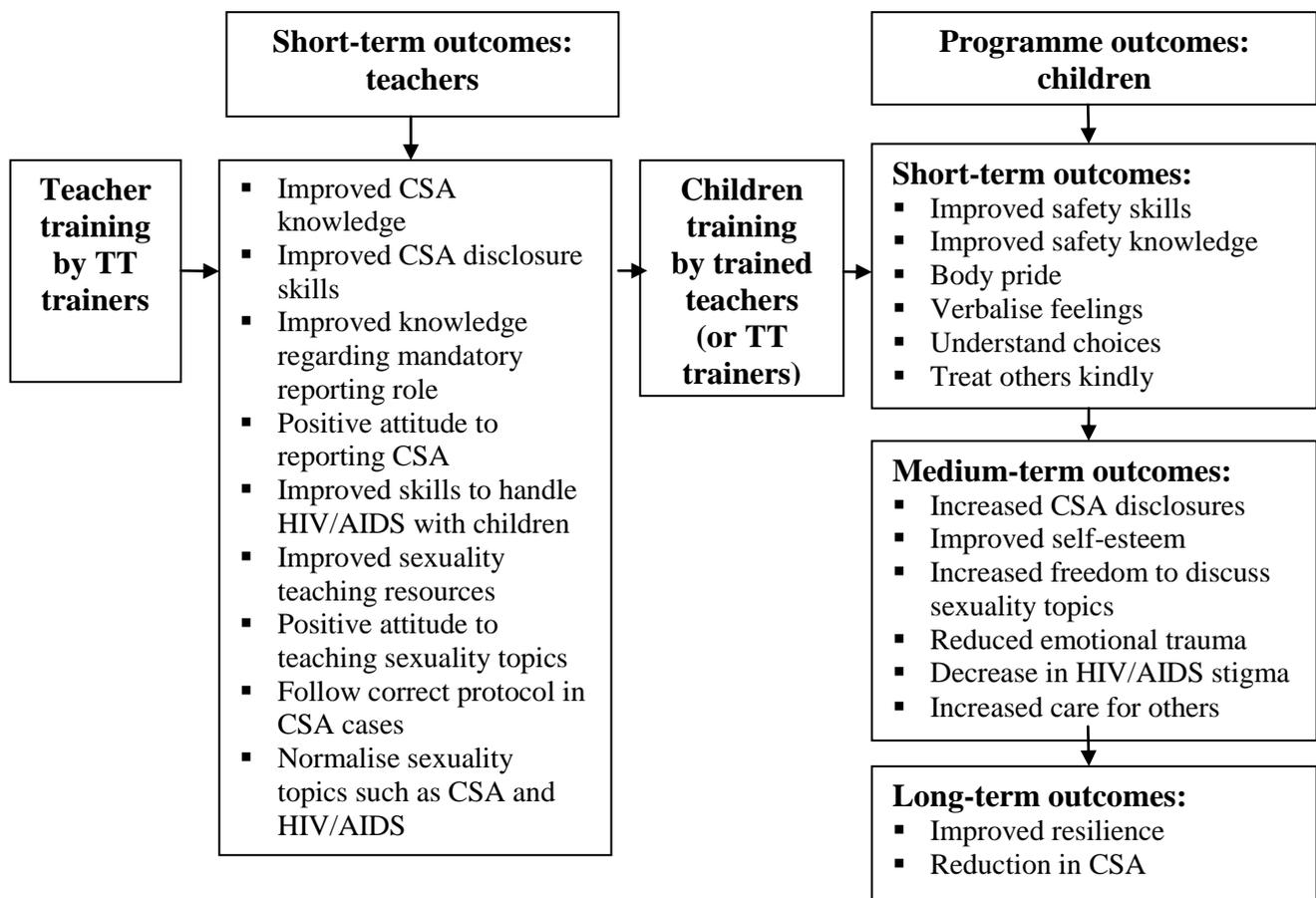
Age	<i>M</i>	<i>SD</i>	Range
	43	11.21	41
Educational level	Count	%	
No education	1	2.0	
Some high school	9	18.4	
National Senior certificate	4	8.2	
ECD NQF level 4	13	26.5	
ECD NQF level 5	17	34.7	
Bachelors degree	4	8.2	
Masters degree	1	2.0	
Number of years teaching	<i>M</i>	<i>SD</i>	Range
	9.4	9.32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

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

Programme Theory

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 by Gibson and Leitenberg (2000), it was reported that whilst 8% of those who participated in a CSA prevention programme reported having been subsequently sexually abused as children, this was statistically lower than the 14% of those who had not had a CSA prevention programme at school having been sexually abused as children. This indicated a

significant decline of CSA amongst students exposed to prevention programmes (Gibson & Leitenberg, 2000).



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 necessarily a sign of increased sexual abuse, but could actually indicate that the programme was a success (Topping & Barron, 2009; Briggs & Hawkins, 1994; MacIntyre & Carr, 1999b). Finkelhor (2007) also reported that 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 (Finkelhor, 2007; Elliott, Browne, & Kilcoyne, 1995; Budin & Johnson, 1989). Sexual offenders reported that they are deterred by children who indicate that they will report the abuse to a specific adult. In surveys of CSA perpetrators, it was reported that they were more likely to choose

passive, troubled or insecure children as their victims (Elliott et al., 1995; Budin & Johnson, 1989).

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 (McGrath, Cappelli, Wiseman, Khalil & Allan, 1987; Goldman, 2007; Kenny, 2001).

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 (Rheingold, Zajac & Patton, 2012; Goldman, 2007; Kenny, 2001; Abrahams, Casey & Daro, 1992; McGrath et al., 1987). By virtue 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) and Kenny (2001) reported that student-teachers receive 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 to attend to their fears of reporting (Kenny, 2001). This is consistent with the findings of Reiniger, Robison and McHugh (1995) who reported that teachers were concerned about their liability and their potential involvement in court proceedings and that these concerns were impediments to their reporting of CSA incidents. Reiniger et al. (1995) suggested that if teachers were made aware of the limits of their liability, this would reassure them and would lead to increased CSA reports by teachers.

Reiniger et al. (1995) further indicated that teachers need training about the indicators of child abuse and about how to report such cases. Various evaluations found that teachers gained knowledge and skills through teacher training programmes (Kleemeier, Webb, Hazzard & Pohl, 1988; McGrath et al., 1987; MacIntyre & Carr, 2000). A randomised controlled trial was reported by McGrath et al. (1987) where social workers trained teachers on topics ranging from the various forms and indicators of child abuse to legal issues surrounding mandatory reporting. 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 (McGrath et al. 1987). Similarly, Kleemeier et al. (1988) found that trained teachers demonstrated significant improvements in knowledge about CSA and 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).

In MacIntyre and Carr (2000), as part of the Stay Safe programme in the Republic of Ireland, teachers received training about CSA. The curriculum for the teachers' training programme is 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 Stay Safe programme showed significant improvement over the course of the programme in teacher knowledge and attitudes which was maintained at follow-up with these teachers (MacIntyre & Carr, 1999a).

It is important to note that the Stay Safe programme 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; MacIntyre, Carr, Lawlor, , & Flattery, 2000; MacIntyre & Carr, 2000). In the Stay Safe programme, parents attend training very similar to the teacher training and are involved in the children programme through worksheets that are sent home with the children after every lesson. This ensured parental involvement and re-enforced the concepts learnt at school (MacIntyre & Carr, 2000). Since evaluations of its outcomes amongst parents, teachers and children was conducted revealing efficacy in primary, secondary and tertiary levels of CSA prevention, the Stay Safe

programme is now “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 (Zwi, Woolfenden, Wheeler, O'Brien, Tait, & Williams, 2007; MacIntyre & Carr, 1999a; Kenny, 2010; Kenny & Wurtele, 2010). 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 (Finkelhor, 2007; Gibson & Leitenberg, 2000; MacIntyre & Carr, 1999b; Elliott et al., 1995; Budin & Johnson, 1989).

The evidence presented in the literature indicated that children who participate in school-based interventions similar to JGP exhibited positive outcomes including 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 is expected that when teachers are exposed to the Jerry Giraffe programme learning materials and process, their knowledge and skills will improve the standard of care provided to children and would reduce CSA or at least cause an increase in disclosures. The above literature suggested that the Jerry Giraffe programme is based on a plausible programme theory.

Main Findings

Coverage

- During 2012 fourteen JGP training workshops were conducted where 233 teachers were trained.
- In 2013 fifteen JGP training workshops were planned with a target of 2 workshops set for the months of February to November 2013. By June 2013 only 4 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.

- Although recruitment was conducted for the targeted 2 workshops per month, ThinkTwice only holds workshops when sufficient, namely between 15 and 20, teachers were prepared to attend. Workshops were planned and recruited for but they failed to be held due to insufficient teacher uptake.
- As recruitment channels have not changed over the course of the year and workshop attendance fees have actually decreased in 2013, this suggests that the reason for these results being what they were is that it was easier to recruit teachers previously.
- 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 may not feel as obligated to attend the TT training even though the JGP is registered with the Department of Social Development.

Service delivery

TT trainers: 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%. This indicated that they are equipped to deliver the training for the teachers as intended.

Access to training venues: 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 venue available in the context where training was desired. All the teachers surveyed (100%) felt that the workshop venues they attended were accessible.

Teacher attitudes to the training received:

- 98% of the participants reported that the organisation of the training workshops was good.

- 100% of the participants reported that they were free to give their opinions during the workshops. Thus, the interactive and participatory nature of the workshops makes them conducive to a very positive training experience.
- 100% of the participants reported that the workshop content was good.
- In response to whether they benefitted from the 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 workshops.

Training content:

- 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 Jerry Giraffe programme with the children in their care as well as to deal appropriately with CSA disclosures.
- The findings revealed that the ThinkTwice trainers trained the teachers in the required programme fundamentals of the programme, with participants rating the activities positively with 94% and above.
- The findings revealed that the ThinkTwice trainers trained the teachers in the required key topics, with over 87% of participants agreeing to have learnt the topics.

Programme resources:

- The results from this study indicated that 98% of participants had received the teacher's manual and storybook and 96% of participants reported having received the cd. Programme records, however, revealed that all participants had been given the resources at the training workshops.
- The provision of these resources to teachers served to encourage the implementation of the programme with the 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.

Knowledge and skill acquisition short-term outcomes

Sexuality topics

- 89% of the participants reported that they were equipped to teach sexuality topics through the Jerry Giraffe programme and 88% indicated that they were equipped to teach HIV/AIDS.
- 94% of the respondents reported that they had learnt the steps to follow should a child disclose CSA.
- 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.
- 12% of the participants reported that they were uncomfortable talking about CSA whereas 88% reported that they felt comfortable talking about sexual abuse with children.
- 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.

CSA knowledge

- Teachers who attended the ThinkTwice training workshops received knowledge on identifying, reporting and intervening in suspected cases of CSA.
- 88% of the participants reported that they were knowledgeable about the issue of CSA.
- 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 this finding by indicating that children would make up stories of sexual abuse to get attention.
- 22% of the participants indicated that mainly strangers perpetrate CSA and family members and friends would not abuse a child sexually.
- 67% of participants reported that CSA was a prevalent problem, but 33% indicated that it was uncommon for crèche children to be sexually abused.

A possible reason for these contrary perceptions is that the teachers have forgotten the CSA information that they were trained on by ThinkTwice. Furthermore, more probable reasons could be that teachers do not understand or believe how rife CSA is in South Africa and that these beliefs are seated in denial and long-standing beliefs. With the overwhelming evidence that CSA violations occur on almost a daily basis in South Africa; a country reported to be the rape capital of the world, 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.

CSA skills

The results of this evaluation revealed that teachers who have attended a ThinkTwice training workshop indicated that they are confident in their CSA skills.

- All participants (100%) reported being confident in their ability to identify the characteristics of suspected CSA and thus, they indicated that they were competent to identify details of CSA evidence when suspicious.
- 98% of the participants reported confidence in their ability to apply the correct CSA protocol if a child disclosed the incidence of assault.
- 98% of the participants indicated that they had the confidence in their ability to teach children to disclose if CSA were to occur.

Teacher attitudes towards reporting CSA

Teachers exhibit relatively positive attitudes towards their role as mandatory reporters of CSA.

- 96% of those surveyed indicated that they had an important part to play in addressing CSA.
- 98% of the participants reported that they had an obligation to report CSA.
- 94% of the participants indicated that they would be supported by their crèche management if they were to report suspected child abuse.
- 98% of those surveyed were aware of their crèche procedures for reporting cases of suspected abuse.

The investigation 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. 37% of the participants reported that they did not want to be caught up in legal proceedings; 51% of all participants indicated that they could be sued for wrongful accusations.
- 40% of participants perceived that CSA reporting brought about more harm than good and made things worse for the child (43%). It is reasonable that teachers have such perceptions because 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.
- 20% of the participants reported that CSA was not part of their job as teachers. 22% of the participants indicated that teachers should not be required by law to report CSA.

Protective actions

The evaluation revealed that teachers engaged in protective actions after the workshop.

	%
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 CSA prevention activities in the class	67.4
5.Discussed possible abuse with individual children	60.9
6. Reported suspected abuse cases	43.5

- 91% of participants indicated that they had implemented some form of CSA prevention. Only four (9%) of the participants in the entire sample reported not doing any form of CSA prevention activity with their children
- 71% of participants reported delivering both the Jerry Giraffe programme and other additional protection activities
- All 15 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.

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
Roleplay	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.

Limitations of the evaluation

- As with all cross-sectional research designs, the results of this evaluation are limited to a certain point in 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.
- The telephonic survey relied quite heavily on self-report measures. It would have been preferable to employ more objective measures of knowledge and behaviour change than these.
- The survey also 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 only the essential variables although there were other areas of interest in the evaluation which would also have provided useful information for ThinkTwice.
- Because no pre-tests were conducted, the evaluation was not able to investigate changes in knowledge, attitudes or behaviours of the trained teachers.
- There were no control or comparison groups in this evaluation to account for external influences on the validity of the data collected.

Conclusions and Recommendations

The benefits of reporting CSA have been identified by TT through experiential learning by the TT trainers. Firstly, the child disclosing the abuse will feel validated and believed and will trust that someone cares about the harm being done. Secondly, children's own voices are heard and not silenced and 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, the sexual abuse can be interrupted or stopped especially if the suspected perpetrator is removed from the child's environment or the child is removed to a safe place. These are all positive measures that will effectively bring about good and not harm to the child and also serve to encourage other victims to come forward. Eventually when CSA reporting becomes a norm and not an exception, offenders will experience deterrents to their actions to abuse children. Until such time, TT is recommended to continue to encourage teachers to fulfil their mandatory roles as reporters as this will affect the child for the better in the long-term.

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. Because CSA is often perpetrated by family members or close family friends, children may have no one else to turn to but their teachers, as they may face unbelief or inaction from their family. 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 and is not unique to South Africa.

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. The Jerry Giraffe programme fulfils a unique role in helping teachers fulfil their mandatory reporting role. Teachers are obligated to report CSA when a child discloses to them. The Jerry Giraffe programme not only trains teachers in term of their obligations for mandatory reporting but also equips them to teach the children in their care to actively disclose abuse if it occurs.

The findings from this evaluation suggest that teachers found the ThinkTwice 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 Jerry Giraffe programme. 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 Jerry Giraffe programme, 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. Essentially 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).

The Stay Safe programme in the Republic of Ireland has had much success in terms of its reach; it was estimated that over 2 million Irish children were taught the programme between 1993 and 2003 (Lawlor & MacIntyre, 2003). For this programme, 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). The recommendation is that ThinkTwice continue to expand its services and that it gains the support from the relevant South African government departments, namely Education, Health and Social Development, to assist in the evaluation and expansion of the Jerry Giraffe programme to all South African children.

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 samples greater than 100 children in each subgroup so as to draw more 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 should be collected of the children who participate in the evaluation such as ethnicity, parenting and home background, lifestyle, previous abuse, self-esteem, academic and emotional intelligence, and socioeconomic status.

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 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 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. Although 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 Jerry Giraffe programme will represent the children's first exposure to the topic. The Jerry Giraffe programme 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 to 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 topics such as these with children. The JGP is a fun 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 possibly indicate 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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