

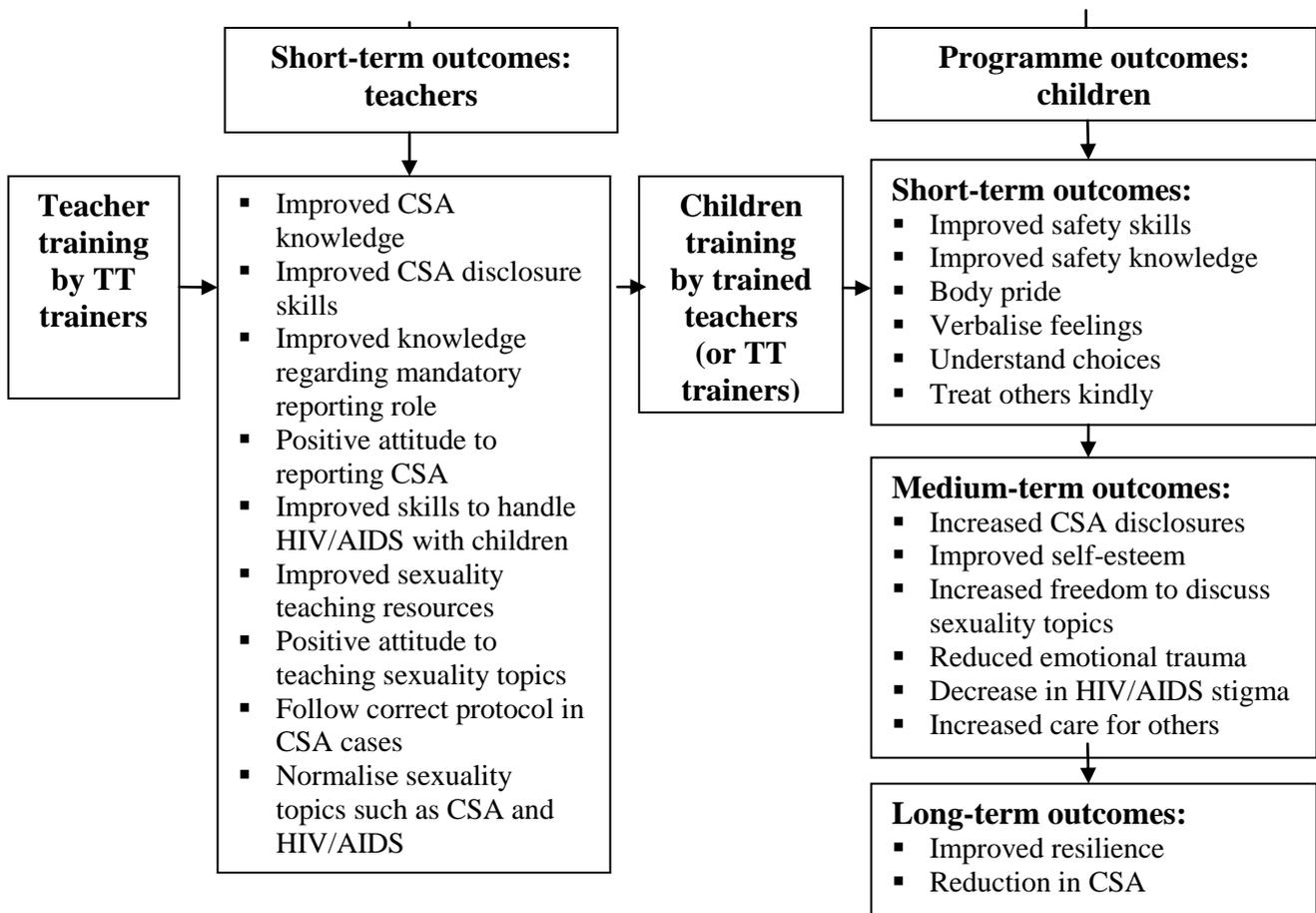
Theory & Outcome Evaluation: 2013

A formative evaluation was undertaken of the Jerry Giraffe programme during 2013 as part of a Masters degree in Programme Evaluation at UCT. It was conducted by Deirdre Solomon.

Programme theory assessment

For the programme theory assessment, an evaluation synthesis was used to summarise what is known about programme performance on the basis of relevant prior research and evaluation studies. The literature suggested that the Jerry Giraffe programme is based on a plausible programme theory. The programme theory findings revealed the following:

- In the USA they experienced a 49% decline in sexual abuse from 1993 to 2004; 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.
- Children who participate in school-based interventions similar to Jerry Giraffe exhibited positive outcomes including improved safety skills and knowledge, greater self-esteem, increased disclosures of child sexual abuse and reduction in child sexual abuse.



- Prevention programmes help children to define what sexual abuse is and encourage them to disclose abuse. Increased disclosure is not necessarily a sign of increased sexual abuse, but could actually indicate programme success.
- Teacher training is essential and increased teacher knowledge and skills in handling child sexual abuse. Teachers are mandated by law to report suspicions of abuse. But, besides the mandatory reporting required by teachers of CSA, teachers are in a unique position to play a vital part in the prevention of abuse. By virtue of their intense daily contact with children in their classes, it is easier for teachers to be able to detect the indicators of abuse as well as observe changes in a child's behaviour or compare behaviour with peer norms.
- 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 child sexual abuse 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. In surveys of child sexual abuse perpetrators, it was reported that they were more likely to choose passive, troubled or insecure children as their victims.

Outcomes assessment

A telephonic survey was conducted with teachers who attended training workshops during the period January 2012 to June 2013. A total of 212 telephone calls were made to trained teachers, resulting in 49 participants in this study, 31 of the participants had been trained during 2012 and 18 were from 2013 training workshops. This represents a 23% response rate for the survey.

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.

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.

Sexuality topics

- 89% of the participants reported that they were equipped to teach sexuality topics through the Jerry Giraffe programme.
- 88% indicated that they were equipped to teach HIV/AIDS through the Jerry Giraffe programme.
- 94% reported that they had learnt the steps to follow should a child disclose child sexual abuse.
- 100% acknowledged that it was important to talk about sexuality topics with children.
- 100% acknowledged that it was important to teach children age-appropriate information about HIV/AIDS.
- 88% reported that they felt comfortable talking about child sexual abuse with children.
- 80% reported being comfortable having a sexuality programme in their class.

Child sexual abuse knowledge

- 88% of the participants reported that they were knowledgeable about the issue of child sexual abuse.
- 90% indicated that they knew what signs and symptoms to look out for in a child for possible sexual abuse.
- Whilst 98% indicated that they must believe children when they report incidences of child sexual abuse, 45% contradicted this finding by indicating that children would make up stories of sexual abuse to get attention.
- 22% indicated that mainly strangers perpetrate child sexual abuse.
- 22% believed that family members and friends would not abuse a child sexually.
- 67% reported that child sexual abuse was a prevalent problem, but 33% indicated that it was uncommon for crèche children to be sexually abused.

Note:

A possible reason for these contrary perceptions is that the teachers have forgotten the child sexual abuse information that they were trained on by ThinkTwice. Furthermore, more probable reasons could be that teachers do not understand or believe how rife child sexual abuse is in South Africa and that these beliefs are seated in denial and long-standing beliefs. With the overwhelming evidence that child sexual abuse 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 child sexual abuse or if they do not act to report cases of suspected abuse, this will have severe consequences for sexually abused children.

Child sexual abuse skills

- All participants (100%) reported being confident in their ability to identify the characteristics of suspected child sexual abuse.
- 98% reported confidence in their ability to apply the correct child sexual abuse 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 child sexual abuse were to occur.

Teacher attitudes towards reporting child sexual abuse

- 96% of those surveyed indicated that they had an important part to play in addressing child sexual abuse.
- 98% of the participants reported that they had an obligation to report child sexual abuse.
- 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 child sexual abuse, namely:

- Although 84% of participants reported that they were not afraid of making inaccurate 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 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 do not always lead to the conviction of guilty perpetrators nor do victims get the support they need.

- 20% of the participants reported that child sexual abuse was not part of their job as teachers. 22% of the participants indicated that teachers should not be required by law to report child sexual abuse.

Protective actions:

The evaluation revealed that teachers engaged in the following 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 child sexual abuse prevention. Only four (9%) of the participants in the entire sample reported not doing any form of 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.

Conclusions and Recommendations

- When reporting becomes a norm and not an exception, offenders will experience deterrents to their actions to abuse children. Until such time, it 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.
- Because child sexual abuse 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 Jerry Giraffe programme fulfils a unique role in helping teachers fulfil their mandatory reporting role. 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.
- Teachers found the ThinkTwice training workshop helpful in equipping them with knowledge and skills to handle sexuality topics with children. Sexuality topics such as child sexual abuse 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.
- 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.
- ThinkTwice must continue to expand its services and gain 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.

Implications for practise

The Jerry Giraffe programme 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 child sexual abuse 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 Jerry Giraffe programme is a fun interactive way to teach these topics.

An increase in child sexual abuse disclosures will indicate success of the programme. The programme encourages children to disclose both past and current abuse and helps them to

define what child sexual abuse 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.

Impact Evaluation: 2014/2015

ThinkTwice is currently sending out proposals so that the findings of the evaluation conducted in 2013 can be expanded upon 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. This planned evaluation will involve experimental research design. This will involve design elements such as allocation concealment and blinding of outcome assessors. Adequate demographic, psychographic and socioeconomic variables will also 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 will be evaluated for effectiveness in a number of programme areas. A test will be conducted into what teachers learn in terms of their knowledge gains and gains in procedural skills as well in their attitudes towards child sexual abuse and reporting. These outcomes will 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. The study will assess actual reports of how often teachers report child sexual abuse cases. The teacher training curriculum will be tested for completeness. The investigation will 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 may also be investigated.

The Jerry Giraffe programme will be assessed for the following desirable outcomes amongst children: prevention of child sexual abuse, promotion of disclosures of child sexual abuse, improvement in safety knowledge and skills. There is also scope to investigate whether children respond differently to who delivers the programme to them.