

Sexual Violence in Schools South Africa Project: Gauteng and Limpopo Provinces

EVALUATION REPORT - FINAL

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Acknowledgements

The end-line evaluation of the *Sexual Violence in Schools in South Africa (SeViSSA)* project was commissioned by Action Aid South Africa (AASA), to fulfil the grant agreement with the Comic relief. The end-line evaluation was managed and led by Esibayeni Group, an independent consulting company.

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Executive summary

Sexual violence is a widespread problem, both in South Africa and beyond. Young women in particular are affected by sexual violence and one of the places they are most vulnerable is at school. Vulnerability to violence, harassment and abuse have a devastating impact on the health and education of the (mainly female) learners who experience it. While South Africa has introduced progressive laws and policies to combat this problem, sexual violence in schools continues to pose a serious threat to the right to education.

ActionAid South Africa, a Human Rights Based and a feminist organisation, in partnership with The Teddy Bear Clinic (TTBC), Thohoyandou Victim Empowerment Programme (TVEP) and Xihlobo Xa Ndivho (XXN) implemented the “Sexual Violence in Schools in South Africa”, SeViSSA project from 2014 to 2018, in twenty-seven schools in Limpopo and Gauteng, aiming to build the agency of girl learners so that they are able to advocate for substantial change at the level of the school and the community in addressing all forms of gender based violence, and sexual violence in particular¹.

The implementation of the SeViSSA project was guided by the AASA Human Right Based Approach (HRBA), Theory of Change and the MAANDA initiative/framework, which provides a framework for women and girls’ empowerment in which the transformative change should take place in three levels: 1) Voice, influence and Agency - *Individual behavioural and attitudinal change*, 2) Resources, services and opportunities - *Micro- level policy change*, and 3) Informal and formal institutions - *macro-level district and national policy and legislation levels*.

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The overall purpose of this end line evaluation was to assess the extent to which the project has achieved its objectives and contributed to any observed changes in girl learners’ experience of safety in schools, girl learners level of feeling empowered to challenge unequal power dynamics and inequality generally.

Data was collected through the document analysis, by analysing documents such as Planning documents, Theory of Change, Monitoring and evaluation framework, Girls Club manual, Baseline study and Narrative progress report and one on one interviews. One on one interviews were conducted over two (2) week period, starting on Monday 25th February in Limpopo province and ending on Friday, 8th March in Gauteng province by lead researcher and fourteen (14) enumerators. Two hundred and sixty (260) Girl Club members were interviewed by using structured interview schedule and 57 Principals, Confidantes, SSF members and facilitator / mentors were interviewed

¹ SeViSSA Baseline report

using semi structures interview schedule, representing 26 schools in Gauteng and Limpopo. The AASA and Implementing Partner staff members were also interviewed.

Key findings:

The key findings of the end-line evaluation were that the SeViSSA project has brought positive change to the Implementing Partners (IP), to the participating schools and the girls participating in the project. All IPs are continuing with the Girl Clubs. The five-year investment in the partnership development, reflecting and learning together has contributed into the sustainability of the SeViSSA project, all IPs had recruited new girls into the Girl Clubs, while knowing that the financial support is no longer available.

The AASA has utilised the MAANDA framework consciously to focus on the different levels of change in planning and implementation of the SeViSSA project; the change has taken place in all three levels, slightly more on second level: Resources, services and opportunities - Micro- level policy change. Compared to the level one: Voice, influence and Agency - *Individual behavioural and attitudinal change*, and level three: Informal and formal institutions - *macro-level district and national policy and legislation* levels.

As an implementation strategy, AASA has adopted and internalised the HBRA approach fully. The SeViSSA project has put the active agency of people living in poverty first, the SeViSSA project has supported the active, free and meaningful participation of girls so they are aware of their human rights and of key duty bearers and are able to hold them accountable. The HRBA as an implementing approach was an appropriate strategy to facilitate transformative change.

As a result of the SeViSSA project, the schools have relevant school safety policies; including a Code of Conduct, a Sexual Abuse Policy, a Health & Safety Policy, Policy on bullying, an action plan to address Violence Against Women (VAG), and reporting and disciplinary processes in place. The mechanisms and systems that the schools have in place to take action on reported cases are not yet considered to be safe by the girl learners, especially when accessibility is defined as feeling safe to access and use the system. Due to perception that the school authorities would not handle reported sexual abuse cases in appropriate and respectful manner; some girl learners still feel undermined by the educators. At the same time, the girl learners have noticed that some educators are beginning to take reported cases seriously.

The SeViSSA program has contributed to increased retention of girls in participating schools. Number of girls dropping out from school because of pregnancy and motherhood has significantly decreased in majority of the schools. All schools state that the girl learners return to the school after giving birth, but only on the new school year meaning that the girls miss one year of school, and are not completing the school in time.

Overall safety in schools has improved. However, the schools are not yet fully perceived to be safe places providing a conducive learning environment for the learners. Almost every second of the girl

respondent stated that most of the time they do not feel safe in schools, especially in the toilet because boy learners take drugs there.

Very few schools are providing psychosocial support for victims of violence, or have referral linkages to care. Schools that provide psychosocial support, have a social worker in the school or have a good working relationship with the Department of Social Development. The School Stakeholder Forum seems to strengthen the schools' ability to provide psychosocial support.

Schools do not seem to provide much support for the pregnant learners or teenage mothers, only to encourage them to come back and finish their schooling, which seem to be working; all pregnant learners have returned and completed the schooling, but not on time.

By placing the girls in the centre of the project, SeViSSA project has increased girls' awareness of their value of themselves as equal human beings in relation to boys and men. Girls are observing human rights violations in schools and they are reporting violations to the authorities. Furthermore, girls are observing behaviours of the educators, how they are treating girl learners and responding to reported cases, therefore contributing to the overall safety of the schools and advocacy of women rights. The Girl Clubs have empowered and have helped the girls to deal with the daily challenges through knowledge sharing and through providing a safe space talk, share and advise each other. Girl Clubs have improved girls' self-confidence, ability to focus on school and making healthy choices, provided knowledge on ABC method, increased the knowledge on their rights, taught how to speak out and how to report.

Girl learners' academic performance has improved. Improved academic performance could be linked to the increased confidence in girl learners and girl learners desire to be independent, and by performing well in school they would be able to find jobs and earn income.

Key recommendations

As an organisation guided by Human Right Based Approach (HRBA), AASA could facilitate even more conversations on the HRBA, human rights and women rights so that the HRBA becomes a way of working for the IPs and educators. This would maintain the momentum of the project and change.

Implementing partners

Motivate and encourage schools and educators to become advocates of human rights and safe learning environment for learners, especially girl learners. The educators should be encouraged to take on practical initiatives that would improve the safety in the schools, initiatives such as, clearing the bushes around toilets, keep the toilets clean and take turns to supervise learners during breaks. IP should be provided with more technical skills on how to analyse policies and monitor the budget. AASA could have reflection session that specifically focus on analysing monitoring data and how that data could be used to advocate for change at the school, community, district, provincial and on national levels.

Support structure for the girl learners

- Strengthen the encouragement and motivation for academic performance. This could be done through career counselling, exchange visit to different places of work and assisting girl learners to set goal how to achieve their dreams.
- Strengthen the existing support structure at home, so that parents and caregivers are better able to listen and understand the challenges of young women. This could be done through forming partnerships with the organisations that work with families and provide parenting programmes.
- Appoint a social worker in each school. Social worker would be able to provide the additional safety net for those in need. Furthermore, social worker would be able to provide one on one psycho social counselling and group support in the school.

Strengthening and deepening the content of the Girl Clubs:

- Include sessions on stress, depression, suicide substance abuse and other mental health issues to raise awareness of the mental health issues and to provide coping mechanisms for the girls so that they are better able to cope with daily challenges of being a young woman, as well as to be able to seek help when needed.

Communicating and enforcing the school safety policies

- Encourage and support the school to regularly communicate the policies and reporting mechanisms to the learners, parents and caregivers
- In terms of enforcing the policies and disciplining the learners, it is recommended that positive discipline training would be offered to educators, as well as parents and care givers, so that the parents and educators would be providing the same message to the learners through the disciplinary actions.

Educators and School Stakeholder Forum members

- All educators should be trained on school safety policies and reporting mechanisms, and more importantly, educators should be provided an annual refresher training on policies.
- The educators should be trained on the policies guiding how to ensure the educational rights of pregnant learners are fully actualised, and they would be made aware of the ways in which to support pregnant learners, and teenage mothers
- Educators should be trained on how to handle reported sexual abuse cases, and other abuse cases in an appropriate and respectful manner.
- Support educators in responding to reported cases of sexual violence and other violence.

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Abbreviations

AA	Action Aid
AASA	Action Aid South Africa
CSO	Civil Society Organisation
FGD	Focus Group Discussion
GC	Girls Clubs
HIV	Human Immunodeficiency Virus
HRBA	Human Rights-Based Approach
HSRC	Human Science Research Council
KII	Key Informant Interviews
MEL	Monitoring, Evaluation, Learning
SEVISSA	Sexual Violence in Schools in South Africa
SSF	School Stakeholder Forums
ToC	Theory of Change
TTBC	The Teddy Bear Clinic
TVEP	Thohoyandou Victim Empowerment Programme
VAG	Violence Against Girls
VfM	Value for Money
ZTSA	Zero Tolerance School Alliances
SDG	Sustainable Development Goals

Chapter One Introduction

1. Introduction

The following report provides an overview of the process undertaken to conduct an end line evaluation of the *Sexual Violence in Schools in South Africa* (SeViSSA) project as implemented by Action Aid South Africa (AASA) in schools in Limpopo and Gauteng provinces from 2015 to 2018.

The overall purpose of an end line evaluation is to understand successes and challenges in the programme implementation so that these learnings can be used to inform programme implementation and quality going forward and beyond the current funding. Purpose of this end line evaluation is to assess the extent to which the project has achieved its objectives and contributed to any observed changes in girl learners' experience of safety in schools, girl learners level of feeling empowered to challenge unequal power dynamics and inequality generally².

The project is supported and funded by Comic Relief, a donor agency based in United Kingdom. The main outcome of the project is to empower girl learners so that they would take an action to address gender injustices and general injustice and unequal power relations in their personal lives, school and in society.

The end-line evaluation of the *Sexual Violence in Schools in South Africa* (SeViSSA) project was commissioned by Action Aid South Africa (AASA), to fulfil the grant agreement with the Comic Relief. The end-line evaluation was managed and led by Esibayeni Group, and independent consulting company.

1.1. Sexual Violence in Schools in South Africa

"Schools, which used to be safe havens for our learners, have now become high risk areas for our... children because of some unscrupulous teachers and caretakers, who abuse them sexually. Many boys have also become victims of sexual abuse"³ At the time, the Minister in the Presidency Responsible for Women, Susan Shabangu, as a start of 16 days of activism in 2017

Sexual violence is a widespread problem, both in South Africa and beyond. Young women in particular are affected by sexual violence and one of the places they are most vulnerable is at school. In South Africa, many learners are sexually harassed and abused by their teachers or other learners. Though the severity of the problem is well known, its actual prevalence is difficult to determine as many cases go unreported⁴.

² Comic Relief Maanda Initiative – Framework for women and girls' empowerment. Guidance for Maanda applicants and grantees

³ Shabangu (2017). Schools are high risk areas for sexual abuse – Shabangu.
<https://www.news24.com/SouthAfrica/News/schools-are-high-risk-areas-for-sexual-abuse-shabangu-20171125>

⁴ <https://www.wits.ac.za/cals/our-programmes/gender/sexual-violence-in-schools/>

Quick internet search reveals that the violence in South African schools is reality learners have to face on a daily basis; news headlines in 2019:

- Teacher arrested for allegedly sexually abusing pupils at Valhalla Primary School. Feb 2019.
- Counsellors to help Bryanston High 'sex abuse' pupils. Jan 2019
- Sexual assault probe at KZN School, The Witness. Jan 2019

What exactly are we talking about when we talk about sexual violence? Sexual violence does not occur in isolation. Its rooted in social injustices and inequalities, it is connected to other forms of violence. According to the WHO's World Report on Violence and Health, the following are societal risk factors for sexual violence⁵:

- Gender-based inequality: sexual violence is more likely to occur in societies with rigid and traditional gender roles 'where the ideology of male superiority is strong – emphasising dominance, physical strength and male honour'.
- Male entitlement: men are more likely to commit sexual violence in communities where concepts of male honour and entitlement are culturally accepted and where sexual violence goes unpunished. Social ideology entrenched in male entitlement may deny women a fundamental right to refuse sex and fail to recognise marital rape.
- Absent or weak sanctions and services: community tolerance of sexual violence is evidenced by the unresponsiveness of systems and services. Unresponsive systems fail to hold perpetrators accountable and fall short of victims' needs.
- Poverty: poverty increases people's vulnerabilities to sexual exploitation. Individuals who lack sufficient economic resources to meet their basic needs, specifically women, may have to resort to bartering for essential goods with sex.
- War: rape has been used as a weapon of war and conflict. Refugees who flee conflict and persecution are at extreme risk of sexual violence in their new settings, including refugee camps.

Human Rights Watch (HRW) investigated sexual violence in South African schools in 2001, the report documented how girls had been raped, sexually abused, sexually harassed, and assaulted at school by their male classmates and even by their teachers. The report highlighted that, because sexual violence is under-reported, it's difficult to say exactly how many girls and young women had been raped or assaulted at school. While the HRW report dates back nearly two decades, the situation appears to have changed very little for many learners across South Africa⁶.

Centre for Justice and Crime Prevention (CJCP) conducted a National School Violence Study in 2008 and 2012, also finding out that the not much has changed in schools to prevent violence and make schools safer and more conducive places of learning. The National School Violence Study (2012) suggested that one in five secondary school learners had experienced any violence (including

⁵ <https://www.csvr.org.za/images/docs/sexualviolence.pdf>

⁶ <https://www.globalcitizen.org/en/content/johannesburg-teacher-arrest-sexual-violence-school/>

robbery, assault, threats and sexual assault) while at school in the 12 months prior to the study, translating to just over one million learners across the country⁷.

The baseline study conducted for the SeViSSA project in 2015 in fourteen schools in Limpopo and Gauteng found that learners across the schools cited name-calling, peer-pressure, bullying, and teasing as the foremost infringements that they are exposed to most often (on average 18%, 17%, 15% and 11% respectively) within the school environment, and rape and murder predominantly occurring in the communities they come from. Sexual pressure constituted an average of 6% of responses⁸.

Regarding sexual violence and whether boys force girls to have sex with them, both provinces showed a similarity in responses; in Gauteng learners affirmed that yes, this is the case with an average response rate of 6%, and learners in Limpopo with an average of 4%. In addition to this, girl learners in both provinces stated that they feel pressured into having sex by educators. One out of every five learners interviewed attested to this being the case. Both provinces indicated a high rate of transactional sex (average of 13%), where girls would engage in sexual relations for material benefits, or in cases with educators, for better academic results or pass rates⁹.

1.2. Consequences of violence

Vulnerability to violence, harassment and abuse have a devastating impact on the health and education of the (mainly female) learners who experience it. While South Africa has introduced progressive laws and policies to combat this problem, sexual violence in schools continues to pose a serious threat to the right to education¹⁰.

Violence is felt emotionally as depression, fear and anxiety; and in a loss of concentration and inability to work. Children who experience violence are more likely to use drugs, suffer from depression, or become violent themselves, perpetuating a devastating cycle¹¹.

The Baseline survey (2015) revealed that the majority of girl learners felt that they were commonly insulted, belittled and humiliated by boys that they school with. This erodes their self-esteem and self-confidence and leads to high rates of depression, drop-outs, and transfers and in extreme cases suicide. Educators do not get involved in these situations, thereby exacerbating the situation.

As HRW concluded: "Sexual violence and harassment in South African schools erect a discriminatory barrier for young women and girls seeking an education. As a result, the government's failure to protect girl children and respond effectively to violence violates not only their bodily integrity but also their right to education."¹²

⁷ Snapshot Results of the 2012 National School Violence study. CJCP Research bulletin, No 5, March 2013

⁸ SeViSSA baseline study, 2015

⁹ SeViSSA baseline study, 2015

¹⁰ <https://www.wits.ac.za/cals/our-programmes/gender/sexual-violence-in-schools/>

¹¹ <https://www.dailymaverick.co.za/article/2018-09-12-crime-stats-south-africa-is-at-war-with-itself/>

¹² <https://www.globalcitizen.org/en/content/johannesburg-teacher-arrest-sexual-violence-school>

1.3. Policies guiding the safety in school

South Africa has formally committed to gender equality and women's rights with the establishment of its constitutional democracy, constitutional provisions in the Bill of Rights, progressive legislation requiring an increase in the representation and participation of women in all sectors, the establishment of a Commission for Gender Equality and a Ministry for Women, Children and Disabled People are expressions of this commitment. At regional and international levels, the South African state has pledged support for a variety of international treaties and protocols promoting the equality of women, such as CEDAW, the Beijing Platform for Action and the SADC Protocol on Gender Equality.

The Department of Basic Education takes school safety very seriously, and iterates that there is no place for violence, drug-use/abuse, sexual harassment and other criminal acts in schools as it poses a serious barrier to learning, and potentially deprive learners of their inherent constitutional rights to life, education, equality and dignity. Interventions have focused on addressing elements of physical infrastructure related to proper fencing, alarm systems and burglar proofing, resilience-building programmes for young people and the strengthening of partnerships with relevant stakeholders. The Department has a solid partnership with the South African Police Services (SAPS) aimed at linking schools with local police-stations and the establishment of functional School Safety Committees¹³.

The National School Safety Framework

The National School Safety Framework (NSSF), developed by the Department of Basic Education (DBE), aims to provide an all-inclusive strategy to guide the national department as well as the provincial education departments in a coordinated effort to address the violence in schools. The overall aim of the Framework is to create a safe, violence and threat-free, supportive learning environment for learners, educators, principals, school governing bodies and administration. The DBE recognises that safety in schools is not merely the absence of violence, but encompasses many other aspects critical to school safety that are not covered in the NSSF, such as health, infrastructure, occupational health, disaster risk management and curriculum design¹⁴.

The NSSF recommends the establishment of the School Safety Committees whose role is to develop a comprehensive school safety and violence prevention plan. The safety committee leads the efforts to identify school safety needs, select appropriate interventions based on the needs identified, garner support from school and community stakeholders for the school safety plan, and monitor and evaluate the effectiveness of the school safety initiatives. Regarding the psychosocial support for the learners who have experienced violence, the NSSF states that: "Reasonable time should be allowed in terms of responses after an incident has been reported. What is imperative is that the school in collaboration with the relevant stakeholders must render psychosocial services and support to both victims and perpetrators of violence".

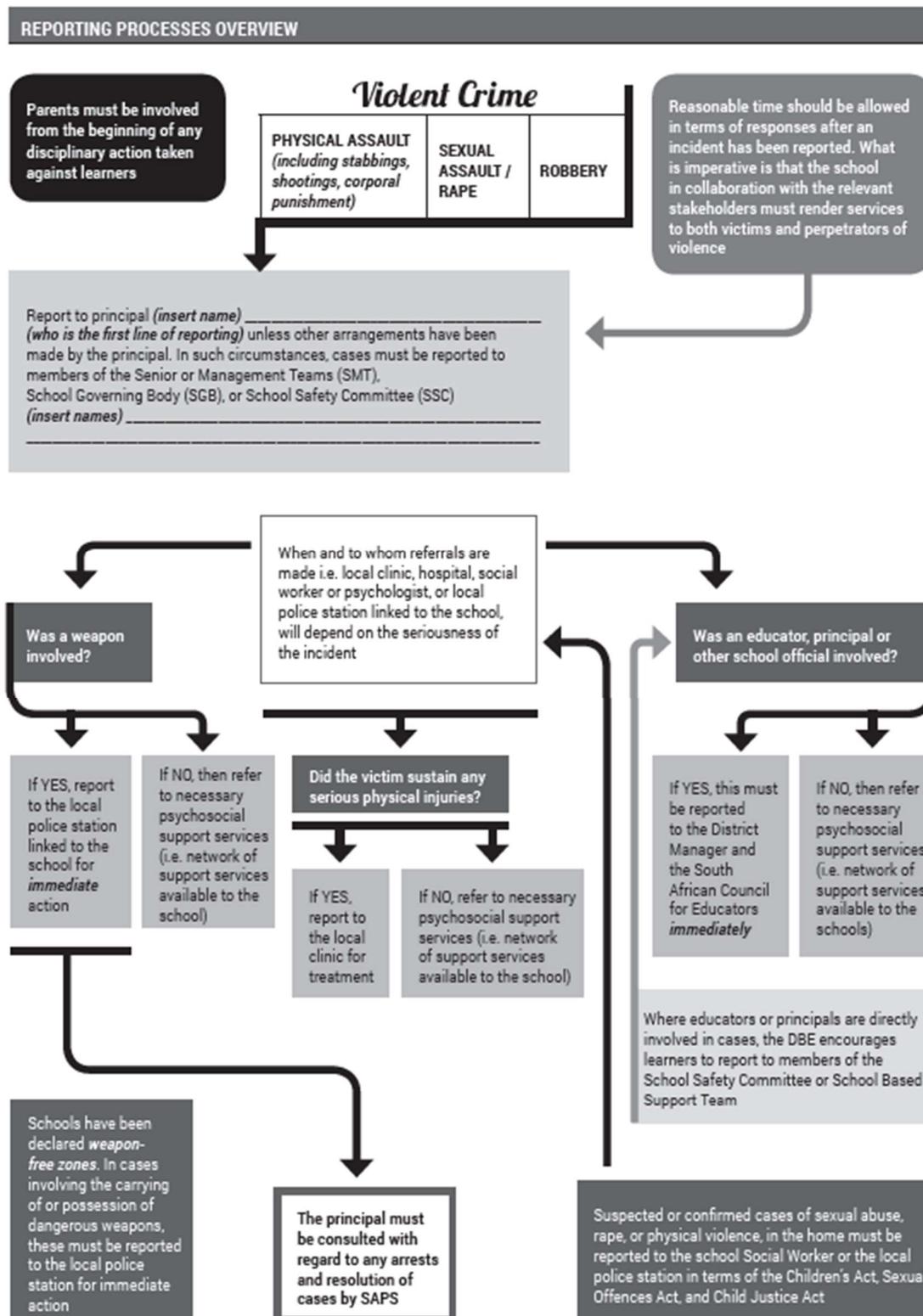
¹³ <https://www.education.gov.za/Programmes/SafetyinSchools.aspx>

¹⁴

<https://www.education.gov.za/Portals/0/Documents/Publications/School%20Safety%20Framework%202016.pdf?ver=2016-02-19-133421-363>

The NSSF framework for the reporting violence is illustrated in the figure below.

Figure 1 Reporting framework for schools



The NSSF also recommends the process of collecting the statistics of the violence in schools. A starting point for the collection of school-based data collection could be between dedicated

security co-ordinators at each school and the police. School-based crime statistics are key to any practical intervention. Therefore, the current protocol between the department and SAPS must be enhanced to increase data collection. It will be far simpler to develop crime prevention procedures when schools have access to local police crime statistics, which can be correlated with the data collected by the security co-ordinators¹⁵.

National Strategy for the Prevention and Management of alcohol and Drug

The Department has developed a National Strategy for the Prevention and Management of alcohol and Drug use amongst learners in schools. As schools mirror the communities, curbing drug use in schools will in turn prevent drug use within the communities and render them safe for all citizens. Schools have been provided with a Guide to Drug Testing in South African Schools.

Guidelines for the Prevention and Management of Sexual Violence and Harassment

Guidelines for the Prevention and Management of Sexual Violence and Harassment; have been developed and distributed to schools to support schools and school communities in responding to cases of sexual harassment and violence against learners. The guidelines set out clearly how public schools should treat victims of sexual harassment and violence and the steps that must be taken to deal with those who have or are alleged to have committed such acts.

Speak Out - Youth Report Sexual Abuse handbook

The purpose of the handbook is to equip learners with knowledge and understanding of sexual harassment and sexual violence, its implications, ways to protect themselves from perpetrators, and where to report. The handbook also provides very useful contact details of national and provincial organizations that can assist.

DBC Draft National Policy on the Prevention and Management of Learner Pregnancy in Schools

The goal of the Policy on the Prevention and Management of Learner Pregnancy¹⁶ is to reduce the incidence of learner pregnancy through the provision of quality comprehensive sexuality education (CSE) and access to adolescent and youth-friendly sexual and reproductive health services, or referral to the latter. The Policy promotes the Constitutional Rights of girls to education by ensuring they are not excluded from school as a result of pregnancy and birth and to provide a supportive environment for the continuation of learning.

The means to achieve these goals include the following:

- Provide comprehensive sexual and reproductive health (SRH) services including access to effective contraceptive technologies in association with social sector partners, to empower learners to make informed choices and avoid unintended conception or seek termination;
- Ensure the return and retention of learners, post-delivery, in an appropriate grade in the basic education system;

¹⁵ <https://mg.co.za/article/2018-10-26-00-to-fix-schools-fix-society-first>

¹⁶

<https://www.education.gov.za/Portals/0/Documents/Policies/Draft%20Pregnancy%20Policy%202018.pdf?ver=2018-06-26-142235-687>

- Facilitate access or referral to ante-natal care during learner pregnancy at the school-level in conjunction with other social sector partners and NGOs;
- Ensure schools provide a stigma-free, non-discriminatory and non-judgemental environment for pregnant learners, pre- and post-delivery, to support their physical and psychological health and dignity.

1.4. ActionAid South Africa

Women around the world are more likely to live in poverty - just because they are women. They have less access to land, education, income and decision-making – all of which keeps them poor¹⁷.

ActionAid puts women and women’s rights at the centre of all its work because the organisation believe this inequality is an injustice the organisation must fight. ActionAid believes that gender is critical to understanding the causes of poverty and injustice. ActionAid also defends the rights of women and girls to live free from gender-based violence; to secure a fairer division of care work and to control their own sexuality¹⁸.

Action Aid (AA) is an international non-governmental organisation working in 45 countries for a world free from poverty and injustice. South Africa has a strong Civil Society Organisation (CSO) base, and AASA has carefully position itself so that it is not seen to be in competition with local organisations. AASA’s focus must be the added value AASA can bring to South African local partners in the context of the transformative Human Rights Based Approach (HRBA). Work of AASA is guided by an interim country strategy concentrating on five priority programme areas: Women’s and girls’ rights; Child and education rights; Land and food rights; Mining and extractives; and International engagement.

Vision:

A world without vision poverty & injustice in which every person enjoys their right to a life of dignity.

Mission:

To work with poor & excluded to eradicate poverty & injustice

Goal:

To empower and generate support for people living in poverty and in marginalised communities in South Africa, with a special focus on women and children.

¹⁷ <http://www.actionaid.org/what-we-do/womens-rights>

¹⁸ <http://www.actionaid.org/what-we-do/womens-rights>

1.5. Human Right Based Approach (HRBA)

ActionAid's **Human Right Based Approach (HRBA)** builds on this idea that human development is the central concern, AASA sees people it works with as capable, autonomous and able agents of change, furthermore, women and men living in poverty are key agents of change and all citizens have a role, acting in solidarity. AASA main strategy is to empower people living in poverty (who are rights holders just as much as any people) to claim their rights and to hold the institutions (duty bearers) meant to uphold these rights accountable.

The HRBA strategy commits AASA to¹⁹:

- Moving on from just fighting against poverty to working for long-lasting solutions to poverty, advancing alternatives together with our partners and allies
- Building deeper connections: linking people and movements across the planet and across issues; connecting our work locally, nationally and globally; and linking our programme, policy, campaigning, communications and fundraising work
- Recognising that changing policies is often not enough – unless we are also changing attitudes and behaviours – and that harnessing mass communications and campaigning are essential to achieve this
- Emphasising our own accountability: making sure we can more explicitly show the impact of our work on the lives of women, men, youth and children living in poverty

Within AASAs HRBA, women are recognised as being among the most systematically excluded groups, so women's rights are integral to AASAs understanding of poverty. Addressing power imbalances between women and men is both mainstreamed in all work and have a stand-alone focus. The eradication of poverty and injustice will simply not be possible without securing equality and rights for women. AASA understands that women living in poverty face double oppression because of their poverty and their gender. Causes of female poverty can be different to causes of poverty in general. For example, men may have property rights where women have none. As such, approaches to tackling poverty need to be gender specific. AASA believes that gender discrimination, which is all-pervasive, must be removed before we can achieve rights and end poverty. If we fail to specifically address women's human rights, our efforts to eradicate poverty for women, but also for men and the wider community, will be ineffective, at best – and harmful, at worst. Through its work AASA aims to confront the violation of women's rights and the inequality between men and women in access to services, resources and power.

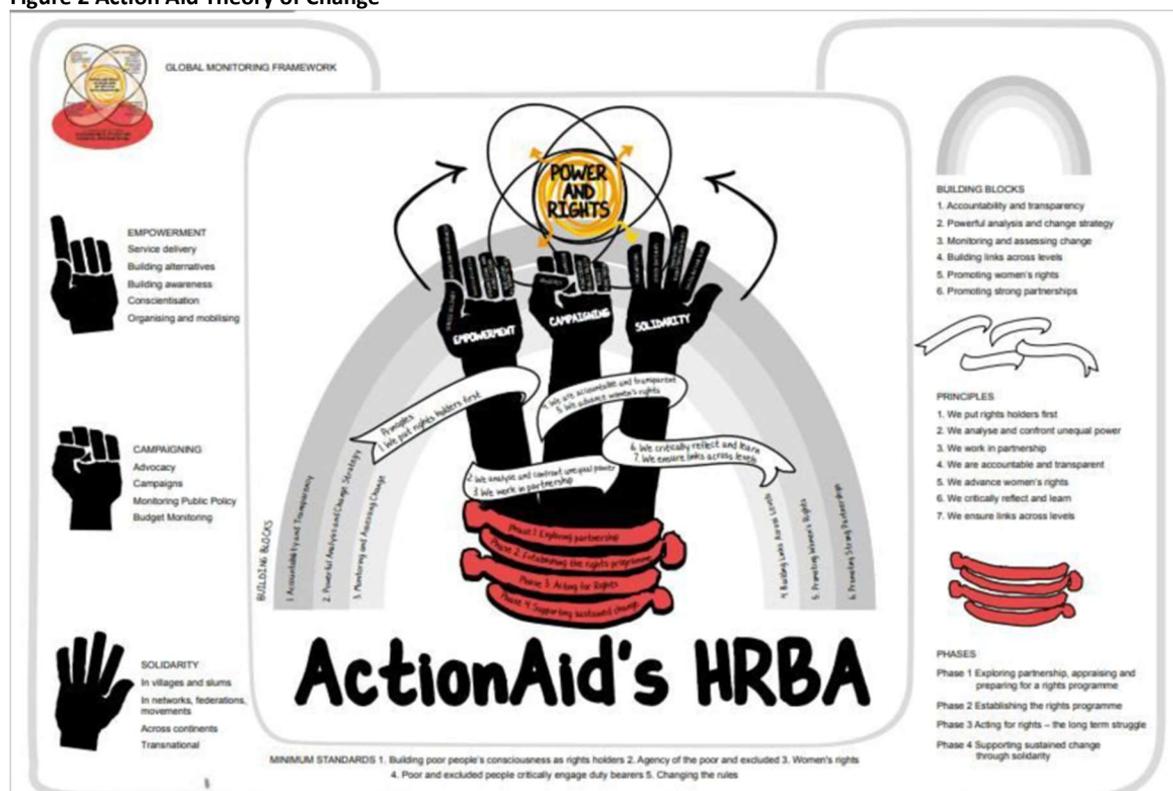
The key principles of the HRBA is built into the AASA's Theory of Change²⁰: AASA believes that long-term sustainable change is only possible if efforts for change place women, youth and children who live in poverty at its centre. AASA sees its role as one of enabling, and supporting the efforts of those who live in poverty to lead change on their own behalf".

¹⁹ http://www.actionaid.org/sites/files/actionaid/1_peoples_action_in_practice_final_20_07_2012.pdf

²⁰ http://www.actionaid.org/sites/files/actionaid/iactionaid_cs_report_2.pdf

The key principles of the HRBA and AASA ToC are: Empowerment, Campaigns, Solidarity and Alternatives.

Figure 2 Action Aid Theory of Change



Empowerment. Empowerment is at the heart of our approach to change; human rights can only be realised if people living in poverty have active agency. Empowerment includes giving people living in poverty the power to:

- Build critical awareness of their situation (conscientisation)
- Organise and mobilise for individual and collective action, with AASA supporting and strengthening organisations and movements
- Monitor public policies and budgets
- Develop communication skills and platforms
- Respond to vulnerability and needs through rights-based approaches to service delivery

Campaigning. Campaigning creates and harnesses people's power around a simple and powerful demand, to achieve a measurable political or social change to the structural causes of poverty. It has many elements including:

- Building a research/evidence base
- Advocacy
- Lobbying
- Mass mobilisation
- Mass communications to engage key people and motivate others to act.

Solidarity. Solidarity involves people and organisations sympathetic to the struggles of people living in poverty supporting and sustaining a movement for change, with people living in poverty taking the lead. Solidarity takes several forms for AASA:

- Sponsoring children and donating money
- Linking different struggles
- Taking action through demonstrations or letter writing
- Using communications to raise the visibility of an issue
- Building broader alliances.

Alternatives. Alternatives play a crucial role for AASA. Alternatives add vision and a sense of optimism and direction to the organisation work. Rather than only fighting against poverty AASA works towards lasting solutions – exploring, documenting, sharing and activating alternatives. AASA works with people living in poverty and partners and allies, finding and popularising new ways of doing things, challenging dominant paradigms, promoting innovation, piloting, innovating and being solutions-oriented. Even more than that, AASA commitment to work on alternatives is also a commitment to find the space to dream, to build visions of another world, to escape from present boxes and labels, to think laterally and to imagine a different future which can inspire action today.

1.6. Sexual Violence in Schools in South Africa project

The SeViSSA project is implemented within the Women Rights programme²¹ of AASA. The Women Rights program focuses on strengthening and build networks and solidarity within the gender and feminist sectors in South Africa to address multiple discriminations and inequalities women and girls in South Africa face. The programme focuses on empowering existing gender rights organisations and movements, as well as new formations of women in urban and rural areas, to claim their rights and hold government and other structures of power accountable to the guarantees of the Constitution and legislative framework. In terms of working with young women across South Africa, the programme aims to address their particular needs in relation to violence, education, livelihoods, and sexual and reproductive health and to develop a strong cadre of youth who are effective advocates of these issues.

Action Aid South Africa (AASA) started implementing the Sexual Violence in Schools in South Africa (SeViSSA) project in 2014 with funding support from the Comic Relief, under the MAANDA initiative. The model is an adaptation of the Zero Tolerance Village Alliance pioneered by the Thohoyandou Victim Empowerment Programme (TVEP). The model promotes citizen participation and seeks to build an alliance in which people are actively claiming their rights, resisting abusive practices and community leaders show commitment to eradicating all forms of abuse. The SeViSSA project seeks to empower girls and establish systems and protocols that create safe spaces for girls in twenty-seven (27) school around Gauteng and Limpopo to protect them against sexual violence, and ensure girl learners right to education.

²¹ http://www.actionaid.org/sites/files/actionaid/iactionaid_cs_report_2.pdf

The right to education is inextricably linked to the enjoyment of other rights, such as health care, shelter, economic empowerment amongst others. Violence in the form of sexual abuse, socio-cultural practices and economic deprivation, deny girls their right to education. This constitutes an infringement on their right and prevents them from enjoying the full benefits of their rights while in school. It also interferes with and undermines the attainment of internationally accepted educational goals, including the Sustainable Development Goals (SDGs).

As a feminist and human rights organisation, AASA has taken a strong stance to place the girls and women in the centre of the organisation work and programming. The decision is further supported by the acknowledgement that AASA cannot invest resources to all aspect of life that contribute to the safe and conducive learning environment for the girls, such as boys, immediate families or providing for basic physiological needs such as food, school shoes and uniforms or sanitary wear for the girls. As a principle, AASA encourages Implementing Partners to find organisations that provide above mentioned services contributing to the safety of girls, and form working partnerships with those organisations to provide comprehensive services.

Action Aid South Africa (AASA) implements the SeViSSA project with the partners: The Teddy Bear Clinic (TTBC) in Johannesburg, Gauteng; Thohoyandou Victim Empowerment Programme (TVEP) in Thohoyandou, Limpopo province and Xihlobo Xa Ndivho (XXN) in Vhembe district, Limpopo province. By doing so AASA aims to build the agency capacity of 1250 girl learners from the Gauteng and Limpopo provinces, over a period of five years, from 2014 to 2018, so that they are able to advocate for substantial change at the level of the school and the community in addressing all forms of gender based violence, and sexual violence in particular²².

Following the MAANDA Initiative – Framework for women and girls’ empowerment in which the transformative change should take place in three levels;

- I. Voice, influence and Agency
- II. Resources, services and opportunities
- III. Informal and formal institutions

The anticipated changes the SeViSSA project works towards can be summarised as follows:

- I. Voice, influence and Agency - *Individual behavioural and attitudinal change* - The Girls Clubs in the schools in which SeViSSA activities are being implemented demonstrate an increase in awareness about harmful gender norms, reporting mechanisms and processes about gender based violence, female learners in participating schools report feeling safer, and girls in Girl Clubs experience a heightened level of self- esteem and confidence to take control and negotiate their position in relation to boys.
- II. Resources, services and opportunities - *Micro- level policy change* - each of the participating schools have developed and implemented a policy framework specifically aimed at reducing levels of sexual violence, and the school mechanisms are strengthened to effect

²² SeViSSA Baseline report

change on safety and the protection of girls against sexual violence. As a result of the developed action plans which also focus on the girl child, we should be seeing a decrease of the dropout rate for girls, and that girls in participating schools are retained in schools and complete their schooling on time. Furthermore, the establishment of the School Stakeholder Forums (SSFs) should increase the community involved and ensure effective referral and linkage to care for learners exposed and experiencing violence.

- III. Informal and formal institutions - *macro-level district and national policy and legislation* - there is effective implementation of progressive legislation in support of the girl learner, whilst advocacy from the micro- levels facilitate the development of policy that addresses the problems being faced in the education system.

The five defined programmatic outcomes and key activities of the SeViSSA project are:

- Outcome 1: Girls are empowered to advocate for their rights and report cases of sexual violence in schools.
- a. Establishment of Girls Clubs
 - b. Training of Girls Club members on topics related to sexual violence, school safety and empowerment
 - c. Building the capacity of Girls Clubs in Limpopo and Gauteng to advocate for change at the level of school and community
- Outcome 2: Provincial policies on safety with specific emphasis on reducing VAG in schools are applied and implemented by target schools
- a. Policy & Legislation (Implementation & Monitoring)
 - b. Monitoring of government structures that are implementing policy commitments on promoting safety in schools (inclusive of sexual violence intervention)
 - c. Assessment of each participating school on their integration of existing legislation and policies' suitability or coverage of issues relating to sexual violence in schools (to track the provincial translation of legislation into the district level)
- Outcome 3: Target schools have established effective VAG protection mechanisms through the ZTSA pledge
- a. Facilitate a comprehensive action plan which seeks to address VAG in schools
- Outcome 4: Increased retention of girls in participating schools (Mechanisms and Systems for Action)
- a. Facilitate and promote child-friendly, accessible and accountable schools' mechanisms and systems to take action on reported cases of sexual abuse

- b. Facilitate the development of comprehensive and accessible action plans that are girl- child centred, and consistent with national and provincial policies, including supporting teenage mothers
- c. Advocacy activities

Outcome 5: The partner organisations have improved their skills to implement the project (to build stronger local organisations)

- a. Skill enhancement of implementing partner organisations, specific to the effective implementation of SeViSSA
- b. Financial systems are effective and efficient in implementation, accountability and monitoring of the project
- c. Partners are able to monitor and evaluate the project effectively and efficiently, and learn by doing (action learning)
- d. SEVISSA is integrated (for sustainability) into other children and education rights of partner organisation

At the level of AASA and the implementing partners, the key indicator of change is that both AASA and the implementing partner organisations have the necessary capacity and conditions in place to be equipped to implement the SeViSSA project effectively and efficiently.

1.7. Implementing Partners

Action Aid South Africa (AASA) implements the SeViSSA project with the partners: The Teddy Bear Clinic (TTBC) in Johannesburg, Gauteng; Thohoyandou Victim Empowerment Programme (TVEP) in Thohoyandou, Limpopo province and Xihlobo Xa Ndivho (XXN) in Vhembe district, Limpopo province.

The Implementing partners were chosen based on their various strengths relevant to the successful implementation of the SeViSSA project, strengths such as community engagement and mobilisation, psychosocial support to victims of violence, working with the criminal justice systems and supporting victims in accessing criminal justice system.

Key expectations from the implementing partners:

- Negotiate access to schools;
- Facilitate the Girl Clubs;
- Facilitate the establishment of the School Stakeholder Forums (SSF consist of different stakeholders from Department of Health, SAPS, SGB's, Social Workers, Girls Club leaders, School Managers, LO Educators, community leaders and parents)
- Capacity building of the School Stakeholder Forum members
- Awareness campaign in schools and communities coincide with national calendars;
- Assist schools in aligning their policies with district and provincial policies, policies such as safety policies and policies related to sexual violence

- Facilitate the selection of the school confidante, confidante is a teacher to whom the learners should report any cases of violence. The IPs use two methods to appoint the confidante, the teacher to whom the learners should report any cases of violence. One way, used in Gauteng, is that the educators and the IP appoint the confidante, usually the Life Orientation Educator. Another way, used in Limpopo, is to organise a secret ballot voting where each learner will write a name of the educator s/he trusts, the educator who has the most votes will be appointed as the confidante.
- Strengthen the capacity of school confidante and facilitator /mentors on how to work with girls and educate them on how to identify and help abused children

In order to maximise the impact of the Girl Clubs, all Implementing Partners emphasises the principle of “each one, teach one”, meaning that each Girl Club participant is expect to share their knowledge and learning at least with one friend who is not a Girl Club member.

1.7.1. Thohoyandou Victim Empowerment Project

Thohoyandou Victim Empowerment Programme (TVEP)²³ is located in the Limpopo province of South Africa. TVEP focuses on turning victims into survivors, providing prevention, empowerment and support services in five thematic areas: HIV/AIDS, child abuse, domestic violence, sexual assault, and LGBTI/ minorities. On the support end of the spectrum, TVEP provides counselling, shelter, and psychosocial and legal support through the two Trauma Centres. TVEP runs a variety of prevention and empowerment programmes focused around reducing sexual and gender-based violence, empowering victims and minorities, and reducing the spread of HIV.

The Trauma centres provide assistance to victims of rape, sexual assault, domestic abuse, and severe trauma (such as suicide attempts). When a victim arrives at our door, he or she is assigned a victim advocate (VA) and that VA becomes their “buddy” through the entire process including medical exams, police interviews, psycho-social counselling, and follow-up visits. As part of our services, we also provide care packages with comfort and hygiene items so that victims can start the healing after the exams are complete. For victims who have nowhere else to go or for whom it is not safe to return to their home, we also provide temporary shelter at the centres, up to one month.

TVEP implements the SeViSSA project in nine (9) schools by using the above Zero Tolerance School Alliance (ZTSA) model. TVEP provides capacity building training to the stakeholders and educators around abuse, violence and policy development and reporting mechanisms. In the schools where the TVEP is implementing the SeViSSA project, TVEP plays a key role as a referral partner in the community, TVEP is called in to provide support to the victims and also to follow up cases in homes.

²³ <https://tvep.org.za/trauma/>

1.7.2. Xihlobo Xa ndivho

Xihlobo Xa ndivho (XXN) Xihlobo is a community based relief, development, advocacy and capacity building organisation dedicated to work with communities to end poverty and injustice²⁴. Xihlobo's mission is to work with the poor, excluded and disadvantage communities to promote human transformation to seek justice, end poverty and develop their skills to respond to their challenges. The vision is for every child, women and community at large to have life free of all poverty and justice. Xihlobo works with children, families and communities to ensure that they are all free from poverty and injustice so that all are cared for, protected and can actively participate in community decision making. The six villages the organisation is currently working are: Shihosana, Lunungwi, Tshifudi, Khubvi, Tshiombo and Vhurivhuri.

Xihlobo works closely with community stakeholders such as SAPS, DOH, DOE, and DSD. Other organisations/ institutions include the University of Limpopo on career guidance for learners; TVEP; Childline; Uthanda Rural Services and Gender Commission.

Xihlobo has three main programmatic areas:

- Land and food right – establishment and support small scale farmers with gardening materials, support Poultry Projects, Goats Project and Pottery Project, including school gardening projects
- Children and Education Rights – Establishment of forums for children and youth, including after school academic support.
- Women and Girls Rights - REFLECT and STAR groups where community issues are discussed and action for Rural Development are taken, including support groups for girls and women, women dialogues and workshops and leadership trainings for girls and women.

Xihlobo has incorporated the SeViSSA project in the way the organisation works with the communities, furthermore Xihlobo has adopted the Zero Tolerance School Alliance (ZTSA) model. Xihlobo implements the SeViSSA project in nine (9) schools. Xihlobo provides capacity building training to the stakeholders and educators around abuse, violence and policy development and reporting mechanisms. Xihlobo is closely involved in the process of forming the School Stakeholder Forums (SSF), ensuring they have the capacity to perform their function, and facilitates the quarterly reflection and learning meetings with the SSF members. Xihlobo facilitates Awareness campaign in schools and communities. Xihlobo has assisted schools to start vegetable gardens, established support groups for teen mothers, provided girls with sanitary towels and provided educational support through awards and extra classes.

1.7.3. The Teddy Bear Clinic

The vision of the Teddy Bear Clinic (TTBC)²⁵: "Our vision is that children will not be abused anymore, but where they are being abused, we want to provide efficient and professional services that effectively promote their healing and stop any further abuse. This translates into a mission to

²⁴ <http://xihloboxandivho.org/>

²⁵ <http://ttbc.org.za/>

minimize any secondary harm to children and their families upon their entering the child protection system”.

The TTBC focuses on Victim Support Services:

- Medico-legal Examinations - The Teddy Bear Foundation’s Medico-legal Clinic is a specialised medical facility for children who have been abused or neglected and a training service for medical professionals working in the child protection field.
- Forensic Assessments - Forensic assessments form the basis of court proceedings in convicting perpetrators of violence against children. They take the form of a structured process where the child is engaged through various techniques, by our most qualified Social Workers.
- Psychological Assessments - The service was established specifically for children with cognitive disabilities for the purpose of providing them with fair access to the criminal justice system.
- Therapeutic Counselling and Support - Child abuse causes trauma and emotional scars that can have a negative impact on a child’s development and result in long-term consequences. Every victim of child abuses and their family is provided with the opportunity to receive therapeutic counselling and support.
- Court Preparation and Support - The Court Preparation and Support programme focuses on providing children and parents with skills, emotional support and legal knowledge in preparation for their appearance in court.

Other TTBC Outreach programmes include:

- School awareness programme (SAFE) - The SAFE program is a prevention model creating awareness in learners and educators about their rights and responsibilities. This expands on acceptable and unacceptable behaviour. This program also has a protocol training manual for educators on the identification, management and legislation pertaining to cases of child abuse.
- Support Programme for Abuse Reactive Children (SPARC) - The SPARC program gives the children a second chance in life by diverting them away from the criminal justice system and stopping them from becoming potential offenders
- Multi-disciplinary training - The Teddy Bear Foundation is one of the few organisations that provide holistic integrated services to children that have been abused.

The TTBC has incorporated the SeViSSA project into the SAFE programme of the TTBC. TTBC implements the SeViSSA project in nine (9) schools mainly by facilitating the Girls Clubs. Through the SAFE project, TTBC provides capacity building training to the stakeholders and educators around abuse, violence and policy development and reporting mechanisms. TTBC plays a key role as a referral partner in the school and in surrounding communities, TTBC is called in to provide support to the victims and also to follow up cases in homes.

1.8. The Zero Tolerance School Alliance model

The Zero Tolerance Village Alliance (ZTVA) and its sister programme, the Zero Tolerance School Alliance (ZTSA) is a model²⁶ is the model TVEP has adopted as the organisational approach to work with communities. The AASA has adopted the ZTVA model as the implementation model for the SeViSSA project in South Africa.

The ZTVA model works with communities to define challenges around SGBV and then provide a framework whereby solutions to the challenges are devised, implemented, and ultimately owned by the community.

The process for joining the alliance begins with community mapping exercise to understand challenges from the community's point of view and identify relevant agencies and stakeholders. Next, a Stakeholder Forum (representing each area of the community) is established and a Memorandum of Agreement is signed to formalise and guide the partnership between the overseeing agency and the community. After that, a series of targeted community dialogues are held over several months to sensitise the community on SGBV related issues and capacitate them to develop their own solutions. Once the dialogues are completed, the community is evaluated against alliance criteria and if all criteria are met, a pledge-taking ceremony is held. In this ceremony, members of the community sign a pledge to stand against SGBV and victims who have broken the silence are recognised and with badges of courage. Once the Pledge Ceremony is complete, the community is entered into the Alliance and a signboard is constructed to commemorate the alliance affiliation.

1.9. Girl empowerment - Girl Clubs

The empowerment of girl learners is through the Girl Clubs. The Girl Club is a 15-session facilitated discussion process facilitated over the school year, ending with the graduation ceremony. The Girl Club session aim to provide the girls with the necessary knowledge and skills about how to access sexual and reproductive health; as well as what channels to follow should they experience any form of violence or harassment, in and outside of school, to make them conscious of their rights, and responsibilities, as well as to empower them to demand accountability from duty bearers, including parents, teachers, community leaders and the government. The Girl Club Modules include the following:

- Social construction of gender
- Gender Based Violence
- HIV Transmission, STIs and teenage pregnancy prevention
- Self-Awareness
- Safety in Schools

Ideally the Girl Club works closely with school stakeholder forums, comprising representatives from key institutions such SAPS, health facilities, Department of Education, Department of Health,

²⁶ <https://tvep.org.za/trauma/>

Department of Social Development and community leadership to improve the overall safety of the school.

In each of the participating school, the Girl Clubs are facilitated once a week, on average the session is about an hour. The time and the venue of the Girl Club is determined by the school in a manner that it is not conflicting with the school calendar. Typically, the Clubs are not operating during the exam times or holiday period.

1.10. Key terms and concepts

The following paragraphs define the key terms and concepts used in the evaluation report to facilitate common understanding of the terms and concepts. Unless otherwise noted the definitions are from the National Adolescent Sexual and Reproductive Health and Rights Framework Strategy²⁷

Gender equality	Gender equality occurs when women, men, girls and boys need to be afforded equal opportunities to enjoy their full human rights and to reach their full potential
Gender equity	focuses on the difference between women and men, girls and boys to ensure that they benefit equitably from all interventions. It is about equality of outcome or results
Gender inequality	is primarily an issue of unequal power relations between men and women. It violates human rights, constrains choice and agency, and has negative impacts upon people's ability to participate in, contribute to and benefit from social, political and economic development. It is essential to work together and use influence to create just and equitable relationships between women and men in order to achieve fair, sustainable, resilient and thriving communities.
Gender Justice	refers to a world where everybody, women and men, boys and girls are valued equally, and are able to share equitably in the distribution of power, knowledge and resources. The world where all people are free from cultural and interpersonal systems of privilege and oppression, and from violence and repression based on gender ²⁸ .
Bodily autonomy	is defined as the right to self-governance over one's own body without external influence or coercion. It is generally considered to be a fundamental human right. Bodily autonomy relates to the concept of affirmative consent, which requires full and eager participation in any sexual encounter. Bodily autonomy is also applicable to each individual's right to choose family planning options. Additionally, bodily autonomy is central to the formation of laws regarding privacy, abortion, medical treatment, homosexuality, and

²⁷ <https://www.health-e.org.za/wp-content/uploads/2015/11/National-Adolescent-Sexual-and-Reproductive-Health-and-Rights-Framework-Strategy-pdf.pdf>

²⁸ <http://sidebysidegender.org/about-us/what-is-gender-justice/>

education²⁹. **Bodily autonomy** also refers to being able to move freely from place to place; being able to be secure against violent assault, including sexual assault ... having opportunities for sexual satisfaction and for choice in matters of reproduction. The following are bodily integrity rights that should be guaranteed to women³⁰:

- Freedom of movement
- Security of persons
- Reproductive and sexual rights
- Women's health
- Breaking women's isolation
- Education
- Networking

Reproductive health “Within the Framework Strategy the WHO's definition of health is defined as a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity, reproductive health addresses the reproductive processes, functions and system at all stages of life. Reproductive health, therefore, implies that people are able to have a responsible, satisfying and safe sex life and that they have the capability to reproduce and the freedom to decide if, when and how often to do so. Implicit to this are the right of both men and women to be informed of and to have access to safe, effective, affordable and acceptable methods of fertility regulation of their choice, and the right of access to appropriate health care services that will enable women to go safely through pregnancy and childbirth and provide couples with the best chance of having a healthy infant”

Sexual Health “Sexual health is a state of physical, mental and social well-being in relation to sexuality. It requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence” (WHO, www.who.int)

Teenage pregnancy Teenage pregnancy is teenage girls (15 – 19 years) who have ever been pregnant

Abortion Abortion is induced expulsion of the foetus during the first part of a pregnancy.

Gender-based violence “violence that is directed against a woman because she is a woman or that affects women disproportionately”, thereby underlining that violence against women is not something occurring to women randomly, but rather an issue affecting them because of their gender. Further, GBV is defined as including “acts that inflict physical, mental or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty.” GBV may constitute a violation or women’s human rights, such as the right to life, the right to

²⁹ <http://www.soc.ucsb.edu/sexinfo/article/bodily-autonomy>

³⁰ https://en.wikipedia.org/wiki/Bodily_integrity

equal protection under the law; the right to equality in the family; or the right to the highest standard attainable of physical and mental health (Source: CEDAW General Recommendation No. 19 on VAW)

Sexual violence

“... any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work”³¹. Coercion, often a crucial element of sexual violence, is further defined as ‘a whole spectrum of degrees of force. Apart from physical force, it may involve psychological intimidation, blackmail or other threats – for instance, the threat of physical harm, of being dismissed from a job or of not obtaining a job that is sought’³².

Harassment

covers a wide range of behaviours of an offensive nature. It is commonly understood as behaviour that demeans, humiliates or embarrasses a person, and it is characteristically identified by its unlikelihood in terms of social and moral reasonableness. In the legal sense, these are behaviours that appear to be disturbing, upsetting or threatening. They evolve from discriminatory grounds, and have an effect of nullifying or impairing a person from benefiting their rights. When these behaviours become repetitive they are defined as bullying³³.

School bullying

is a type of bullying that occurs either inside or outside of school. Bullying can be physical, verbal, or emotional and is usually repeated over a period of time. In schools, bullying occurs in all areas. It can occur in nearly any part in or around the school building, though it more often occurs during school breaks, in hallways, bathrooms, on school buses and waiting for buses, classes that require group work and/or after school activities. Bullying in school sometimes consists of a group of learners taking advantage of or isolating one learner in particular and gaining the loyalty of bystanders who want to avoid becoming the next victim³⁴.

Sexual harassment

refers to persistent and unwanted sexual advances even after gently refusing, typically in the workplace, or school, where the consequences are potentially very disadvantageous to the victim if there is a power imbalance between the victim and perpetrator³⁵.

Physical violence

Physical abuse may include spitting, scratching, biting, grabbing, shaking, shoving, pushing, restraining, throwing, twisting, slapping (with open or closed hand), punching, choking, burning, and/or use of weapons (e.g., household objects, knives, guns) against the survivor. The physical assaults may or may not cause injuries.

³¹ The World Health Organization’s World Report on Violence and Health

³² <https://www.csvr.org.za/images/docs/sexualviolence.pdf>

³³ <https://en.wikipedia.org/wiki/Harassment>

³⁴ <https://www.education.gov.za/Portals/0/Documents/Publications/Bullying%20A5.pdf?ver=2015-01-30-081322-067>

³⁵ <https://en.wikipedia.org/wiki/Harassment>

Emotional violence Emotional abuse is a tactic of control that consists of a wide variety of verbal attacks and humiliations, including repeated verbal attacks against the survivor’s worth as an individual or role as a parent, family member, friend, co-worker, or community member. In domestic violence, verbal attacks and other tactics of control are intertwined with the threat of harm in order to maintain the perpetrator’s dominance through fear. While repeated verbal abuse is damaging to partners and relationships over time, it alone does not establish the same climate of fear as verbal abuse combined with the use or threat of physical harm. The presence of emotionally abusive acts may indicate undisclosed use of physical force or it may indicate possible future domestic violence.

Emotional abuse may also include humiliating the victim in front of family, friends or strangers. Perpetrators may repeatedly claim that survivors are crazy, incompetent, and unable “to do anything right.” Not all verbal insults between partners are acts of violence. In order for verbal abuse to be considered domestic violence, it must be part of a pattern of coercive behaviours in which the perpetrator uses or threatens to use physical force.

Domestic Violence Domestic violence is not an isolated, individual event, but rather a pattern of perpetrator behaviours used against a survivor. The pattern consists of a variety of abusive acts, occurring in multiple episodes over the course of the relationship. Some episodes consist of a sustained attack with one tactic repeated many times (e.g., punching), combined with a variety of other tactics (such as name calling, threats, or attacks against property). Other episodes consist of a single act (e.g., a slap, a “certain look”). One tactic (e.g., physical assault) may be used infrequently, while other types of abuse (such as name calling or intimidating gestures) may be used daily. Some parts of the pattern are crimes in most countries (e.g., physical assault, sexual assault, menacing, arson, kidnapping, harassment) while other battering acts are not illegal (e.g., name calling, interrogating children, denying the survivor access to the family automobile). All parts of the pattern interact with each other and can have profound physical and emotional effects on survivors. Survivors respond to the entire pattern of perpetrators’ abuse rather than simply to one episode or one tactic³⁶.

Confidante An educator chosen by the learners or appointed by the IP who is perceived to be an individual learners can trust and feel comfortable to report any form of violence they have observed or experienced.

Facilitator / mentor An individual who is appointed by IP to facilitate the Girl Clubs in schools

³⁶ <http://www.health-genderviolence.org/training-programme-for-health-care-providers/facts-on-gbv/defining-gender-based-violence/21>

1.11. Ethical considerations

Key ethical principles adopted and followed by the evaluation team were to ensure that the dignity, rights, safety and well-being of participants were maintained throughout the research process. Anonymity and confidentiality of the participants and collected information was ensured, as well as voluntary participation on the research.

The evaluation team had a session on Action Aid South Africa Child Safeguarding policy in order to sensitise the team into the seriousness of unethical behaviour when working with children and also to ensure that the team knew appropriate behaviour when working with children, conducting interviews in this evaluation. Furthermore, the evaluation team signed the AASA child safeguarding policy to confirm they are familiar with the policy and consequences of breaching the policy regulations.

Informed consent was obtained from all research participants (See Annex A for the Consent Forms). In terms of respecting the research participants, Esibayeni Group emphasised the following principles:

- Participation in research should be voluntary
- Ensure that decisions about participation in research are made from an informed position
- Ensure that all data are treated with appropriate confidentiality and anonymity
- Ensure that research participants are protected from undue intrusion, distress, indignity, physical discomfort, personal embarrassment, or psychological or other harm.

Furthermore, to ensure confidentiality of the respondents, the following processes were adhered to ensure confidentiality of the respondents:

- Names or other identifying information were not written on the evaluation forms;
- All paper-based survey materials are stored in locked file cabinets, in locked offices and access is limited in the same manner as for electronic data;
- Enumerators did not ask for identification (such as government issued ID) from any participant; and
- All staff working with participants were required to sign a Child Safeguarding policy document that includes a clause regarding confidentiality of the data collection process.

From the research approach and design perspective, Esibayeni Group considers the following:

- An appropriate research method is selected on the basis of informed professional expertise
- The research team has the necessary professional expertise and support
- The research process does not involve any unwarranted material gain or loss for any participants
- Factual accuracy and avoid falsification, fabrication, suppression or misinterpretation of data
- Reflect on the consequences of research engagement for all participants, and attempt to alleviate potential disadvantages to participation for any individual or category of person;
- Reporting and dissemination are carried out in a responsible manner.

1.12. The evaluation team and field work strategy

In collaboration with the AASA, Esibayeni Group deployed a team of fourteen (14) enumerators to conduct the survey questionnaire with the Girl Club participants; six (6) in Gauteng and eight (8) in Limpopo.

The desktop review and baseline data analysis took place prior to the actual field data collection. Aim of the document review was to gather background information, and to understand the history, philosophy, and operation of the project, AASA and implementing partners, so that the data collection tools could be fine-tuned to be relevant to the project. Analysed documents included the following:

- Project Planning documents
- Theory of Change
- Monitoring and evaluation framework
- Girls Club manual
- Baseline study
- Narrative progress reports

Orientation of the enumerators took place before the field work. Both teams had a one-day orientation to the data collection tools and child safe guarding policies (See Annex B for the Orientation programme).

Due to the potentially sensitive nature of the evaluation; Sexual violence in schools, and potential disclosure of abuse during the field research, the role so the enumerator in the process and reporting protocol was strongly emphasised during the orientation day. The role of the enumerators is to listen, not to judge and by law to report any suspected case of sexual violence in school.

Field data collection (Survey and KIIs) logistics were organised in a manner that enumerators worked in teams of two, each team had a facilitator / mentor and/or IP or AASA representative accompanying them. The arrangement eased the entry to the schools and also facilitated an appropriate response to potential disclosure of violence during the data collection. Furthermore, the logistics were organised in a manner that there was a **daily debriefing** with the full team facilitated by the lead researcher. The purpose of the debrief was to allow enumerators to share what they experienced during the day, guided by the following probes:

- What stood out for you?
- What did you do well?
- What would you do differently?
- If there were challenges – how did you resolve them?
- Potential disclosures of sexual abuse or suspicions of potential abuse.

Debriefing sessions followed peer learning approach where the team shared learning, challenges and mitigation strategies. The debriefing session also served as a way to share any emotional responses that could influence on data collection process on the following day.

During the debriefing and daily data capturing and analysis session brought into attention the following limitations of the current end-line evaluation strategy:

- Data collection tools should have asked for the respondents' definition of the concept "sexual violence", Respondents definition of the term as would have provided additional insight of the way in which the SeViSSA project has communicated "sexual violence" and how the respondents had internalised the concept.
- Sample should have included a few pregnant learners or learners who are mothers to explore and better understand the ways in which pregnant learners and teenage mothers are treated in schools.
- Secondary data collection from the health facilities, clinics and hospitals, could have been beneficial in order to explore the youth use of family planning services and actual number of the termination of pregnancies.
- Secondary data collection from the local police stations to explore the local crime statistics could have been beneficial to be included into the data collection.

Data was collected over two (2) week period, starting on Monday 25th February in Limpopo province and ending on Friday, 8th March in Gauteng province. See Annex C for the Data collection Schedule.

As indicated above, the AASA and the implementing partners facilitated the travel logistics for the field data collection. In Limpopo province the field research team visited four (4) schools per day, and in Gauteng the team visited on average two (2) schools per day. The enumerates conducted the survey questionnaire with the Girl Club participants and Key Informant Interviews with the principals, confidantes and SFF members. The lead researcher conducted Key Informant Interviews with the implementing partners, school principals, confidantes and School Stakeholder Forum members (SSF only in Limpopo).

KIs focused on:

- Observable changes and recommendations for changes
- Capacity to implement – Human resources, Financial resources, Technology to support the implementation, technical skills to implement
- Conditions in which the project was implemented
- Implementation strategy & manuals used
- Obtain the policy documents & School statistics – teen pregnancy, drop-out rates and reported cases

Key Informant Interviews - An interview with a person having special information about a topic. These interviews are generally conducted in an open-ended or semi- structured fashion. Key informant interviews is a very powerful tool that will provide a lot of

information and insights about the topic in question; intervention, services provided and facilitation methodology. Key informant interviews assist in understanding the purpose and objectives of the intervention and will guide interview schedule development for focus groups and online survey development.

The aim of the survey is to compliment the monitoring data, compare findings to the baseline survey and to explore:

- Changes at an individual level (From the HRBA pillar of empowerment)
- Personal experiences of the project and relevance of project activities to specific needs and challenges faced
- Most and least useful components, including major successes and challenges
- Recommendations

Due to the upcoming national election in April the learners were writing end of term tests earlier than anticipated, and this limited the time evaluation team had with girls in each school. The time challenge was mitigated by conducting survey questionnaire in facilitated group session in which the enumerator explained and asked the questions, and each learner self-completed the survey form. After each survey section, enumerator facilitated conversation using the discussion questions in the survey questionnaire. The table below summarises the utilised data collection tools.

Table 1 Summary of the Data collection tools

Data collection tool	Description
Checklists for the desktop review, and document analysis	A checklist: a list of items required, things to be done, or points to be considered, used as a reminder.
Semi structured interview schedule for the key Informant interviews and for the Value for Money groups	A semi-structured interview is a qualitative method of inquiry that combines a pre-determined set of open questions (questions that prompt discussion) with the opportunity for the interviewer to explore particular themes or responses further. It also allows respondents to discuss and raise issues that you may not have considered
Value for Money group facilitation guide ³⁷	A Value for Money is a facilitated process to explore, define and measure observable changes in relation to the value for money for different stakeholders and beneficiaries of an intervention – incorporated to the Semi structured Interview Schedules
Structured interview questionnaire (survey)	Structured interview. A structured interview (also known as a standardized interview or a researcher-administered survey) is a quantitative research method commonly employed in survey research. The aim of this approach is to ensure that each interview is presented with exactly the same questions in the same order. It allows for structures exploration of the questions

³⁷ adopted from the Assessment of Value for Money: Multi Stakeholder engagement process by Daniel Bukles and from assessing-and-managing-vfm-main-report-oct16 by Mango and Value for Money Learning group

1.13. Outline of the remaining sections of the report

The report has four main sections: The first section is the **introduction**, as described above. The second section is the description of the **evaluation methodology**. The third section presents the **findings** the evaluation using desktop review, survey and Key Informant Interviews. The findings are presented by the SeViSSA project outcomes and an assessment of the AASA approach, HRBA and Theory of Change are included. The fourth section provides the **conclusion** by summarising the key findings, discussions and concludes the findings in relation to the SeViSSA project outcomes and the key evaluation questions, which focused on the broad implementation strategies of the implementing partners and AASA. **Recommendations** is the final section of the report providing the key recommendations based on the end-line evaluation findings and conclusions.

Chapter Two Methodology

2. Introduction

2.1. Evaluation approach

The overall purpose of an end line evaluation is to understand successes and challenges in the programme implementation so that these learnings can be used to inform programme implementation and quality going forward and beyond the current funding. Purpose of this end line evaluation is to assess the extent to which the project has achieved its objectives and contributed to any observed changes in girl learners' experiences of safety in schools.

External evaluation of a programme adds an objective view of the existing monitoring data and its meaning, it adds "outside the box" perspective; external evaluators are better able to observe changes that might have gone unnoticed by staff members. External evaluation also adds transparency, accountability and objective reliability of the evaluation recommendations.

The research approach to the end-line evaluation was a combination of qualitative and quantitative methods. Qualitative research looks for in-depth information. This includes gaining an understanding of how people and organisations make sense of their lives and experiences, including the particular intervention that is the focus of the evaluation. In the qualitative data collection, the researcher is involved in developing a relationship with the respondent, asking questions, eliciting responses, probing for more information, and making observations. The information gathered in qualitative research is descriptive, focussing on processes, and their meaning. Qualitative research focuses on numbers and aims to reach large number size of a sample compared to qualitative research³⁸.

Furthermore, Esibayeni adopted a participatory research approach to the evaluation so that the evaluation is not isolated research but fits into the approach and values of AASA, as well as to the implementing partners' monitoring, learning and reporting processes. Its fundamental principles are that the subjects of the research become involved as partners in the process of the enquiry, and that their knowledge and capabilities are respected and valued. Participatory research is ultimately about relationships and power. The key relationships are between the researcher and the researched, and between local people and those actors they see as powerful and who affect their lives. Participatory researchers act as facilitators and work towards attaining equality in these two relationships³⁹. Participatory approach will contribute to partners' capacity development, strengthen the ownership and sustainability of the project.

Analysis of the existing monitoring data of the SeVISSA project and reached girls falls under **quantitative research paradigm**. Quantitative aspect allows for the generalisation of the findings through reaching large percentage of the programme beneficiaries. Validity and reliability are strengthened by employing prescriptive data collection tools and use of standard data collection

³⁸

https://www.evaluationtoolbox.net.au/index.php?option=com_content&view=article&id=22&Itemid=160

³⁹ <http://www.participatorymethods.org/task/research-and-analyse>

procedures that can be replicated, analysed and compared with similar studies. Furthermore, quantitative data collection also increases the objectivity of the findings by removing personal bias of the researcher can have on respondents⁴⁰.

It follows that the evaluation approach for the end-line evaluation is primarily qualitative approach to gain the in-depth understanding regarding the outcomes and impact of the SeVISSA project, and the quantitative component allows for inclusion of thorough analysis of the existing monitoring data.

2.2. Key evaluation questions

The key evaluation questions were developed based on the objectives of the evaluation and scope of work as outlined in the Terms of Reference (ToR) and inception meeting in December 2018. Key evaluation questions firstly focus on the actual implementation of the SEVISSA interventions; and secondly on effectiveness, quality and sustainability of the intervention.

Below are the key evaluation questions:

1. What are the outcomes and Value for Money (VFM) of the project?
 - What are observable changes as a result of the project?
 - What is changing for participants as a result of ActionAid's work and what is not changing as much (intended and unintended changes / outcomes)?
 - How significant are the changes for the different stakeholder groups?
 - What are the particular features of the interventions that have made a difference?
 - What could we do more in the future & Which areas are worth the investment
 - Have resources used efficiently to deliver the planned activities, outputs and outcomes
2. How is the project implemented in relation to Theory of Change and planning documents?
 - Are interventions sensitive to gender and power dynamics?
 - How the Human Rights Based Approach (HRBA) is applied?
 - Have girls been placed in the centre of the project?
3. How the Monitoring, Evaluation and Learning (MEL) system is producing / not producing the data needed to measure the outputs, outcome and impact of the programme?
4. How have girls and young women experienced the project, and to what extent was the project intervention relevant to girls lived experiences?
5. How the collaboration between Action Aid SA and implementing partners and stakeholders influenced the implementation of the project?
 - What worked well?
 - What hindered the implementation (internal and external conditions)?
 - Way of working & collaborating with the partners
 - What is the organisational capacity to implement, where are the gaps?
6. What are the observable challenges, including mitigation strategies adopted and successes in the implementation?

⁴⁰ <http://archive.learnhigher.ac.uk/analysethis/main/quantitative1.html>

2.3. Evaluation population and sampling strategy

The primary data source for the evaluation are the girl learners from twenty-seven (27) schools, Principals, Confidantes, School Safety Forum members, Implementing Partners; Xihlobo xa Ndhivo (XXN), Thohoyandou Victim Empowerment Programme (TVEP), and The Teddy Bear Clinic (TTBC), and representatives of the ActionAid.

Esibayeni used the Sample Size calculator⁴¹ with confidence level 95% (how sure you can be) and confidence interval of five (5), to calculate the size of the sample. According to the Sample Size calculator the adequate sample size is 286 girls who have participated in the Girls Clubs in 27 schools, in other words ten to twelve (10-12) girls from each school. Sampling strategy for the 1 120 Girls Club participants to take part of the survey was to select every fourth (4th) name from the Girl Club attendance register, if the chosen girl is not available, the next name will be chosen.

However, the facilitator/mentors had called the girls to be available for the interviews on a specific time. In Limpopo ten (10) girls were invited and the evaluation team interviewed them. In some Gauteng schools there were up to thirty girls available and in those schools the sample was selected by asking the newcomers (those who joined the club in 2019) to exclude them, and generally ten to twelve (10-12) girls remained, and the evaluation team included them all.

Availability sampling strategy was utilised to select the respondents for the Key Informant Interviews.

2.4. Data capturing and recording

In the data capturing and analysis Esibayeni follows the grounded theory guidelines: (a) detailed notes are produced, (b) data is coded and potential analytic categories or themes are identified, (c) data under the same categories or themes are put together and compared, (d) categories that are alike are associated, (e) relations among categories are used to interpret the data, explanations about human action/behaviour and about the data is obtained, and checking the explanatory model with cases that can refute it, and (f) present the results using examples from the data, as stored in the field notes.

Esibayeni used the Microsoft Access software to capture and record quantitative data – structured and semi-structured interview schedules. MS Access is a database management system that combines the relational MS Jet Database engine with a graphical user interface and software-development tools. It can also import or link directly to data stored in other applications and databases. Microsoft Access helps to analyse large amounts of information, and manage related data more efficiently than Microsoft Excel or other spreadsheet applications.

Electronic data will be stored on a password-protected computer. Original paper-based forms will be kept in a secure locked cabinet in a locked office. Access to data is limited to data capturers and the research team.

⁴¹ <https://www.surveysystem.com/sscalc.htm>

2.5. Data analysis and reporting

Esibayeni Group utilised both, qualitative and quantitative data analysis methods. Esibayeni Group will triangulate data collected from different stakeholder groups in order to assure the validity and reliability of the evaluation.

For quantitative data analysis, and existing monitoring data, Esibayeni utilised the MS Excel Pivot tables. Microsoft Excel is a spreadsheet program included in the MS Office suite of applications. Spreadsheets present tables of values arranged in rows and columns that can be manipulated mathematically using both basic and complex arithmetic operations and functions. Excel's data tools can be used to search, sort, and filter records in the database to find specific information. Pivot tables are one of Excel's most powerful features. A pivot table allows the user to extract the significance from a large, detailed data set.

Chapter Three Findings

3. Introduction

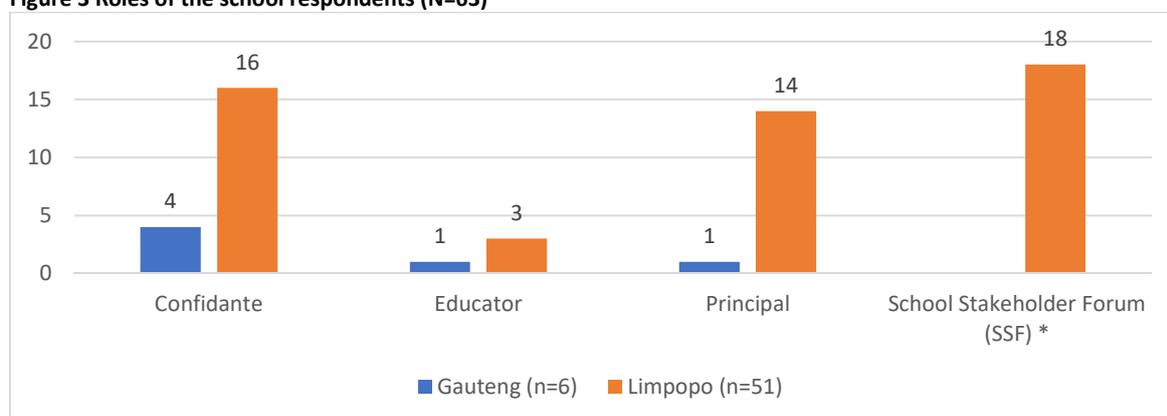
This section presents the key findings of the end-line evaluation. The data for the end-line evaluation as collected between 25th February and 8th March 2019 through the desktop review, monitoring data analysis, a survey and Key Informant Interviews. The findings are based on the document review and the information collected from the following respondents:

- 260 Girl Club members responded to the survey questionnaire representing 26 schools
- 57 Principals, Confidantes, SSF members and facilitator / mentors were interviewed
- Representatives from the three implementing partners

3.1. Demographics of the respondents

On average two and half representatives from each school were interviewed for the end-line evaluation. Figure below illustrates roles of the school respondents.

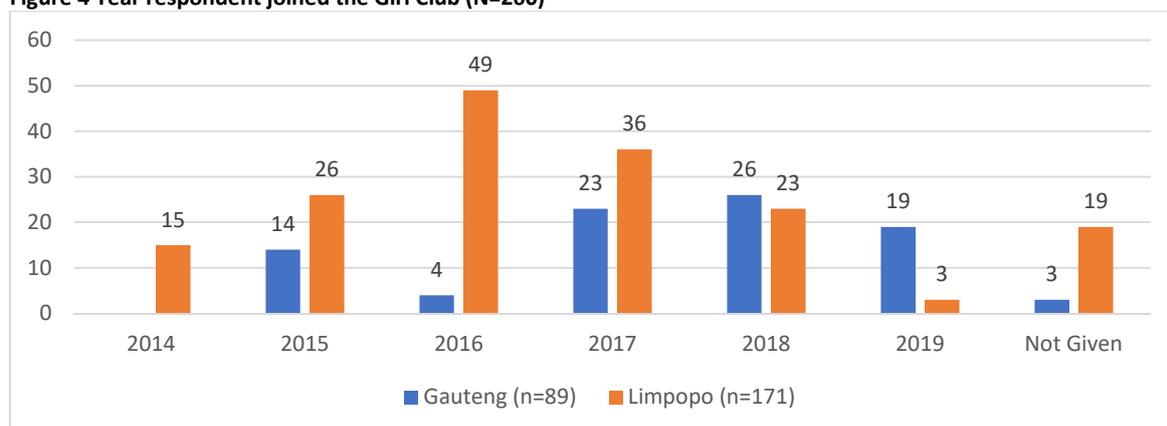
Figure 3 Roles of the school respondents (N=63)



Notes *SSFs are not established in Gauteng province

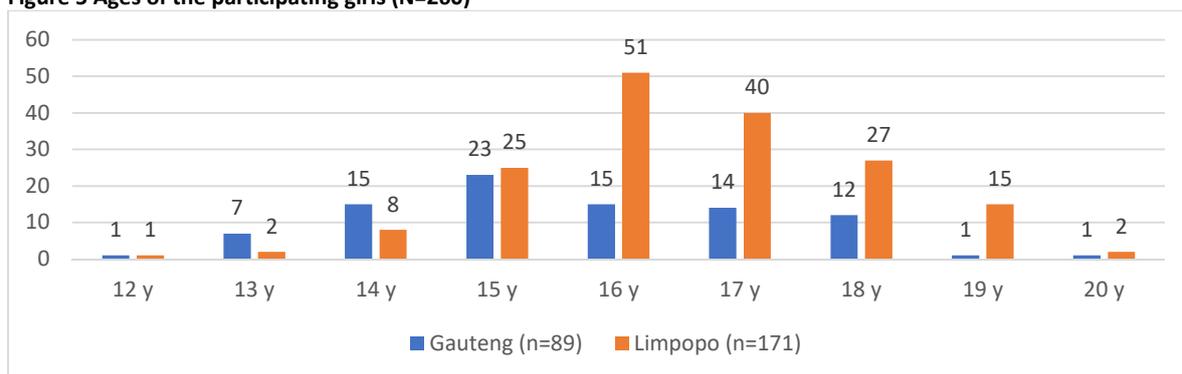
The data was collected from eighteen (18) schools in Limpopo and eight (8) schools in Gauteng. On average there were ten respondents from each school, each respondents is a member of the Girl Club. Majority of the respondents joined the Girl Club either 2017 or 2016 as illustrated in the figure below.

Figure 4 Year respondent joined the Girl Club (N=260)



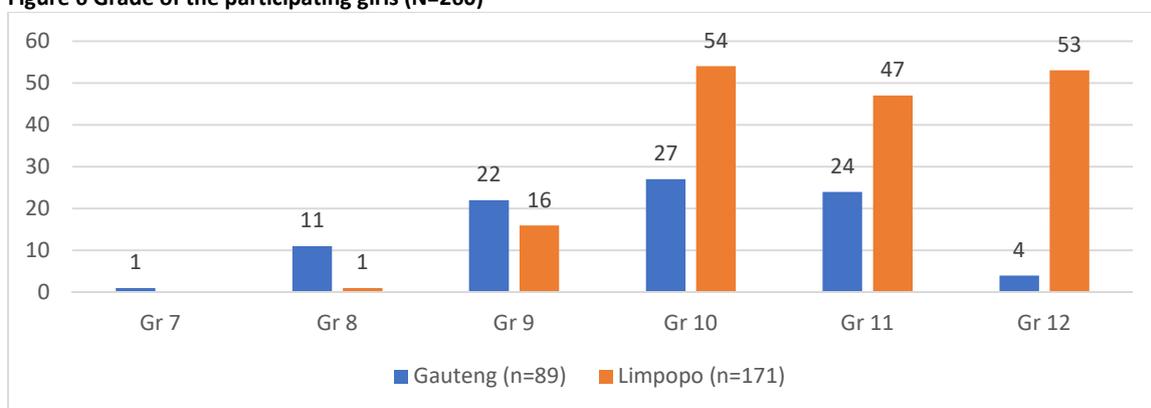
The figure below illustrates the ages of the respondents.

Figure 5 Ages of the participating girls (N=260)



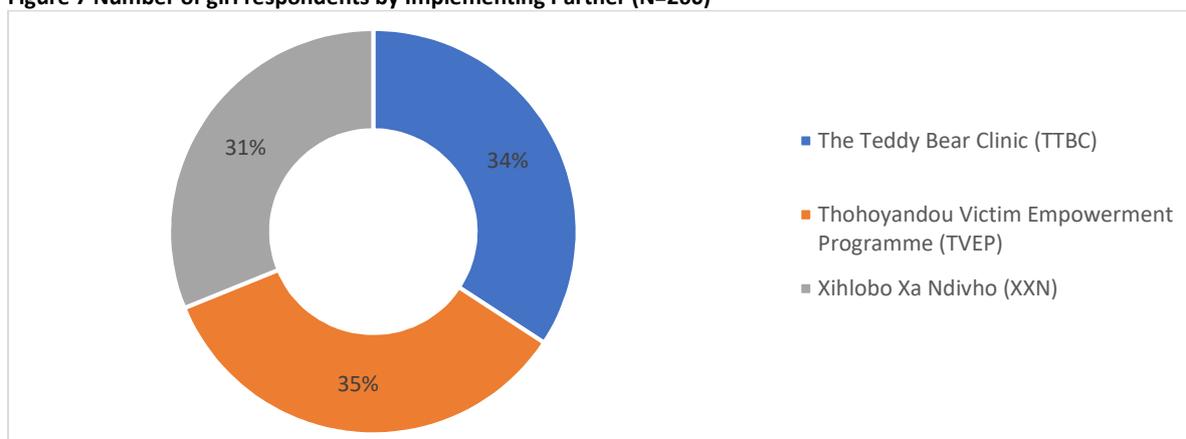
Majority of the respondent were from Grades ten, eleven and twelve as illustrated in the figure below.

Figure 6 Grade of the participating girls (N=260)



The girl respondents included in the evaluation fairly represented each partner organisations, as illustrated in the figure below.

Figure 7 Number of girl respondents by Implementing Partner (N=260)



The findings are mainly disaggregated by the province, Limpopo and Gauteng, where relevant and meaningful for the evaluation purposes, the data is further disaggregated by the implementing partner and compared to the SeViSSA project baseline study (2015).

The SeViSSA project baseline study (2015) was conducted in fourteen (14) schools recently selected as “SeViSSA Schools”. The aim of the baseline study was to get an overall assessment of the violence and type of violence that is taking place in selected schools and in surrounding communities. The baseline included both, boy and girl learners who were not necessarily members of the Girl Clubs. In the following, some of the findings, especially attitudes towards gender norms and attitudes towards teenage pregnancy are compared to the baseline findings in an attempt to assess an overall change in attitudes and opinion of the respondents.

Overall aim of the SeViSSA project is to empower girls and establish systems and protocols that create safe spaces for girls in twenty-seven (27) school around Gauteng and Limpopo to protect them against sexual violence, and ensure girl learners right to education.

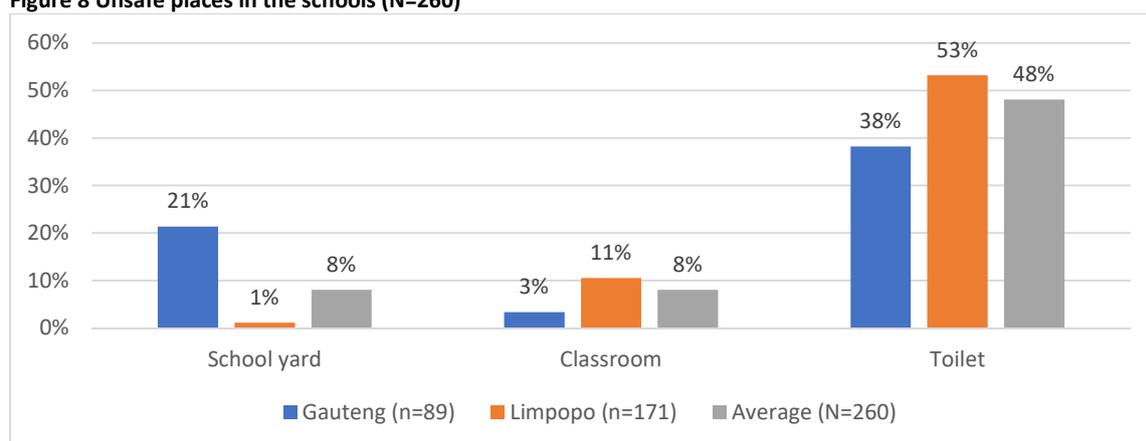
3.2. Context: Safety in the school and daily challenges

The section begins by describing the girl learners’ observations on the overall safety in the school, by describing the most unsafe places at schools, observations and feeling of threat of violence and daily challenges girl respondents are facing on daily basis, to set the context for the end-line evaluation findings.

Just under half of the girl respondents (48%) feel safe most of the time when they are in school. In the Limpopo schools, almost two in three (60%) of the girl respondents in the Limpopo schools feel safe compared to one in four (26%) girl respondents in the Gauteng schools.

On average, just under half (48%) of the respondents in both provinces identified the toilet as the most unsafe place in their schools, followed by the classroom (8%) and the school yard (8%), as illustrated in the figure below.

Figure 8 Unsafe places in the schools (N=260)



As the figure above shows, classroom is perceived to be significantly unsafe in the Limpopo schools, and the school yard is considerably seen more unsafe in Gauteng than in Limpopo. Following paragraphs further illustrate reasons why the toilets, classroom and school yard were considered to be the most unsafe places in schools, starting with the toilets.

The toilets were considered to be the most unsafe place in the schools by learners from both provinces, main reason being that when learners take drugs there and while intoxicated, their behaviour becomes unpredictable. Regarding substance abuse in toilets, respondent specified the following:

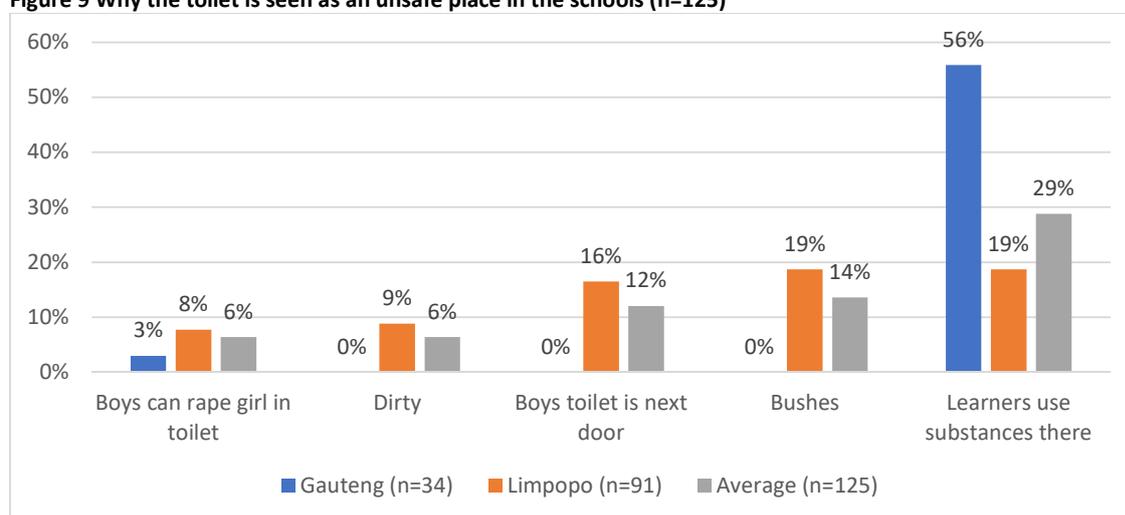
- Boys take drugs there (83%)
- Learners drink and smoke there (11%)
- Older girls take drugs there (6%)

“Toilet because there are lots of boys smoking that side. So sometimes if they are drunk they can do something stupid or hurt you”.

“Toilet, because in girl toilet you get boys, they also smoke and have sex in the toilets”

“Toilet- when we are using, same toilets with boys you find that they are smoking “whoonga” and anything can happen, they can force you to have sex with them”.

Figure 9 Why the toilet is seen as an unsafe place in the schools (n=125)



Amongst the respondents in the Limpopo schools the fact that the boys’ toilet was next to girl toilet, made the girl respondents to consider toilets unsafe:

“Girls are alone there - anything can happen”

“Girls and boys use same toilet”

“Boys come to girls’ toilet”

Other stated reasons why toilets are considered unsafe places:

“If you argue with someone; they pay back you there”

“Girls bully others there”

“Don’t lock, reptiles get in”

The classrooms were considered to be an unsafe place in the schools mainly by the respondents from the Limpopo schools. Main reason being that the learners spend lots of time in classrooms without any supervision from the educators, so learners fight in classrooms, boys threaten girls and bring weapons in classroom/ school.

“Classroom – Boys can rape us when there are no teachers. The teacher have to be in class all the time so that the class room can be safe”.

“Spare classes- because at spare classes most male and female spend time there as a couple and they have sex there. – I would like to change this place by locking those spare classes so that no learner could get in and do that things like sex”

Respondents mainly from the Gauteng schools considered the school yard to be an unsafe place in the schools. Main reason being that the learners take drugs, gamble and bunk class there, learners carry weapons, and older girls bully younger girls there.

“The smoking zone, because they push you and can rape you if they are high on drugs”

“The smoking and gambling area is unsafe because it is filled with drug dealers and users boys who are dangerous and there are bullies and girls who are there too. I don’t think I can change the place to be safe because the police were there but its same, nothing changed”.

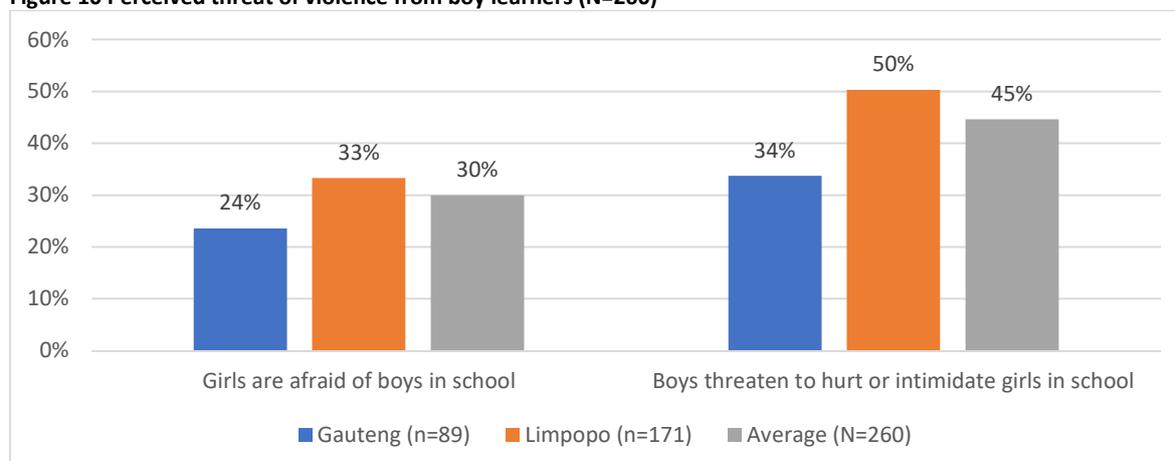
“Grounds – some boys and threaten you if they want money to smoke”

Regarding feeling safe when travelling to and from the school, on average four in five girl learners (77%) report feeling safe. In the Gauteng schools, the girl respondents felt slightly safer compared to the girl respondents in the Limpopo schools, 87% and 71% respectively.

Threat of violence

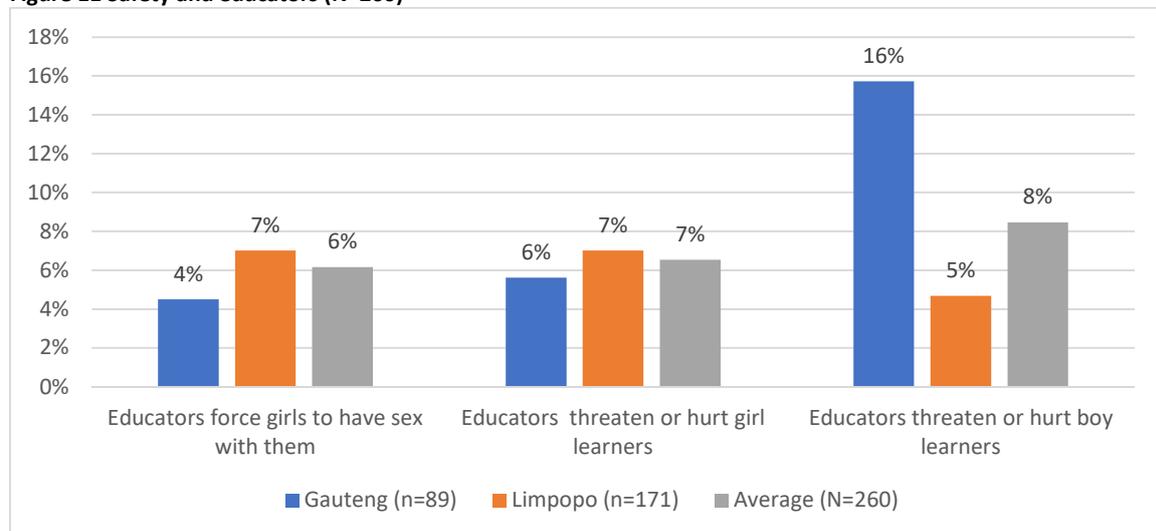
The findings suggest that on average, less than half (45%) of the girls feel that boys threaten to hurt or intimidate girls in schools. On average, one in three (30%) think that girls are afraid of boys in school. The findings suggest that girls in the Limpopo schools are more afraid of boys and have observed more frequently that boys threaten to hurt or intimidate girls in schools compared the girls in the Gauteng schools as illustrated in the figure below.

Figure 10 Perceived threat of violence from boy learners (N=260)



The findings suggest that less than one in ten girls have observed that the educators threaten the learners, and that the boy learners in the Gauteng schools seem to be the most vulnerable to threats of violence or actually being hurt by the educators, as shown in the figure below.

Figure 11 Safety and educators (N=260)



Concerning observation is that 7% of the respondents in Limpopo schools and 4% in Gauteng schools report that educators force girl learners to have sex with them. Girls respondents in Gauteng schools strongly emphasised that:

“teachers force kids to have sex”

“Young teachers are dating students from grade 11 & 12”

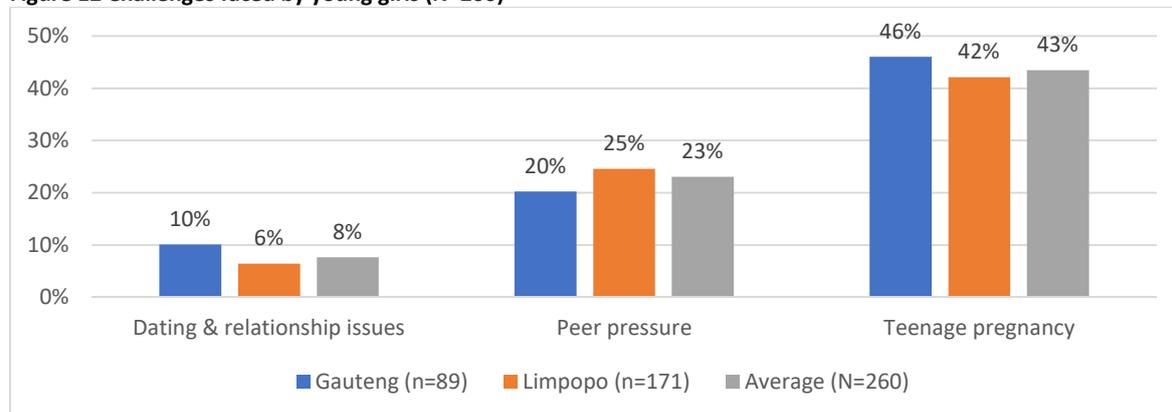
“Some teachers tell us that we have big butts”

The baseline study in 2015 found that 2% of the learners stated that educators force girl to have sex with them, compared to 6% of the learners in the end-line evaluation. The increase in talking about the educators who are forcing girl learners to have sex with them could be an indication of the heightened awareness and improved confidence to talk about it as an outcome of the SeViSSA programme. On the other hand, the finding also suggest that the SeViSSA project might not have been able to change the behaviour of the educators.

Challenges the girls are facing on daily basis

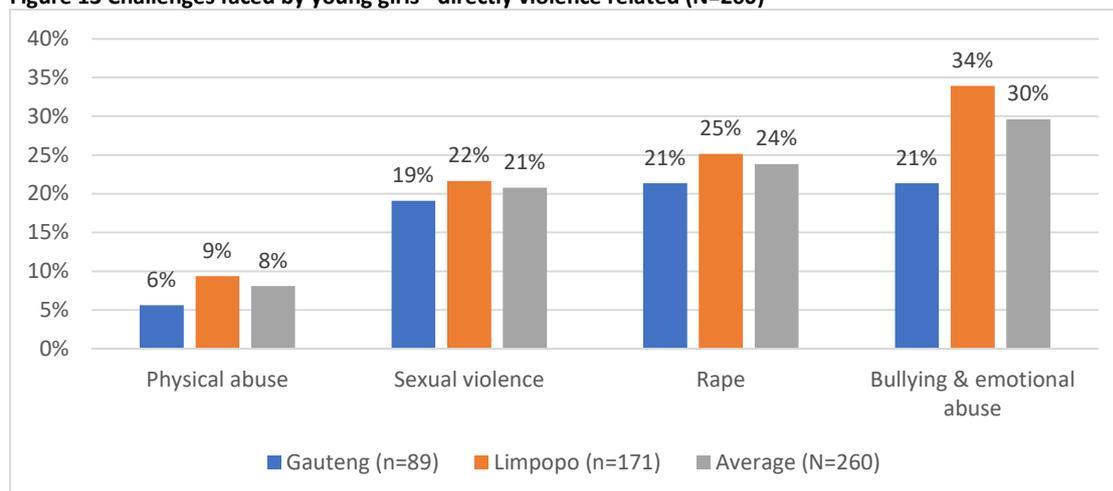
In order to establish whether or not the content of the Girl Clubs is relevant to the girls lived experiences, the girl respondents were asked share the challenges they are facing on daily basis, as young women. The findings suggest that the most common challenges young girls are dealing with, are related to teenage pregnancy, peer pressure, relationship issues and violence. Figure below illustrates the most commonly shared challenges listed by the girls.

Figure 12 Challenges faced by young girls (N=260)



As shown in the figure above, young girls in both provinces are experiencing similar challenges, teenage pregnancy and dating relationship challenges were slightly more commonly mentioned by the respondents in the Gauteng schools, whereas peer pressure was mentioned slightly more often by the respondents in the Limpopo schools. The figure below presents the challenges directly related to violence as listed by the girl respondents.

Figure 13 Challenges faced by young girls - directly violence related (N=260)



As shown in the figure above, the girl respondents in the Limpopo schools were slightly more likely to mention any type of violence as a challenge. Findings suggest that emotional abuse is more common in the schools in Limpopo (34%) compared to the schools in Gauteng (21%). The respondents separated the sexual violence and rape, when sexual violence and rape findings are compared, almost half, 45% of the respondents would have stated rape and sexual violence as the most common challenge in their everyday lives. The emphasis on sexual violence and rape could

suggest high levels of perceived sexual violence and rape in the school, and outside the school. The context and purpose of the interviews, the SeViSSA project, could also have increases the likelihood of the girls to mention sexual violence, rape and teenage pregnancies as daily challenges.

3.3. Outcome One: Empowerment of the girls to advocate for their rights

One of the outcomes of the SeViSSA project was that girls are empowered to advocate for their rights and report cases of sexual violence in schools. The key activities under this outcome were:

- Establishment of the Girls Clubs;
- Training of Girls Club members on topics related to sexual violence, school safety and empowerment; and
- Building the capacity of Girls Clubs in Limpopo and Gauteng to advocate for change at the level of school and community

3.3.1. Establishment of the Girl Clubs

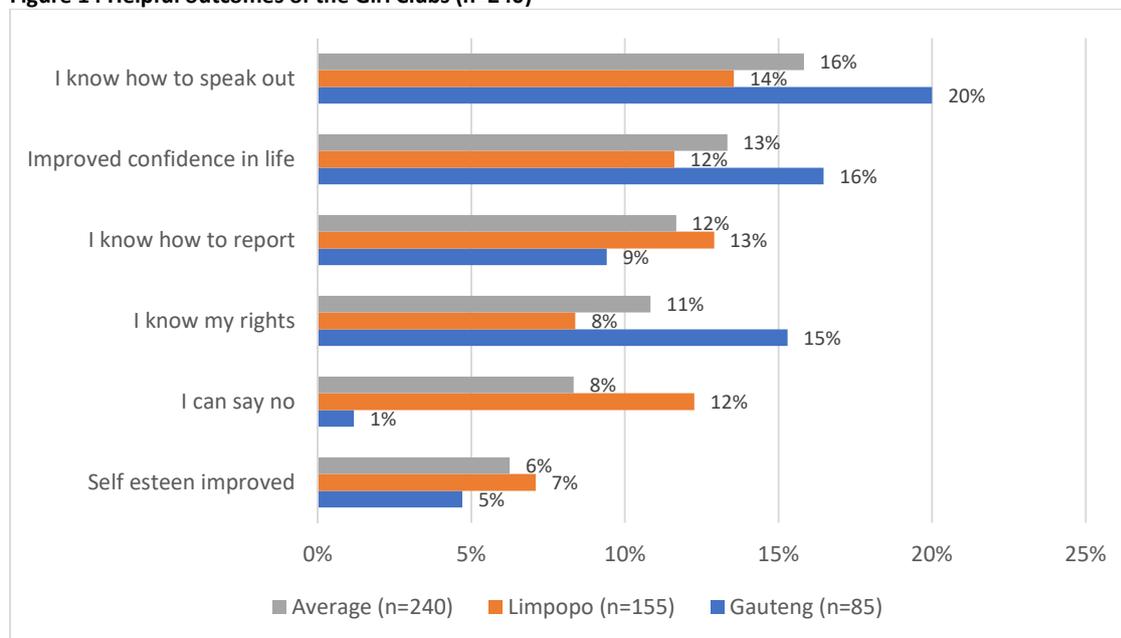
The SeViSSA project is implemented in eighteen (18) schools in Limpopo and nine (9) schools in Gauteng, see Annex C for the list of schools. All twenty-seven (27) schools have an established Girl Club in the school. In spite of the SeViSSA project ending at the end of 2018, all Implementing Partners had facilitated a process of recruiting new girls into the Girl Clubs. On average the size of the Girl Club is forty (40) girls each year. All IPs use the Girl Club manual to facilitate the Girl Club sessions.

The aim of the girl clubs is to facilitate activities and conversations that would empower members on topics related to **sexual violence, school safety and empowerment**. Expectations on individual level were that the Girl Club members experience a heightened level of self- esteem and confidence to take control and negotiate their position in relation to boys, and also to be able to better deal with the daily challenges young girls are facing.

3.3.2. Empowerment and relevance of the Girl Clubs

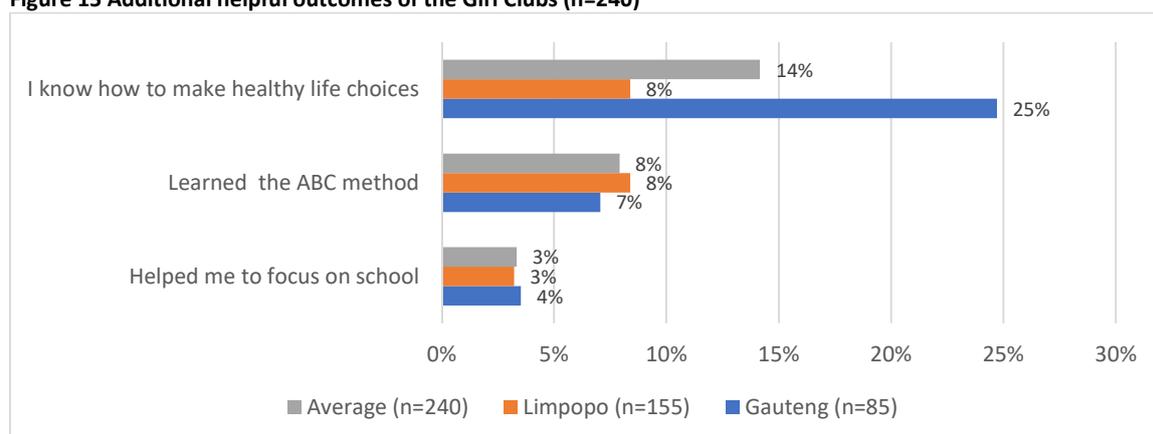
Almost all, 92% of the respondents stated that the Girl Clubs were helpful and helped them to deal with the challenges they shared, challenges such as teenage pregnancy, peer pressure, relationship issues and violence. Overall the respondents commented that it the Girl Club provided a safe space talk, share and advise each other. The figure below illustrates the other helpful aspects and reported outcomes of the Girl Clubs.

Figure 14 Helpful outcomes of the Girl Clubs (n=240)



The findings show that the Girl Clubs have improved members' confidence, knowledge of their rights, knowing how to speak out, how to report and to know that as a girl they can say no. Other benefits shared by the respondents are illustrated in the figure below.

Figure 15 Additional helpful outcomes of the Girl Clubs (n=240)

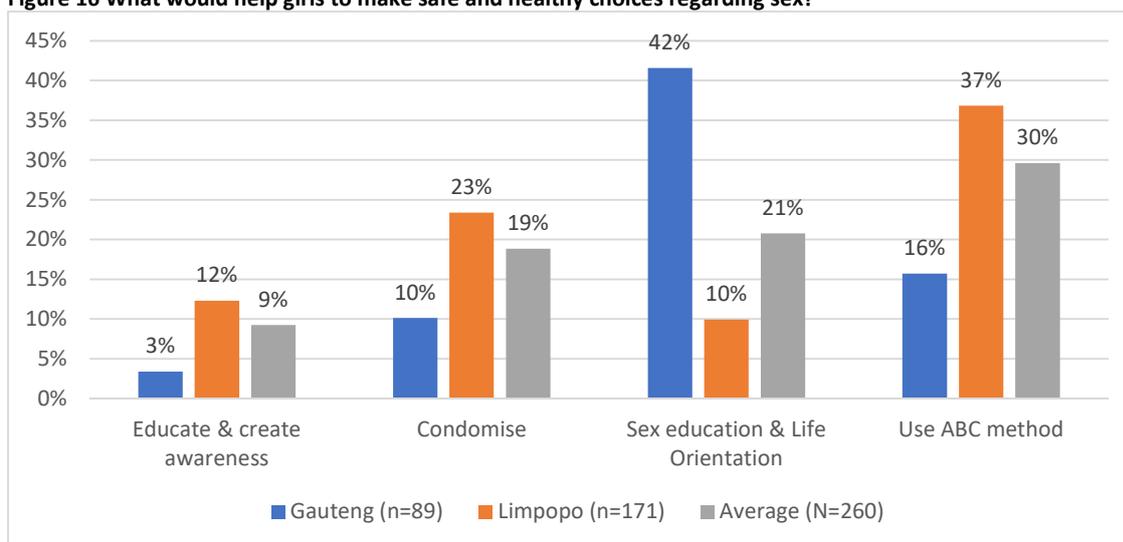


Making healthy life choices, learning about safe sex (ABC) and improved focus on school combined to improved awareness and knowledge of rights, confidence in life and confidence to speak out and report if violated are likely to assist the girls to complete the school and access opportunities later on.

3.3.3. Making healthy sexual and reproductive health choices

One aim of the Girl Clubs was to educate and empower girls to make informed choices regarding the sexual and reproductive health (SRH) services and rights. The girl respondents were asked to share their opinions regarding what could be done to help girls make safe and healthy choices regarding SHR. The respondents in the Limpopo schools strongly recommended the promotion of ABC method (Absent, Be Faithful, Condomise), and condomise as an independent strategy, to assist girls to make safe and healthy choices regarding sex, as illustrated in the figure below.

Figure 16 What would help girls to make safe and healthy choices regarding sex?



The girl respondents in the Gauteng schools recommended more sex education and life orientation lessons to help girls to make safe and healthy choices regarding sex.

As a response to the question about making safe and healthy choices regarding sex, only three (3) respondents in Limpopo schools specifically mentioned “Getting to know your HIV status and getting tested for HIV”. Statements regarding the use of the morning after pill after having unprotected sex, especially amongst girl respondents in the Gauteng schools, suggest that girls are more concerned about not getting pregnant than having a STI or HIV. Furthermore, findings indicate that girls are still pressurised by boys to have unprotected sex, suggesting that both, girls and boys are vulnerable to getting Sexually Transmitted Infections (STI) and HIV.

Girl empowerment, strengthening their self-esteem, self-confidence and respecting their bodily autonomy, is one of the outcomes of the Girl Clubs. Majority of the girl respondents (70%) report feeling confident to take control and negotiate in their rights in relationships with boys, 61% of the respondents in the schools in Gauteng and 74% of the respondents in the schools in Limpopo, suggesting that the Girl Clubs are empowering the girls to negotiate in relationships with boys.

On the other hand, the findings also suggest that **girls might not be able or confident to negotiate contraceptive use in relationships**; on average, 34% of the respondents thought girls get pregnant because of unprotected sex or peer pressure (28%), suggesting that knowledge and feeling confident does not necessarily lead to negotiating the use of contraceptives in the relationships.

“Girls are scared to ask partner to use protection” was commonly expressed by the respondents. Unfortunately, the end-line evaluation did not further explore the statement why girls would feel scared ask the partner to use protection.

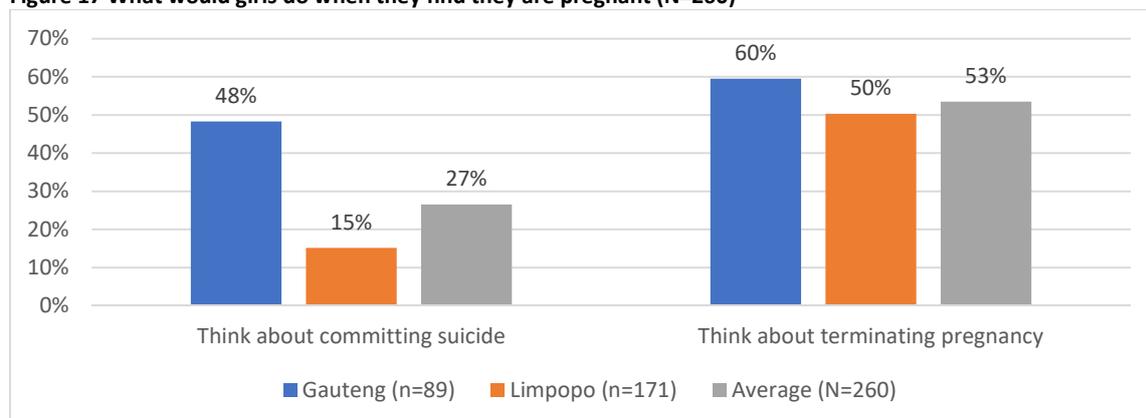
In line with the Department of Basic Education (DBE) policy framework, women rights and bodily integrity, the SeVISSA project and the Girl Clubs promote women rights and bodily integrity, including the right to terminate pregnancy. The right to bodily and psychological integrity as defined in the draft Policy on the Prevention and Management of Learner Pregnancy⁴²:

Learners have the right to bodily and psychological integrity, which includes the right to make decisions concerning pregnancy prevention or termination measures and/or healthcare services during or after pregnancy.

In terms of teenage pregnancy and family planning, the Girl Club manual does not prescribe the content of the sessions, but rather provides discussion guideline in a form of an activity that allows the girls to guide the conversation.

The findings suggest that the termination of the pregnancy is the first option (53%) what the girls would consider if finding out they are pregnant, followed by thoughts of committing suicide (27%), as shown in the figure below.

Figure 17 What would girls do when they find they are pregnant (N=260)



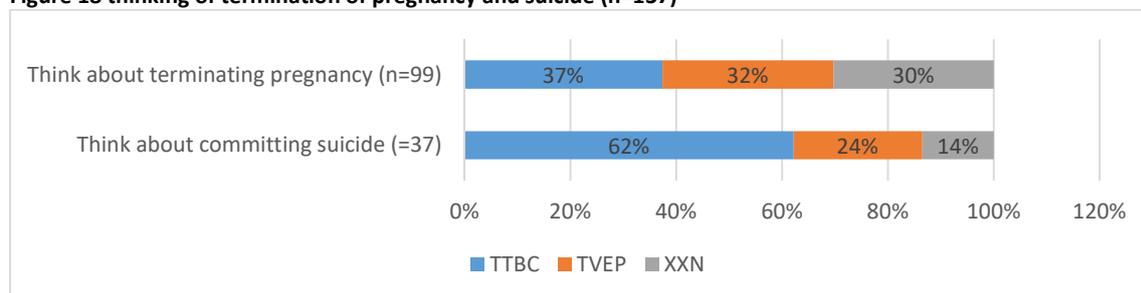
Further analysis of the thinking of terminating pregnancy as a reaction if finding out being pregnant, suggest that about the third of the girls from any Girl Club, would consider the termination of pregnancy as an option.

42

<https://www.education.gov.za/Portals/0/Documents/Policies/Draft%20Pregnancy%20Policy%202018.pdf?ver=2018-06-26-142235-687>

However, thoughts of committing suicide as an option when finding out being pregnant seems to be more common amongst the girls who participated in the Girls Clubs facilitated by the TTBC, and least common amongst Girl Clubs facilitated by the XXN as illustrated in figure below.

Figure 18 thinking of termination of pregnancy and suicide (n=137)



Findings suggests that the thinking of terminating the pregnancy has slightly decreased since 2015, however and more concerning finding is that thoughts about committing suicide has increased significantly in both provinces since 2015. For easy comparison purposes the above is presented in the table below.

Table 2 What would a girl do when finding out she is pregnant – 2015 vs 2019

	Baseline (2015)		End-line (2019)	
	Gauteng	Limpopo	Gauteng	Limpopo
Think about terminating pregnancy	64%	54%	60%	50%
Think about committing suicide	20%	5%	48%	15%

The girl respondents also through pregnant learners would feel ashamed, shy, stressed out, freaking out, panicking, question their future, regretting being pregnant, depressed and not knowing what to do. Feeling ashamed and stressed out could suggest that pregnant girls fear of being judged and discriminated against. “Not knowing what to do” could suggest that there might not be adequate information easily available for the girls who are pregnant or that they find it difficult to make any decisions regarding the pregnancy.

“Pregnant girls wish to kill themselves because of disappointment of what they did, they are under pressure of what people will say”

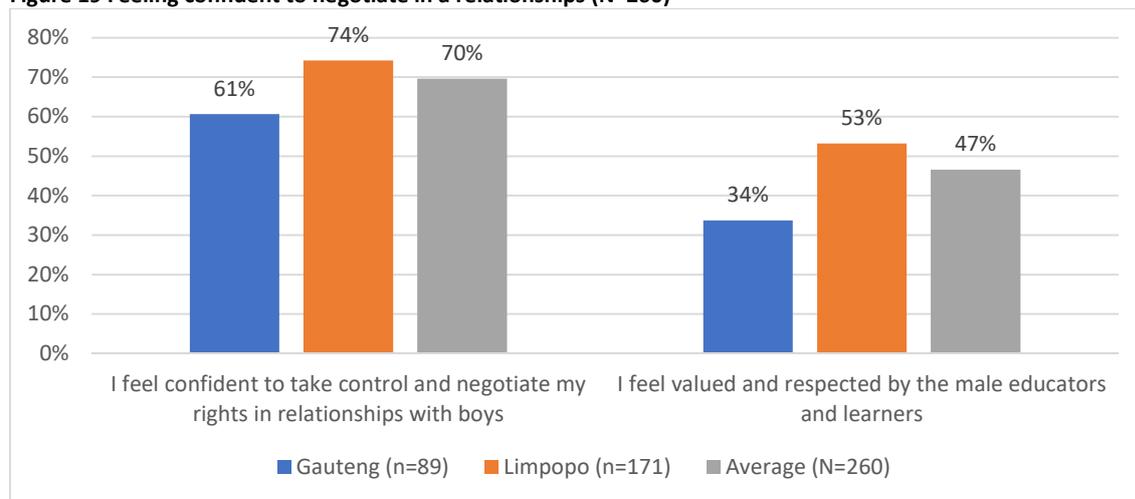
“She feels depressed, not knowing what to do, who to tell or talk to. They end up terminating the pregnancy or kill themselves in order to avoid pain and shame”

In terms of terminating the pregnancy, some respondents in the Gauteng schools shared that it is very common for a girl to get a morning after pill if they have had unprotected sex. Few Girl Club facilitators confirmed the above, it is common for girls to get the morning after pill, and that girls are more concerned about getting pregnant than having a STI or HIV. Furthermore, some facilitators had observed that girls do have abortions, and sometimes a girl may have more than one abortion. The morning after pill and actually having an abortion did not emerge in conversations with the respondents in the Limpopo schools.

In terms of support structures available for pregnant girls, findings suggest that girls would find trustworthy people to talk about being pregnant from home; almost half of the girl learners (42%) listed parent/s as the most trusted person, followed by a friend (31%), father of the child (26%) and a teacher (1%).

The finding that less than half (47%) of the girl respondents report valued and respected by male educators and learners also suggest that the heightened level awareness of women rights, and value of female learners as equal human beings has not yet reached the boys and men as illustrated in figure below.

Figure 19 Feeling confident to negotiate in a relationships (N=260)



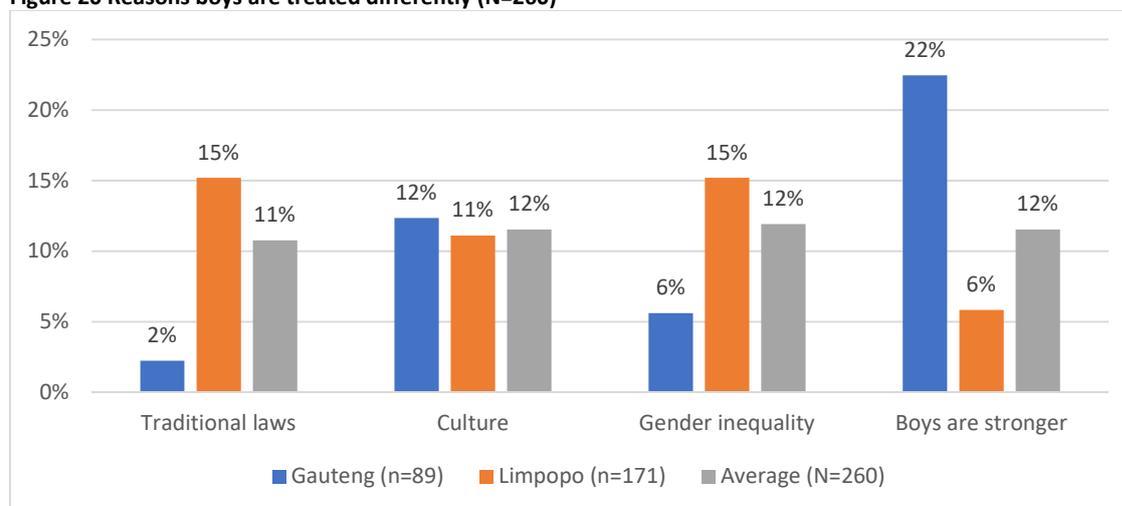
3.3.4. Role of gender norms and culture in decision making

Attitudes and perceptions towards gender norms and power relations deepens the understanding of girls’ behaviour and decision making. Harmful gender norms and perceived power relationship between men and women are contributing factors to vulnerability to violence and especially sexual violence. Overall the finding suggests that the girl respondents are sensitised to harmful gender norms, measured by statements such as: “To prove her love, it is important for a girl to have sex”, “It is okay for a man to hit his wife”, “Girls should drop out of school if they fall pregnant” or “It is more important for boys than girls to finish school”.

In spite of the heightened awareness of the harmful gender norms, the finding suggests that physical violence, and violence towards girls and women is still considered acceptable, almost expected behaviour when almost two out of three girl respondents consider that it is acceptable for a boy to hit a girlfriend if he is jealous, almost one in three girls agreed the statement.

Girl respondents seem to think that boys are treated differently because they are stronger than girls, because of gender inequality, culture and traditional laws as shown in the figure below.

Figure 20 Reasons boys are treated differently (N=260)



Boys being strong was further described as “Boys can do things on their own, hustle and earn money” “Boys are more confident” and that “Boys have more skills and opportunities” compared to girls. Suggesting that the girl respondents referred to boys’ ability to work hard and earn money rather, than referring physical strength so that they could threaten girls with violence. Therefore, comments regarding boys being stronger and more powerful are likely to be a reflection of unequal gender relations. On average, 9% of the girl respondents specified that boys are *perceived* to have more power, suggesting a change in respondents’ attitudes towards traditional gender roles.

Culture was also commonly stated reasons amongst the respondents in both provinces for differential treatment of boys and girls. The girl respondents in Limpopo referred to traditional laws more frequently compared to girls in Gauteng as a reason why boys are treated differently. Below are some comments illustrating the traditional gender roles:

“In a relationship boy must make more decisions”

“Boys are expected to lead us”

“The boys are head of the house; the girls have to do anything that the boys say she must do”

“Because men in our culture are strongly called the men and the owner of the house, which makes them a head of the family”

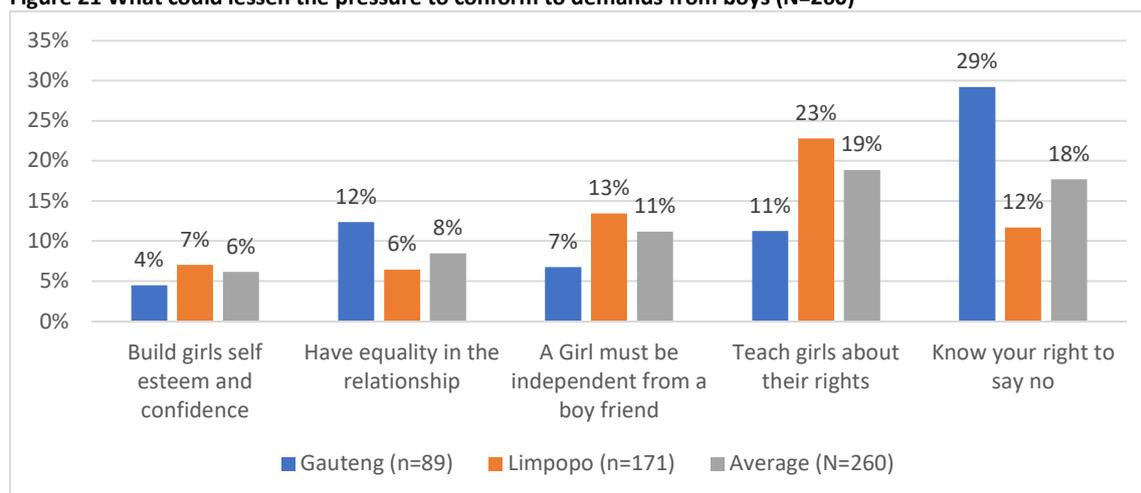
The findings related to gender norms are also likely to reflect the broader context and the environment outside the school. Schools are a microcosm of the surrounding environment, and to a large extent reflect the values and tenets of the communities from which learners come. The learnt behaviours from outside of the school environment has shaped the socialisation of young

adolescents, such that learners (both boys and girls) have internalised in their psyche the notion that it is 'natural' for males to exercise power over females⁴³.

3.3.5. Girls ability to respond to the gender norms and cultural expectations

The girl respondents shared what they thought could be done to lessen the pressure from the girls to conform the norms and expectations from the boys. The figure below illustrates the most commonly shared thoughts regarding what could be done to lessen the pressure for the girls to conform expectations from the boys.

Figure 21 What could lessen the pressure to conform to demands from boys (N=260)



As illustrated in the figure above, knowing your right to say no and teaching girls about their rights were the two most commonly proposed ways to lessen the pressure from the girls to conform to expectation of the boys.

The second most common way to lessen the pressure to conform, was for the girl to be independent from boyfriends and have equality in the relationship. Being independent was further described as encouragement to focus on your studies so that one can earn her own money and not conforming to peer pressure to have a boyfriend to obtain financial benefits. Furthermore, being independent, respondents proposed the following: “Find jobs” “Exclude money from the relationship” and “Parents to give money to girls so no need to ask from boys”

“I think when you start a relationship, you need to tell the boy you are too young to have sexual intercourse because most boys demand sex from girls, in return to buy them luxury”.

Regarding knowing your rights, having the confidence to say no and make independent decisions, respondents shared the following ideas: “Girls should believe and appreciate what they know and have” and “Don’t listen bad advice from friend”

⁴³ Baseline 2015

“Girls should be educated more about certain things when she is in a relationship with her boyfriend, she should not feel pressurized and its better for a girl to talk to her parents about her boyfriend”

“These girls must be taught that the bill of rights has stated that all men and women are equal which actually says that a woman don’t have to be told what to do because everyone has his/her own rights”

“Girl should be taught more about the consequences of obeying their boyfriends’ demands”

“Girls should unite and stand up for their rights”

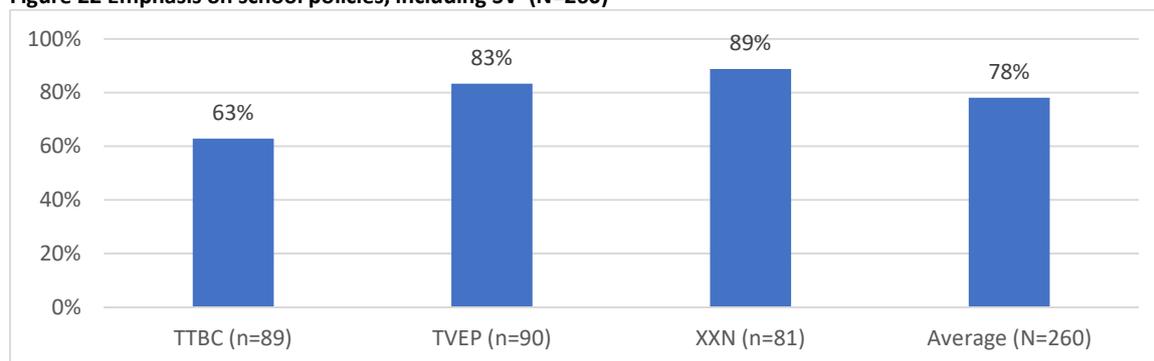
The findings strongly suggest that the Girl Clubs have been effective in providing knowledge and improved girls awareness on harmful gender norms, women rights and speaking out about the injustices. The Girl Clubs have also provided practical ways for girls to negotiate their relationships with boys as seen above.

3.3.6. School safety

Learning how to influence in school policies, including addressing sexual violence was another Girl Club theme that was rated as very relevant theme, on average by 78% of the girl respondents, indicating the about four in five girls found the theme relevant. Furthermore, the findings show that girls in the schools in Gauteng were not as likely to find the topic relevant compared to girls in Limpopo schools, 63% and 86% respectively.

Further analysis of the above suggests that the implementing partner organisations might have emphasised different aspects of the Girl Club themes during the sessions, as illustrated in the figure below.

Figure 22 Emphasis on school policies, including SV (N=260)



Findings suggest that XXN had the strongest focus on how to influence on school policies, including Sexual Violence (89%), followed by TVEP (83%) and TTBC (63%).

The finding also reflects the different organisational focus, and implementing strategy of the Implementing partners; XXN and TVEP have stronger focus on community involvement and

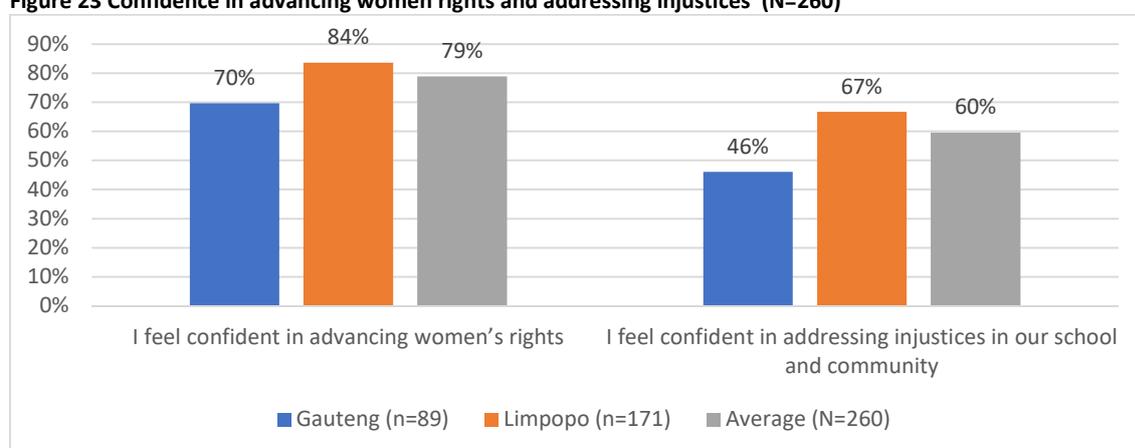
advocacy compared to TTBC. Furthermore, the TTBC Girl Club facilitators are all social workers and or auxiliary social workers who provide psycho-social counselling to victims of abuse in the organisation, compared to XXN and TVEP facilitators who are more community development orientated staff members.

3.3.7. Advocacy for change

Another outcome of the SeViSSA project is that the girl learners are empowered to advocate for change at the level of school and community.

The findings suggest that majority of the girl respondents (79%) feel confident to advance women rights, and just over half (60%) of the girl respondents feel confident to address injustices in their schools and communities as illustrated in the figure below.

Figure 23 Confidence in advancing women rights and addressing injustices (N=260)

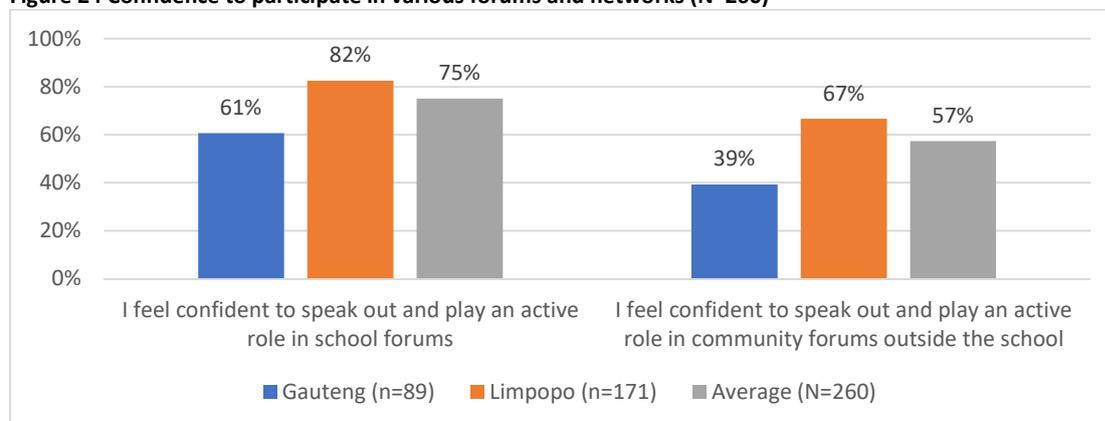


In terms of addressing injustices, the girls in the Gauteng schools seem to feel less confident to address injustices compared to girl respondents in the schools in Limpopo, 46% and 67% respectively.

The school respondents also confirmed the finding that the girls are more confident to speak out and address injustices. The most commonly provided example of the injustices was that “girls know their right and report if boys are touching them inappropriately”, suggesting that the Girl Clubs are educating girls on women rights and building their confidence to speak out when they feel their rights are being violated.

Findings suggest that girl respondents feel more confident to speak out and play an active role in school forums compared to forums outside schools, 75% and 57% respectively. Overall, the girl respondents in the Gauteng schools feel less confident to participate in school forums and outside school forums compared to girl respondents in the Limpopo schools as illustrated in figure below.

Figure 24 Confidence to participate in various forums and networks (N=260)



The findings related to feeling confident to address injustices, feeling confident to speak out and play an active role in school forums and forums outside schools reflect that the Implementing Partners in Limpopo province are more advocacy focused compared to partner in Gauteng province.

On average, one in five girl respondents stated that they are members of any forums or networks outside school environment, 24% of the girl respondents in the Gauteng schools and 16% in the Limpopo schools. Many respondents in both provinces stated that there are no opportunities or organised activities in their communities they could participate in.

3.4. Outcome two: Application of the Provincial school safety policies

School safety and establishment of safety policies as guided by the provincial and national department of education play a central role in the SeViSSA project. The second outcome of the SeViSSA project is that Provincial policies on safety with specific emphasis on reducing Violence Against Girls (VAG) in schools are applied and implemented by target schools, including the following:

- Policy & Legislation (Implementation & Monitoring)
- Monitoring of government structures that are implementing policy commitments on promoting safety in schools (inclusive of sexual violence intervention)
- Assessment of each participating school on their integration of existing legislation and policies' suitability or coverage of issues relating to sexual violence in schools (to track the provincial translation of legislation into the district level)

The role of the Implementing Partners is to assist the schools to review existing school policies, especially safety policies in relation to the provincial Department of Education policies, and to assist the schools to update the policies to meet the provincial requirements where necessary. The IPs

also assist the schools to establish the School Stakeholder Forums (SSFs) that strengthen the community involvement and ensure effective referral and linkage to care for learners exposed and experiencing violence. The SSF consist of different stakeholders from Department of Health, SAPS, SGB's, Social Workers, Girls Club leaders, School Managers, Life Orientation Educators, community leaders and parents. All participating schools in Limpopo have established the SSF, unlike the participating schools in Gauteng.

Majority of the school respondents confirmed that their schools have a Comprehensive School Improvement Plan (SIP), including A Code of Conduct, a Sexual Abuse Policy, a Health & Safety Policy, Policy on bullying, an action plan to address Violence Against Women (VAG), including reporting and disciplinary processes and other safety policies as guided by the Department of Education, in place. Three schools out of twenty-six are in a process of developing and documenting the above said plans and policies. Furthermore, the school respondents strongly stated that the learners, including girl learners are participating in the policy development and planning processes.

“learners speak out in policy review meetings”

“girls were part of developing the code of conduct”

All Implementing Partners report that they have assessed and are assisting the schools to develop the School Safety policies as one of the initial processes after gaining the entry to the school. The IPs, in both provinces also expressed that is their responsibility as civil society organisations to monitor and promote the safety in the schools so that learners are protected. Furthermore, the IPs have assisted and worked with the schools to ensure the schools have VAG protection mechanisms.

3.5. Outcome three: Establishment of the effective VAG protection mechanisms

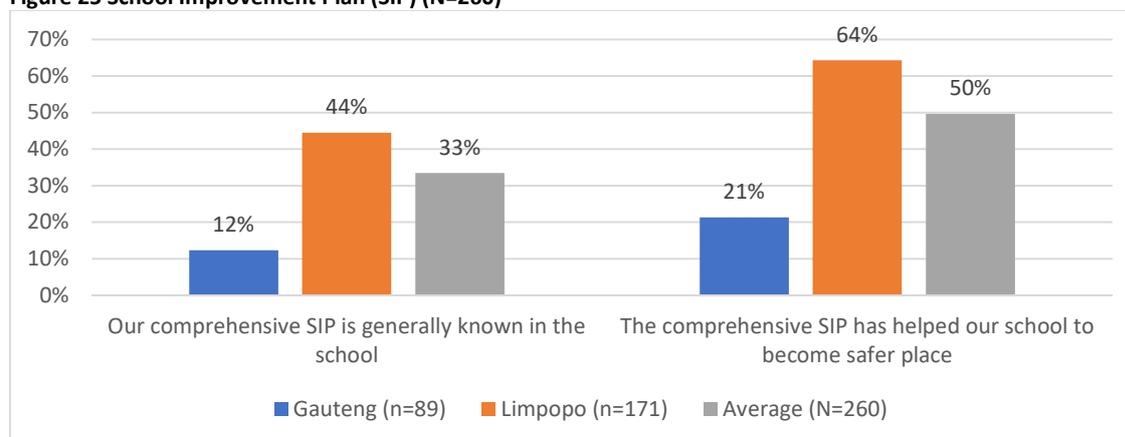
The third outcome of the SeViSSA project is that the schools have established effective VAG protection mechanisms through the ZTSA pledge, through a facilitating a comprehensive School Improvement Plan development which seeks to address VAG in schools.

As discussed in the section above, the school respondents and IPs state that the schools have or are in the process of developing the comprehensive School Improvement Plan that addresses violence in schools. In terms of the effectiveness of the comprehensive plan, the implementing partners, especially in the Gauteng schools are struggling to access the statistics, including reported violence statistics from the schools, therefore the assessment of the effectiveness of the comprehensive School Improvement Plan is based on limited statistical reporting and more on subjective observations by the school respondents, IPs and the girl respondents.

The school respondents and IPs are of the opinion that all Girl Club members know about the SIP and the safety policies, and that majority of the learners know about the school safety policies and the SIP. All girl respondent knew about the above policies and mechanisms. On the other hand, on average, only one third of the girl respondent thought the School Improvement Plan is generally

known in the school, and half of the learners thought the School Improvement Plan has helped the school to become a safer place as illustrated in the figure below.

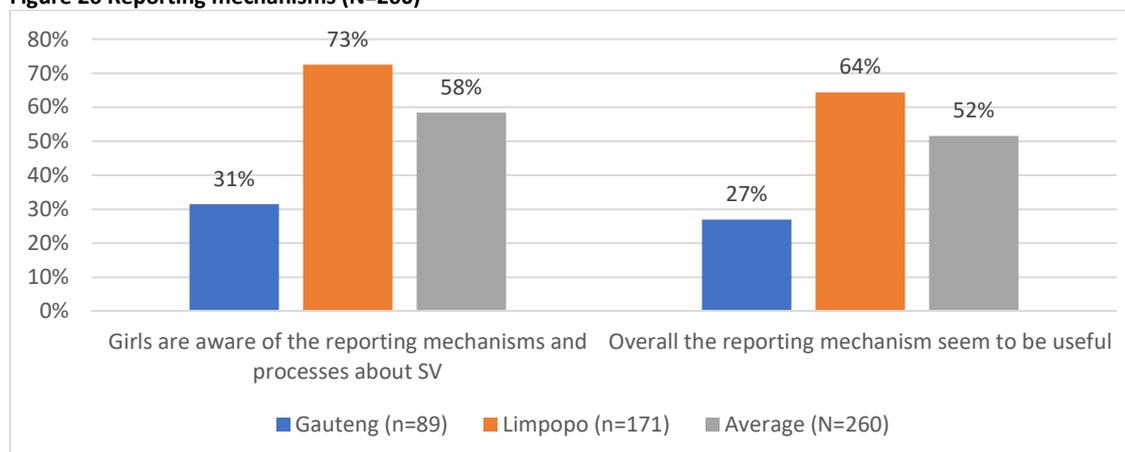
Figure 25 School Improvement Plan (SIP) (N=260)



SIP- Comprehensive School Improvement Plan consisting: A Code of Conduct, a Sexual Abuse Policy, a Health & Safety Policy, policy on bullying, an action plan to address Violence Against Women (VAG), including reporting and disciplinary processes and other safety policies as guided by the DoE.

Similarly, the school respondents and IPs are of the opinion that all Girl Club members, and majority of the learners know about the reporting mechanisms. Regarding the reporting mechanisms for any violence, all responding girls knew the reporting mechanisms, however, the girl respondents thought that on average, 58% of the girl learners in schools are aware of the reporting mechanisms. Just over half of the girl respondents consider the reporting mechanisms to be useful, as illustrated in figure below.

Figure 26 Reporting mechanisms (N=260)



In terms of the overall awareness and usefulness of the school improvement plans and reporting mechanisms, the respondents in the Gauteng schools seem be less aware of the procedures and have less confidence in the policies and reporting mechanisms than the respondents in the schools in Limpopo.

As mentioned earlier, the school respondents state that the above said reporting mechanisms are in place and that learners know the reporting mechanisms. School respondents also shared that the girls are reporting more, and typical cases were as below:

“a boy learner touched a girl learner’s bum or breasts, and the girl learner informed the boy learner that he should stop it and the boy learner did not stop and the girl reported the event”

When asked about the ‘more serious sexual violence cases, such as sexual assault or rape’, typical response from the school respondents was that:

“there was a case some time back but now there is only maybe a one case in a year”.

On average one in five girl respondent believe there are girls in their schools who have been raped, 21% of the girl respondents in the schools in Gauteng and 19% of the girl respondents in the Limpopo schools thought so.

The Table below illustrates the actual numbers of reported violence cases, mainly bullying and fighting, in the eighteen (18) schools in Limpopo. The number of cases includes the cases reported by the girls, boys and the educators.

Table 3 Reported cases of violence in the schools in Limpopo (n=18)

	2016	2017	2018
Schools started to report stats in 2016	71	91	82
Schools started to report stats in 2017	-	84	77
Schools started to report stats in 2018	-	-	71

The Table below illustrates the actual numbers of reported sexual violence cases in the eighteen (18) schools in Limpopo.

Table 4 Reported cases of Sexual Violence in the schools in Limpopo (n=18)

	2016	2017	2018
Schools started to report stats in 2016	11	11	2
Schools started to report stats in 2017	-	21	21
Schools started to report stats in 2018	-	-	4

The manner in which the schools are reporting violence and sexual violence statistics, suggest that bullying, which is a form of sexual violence is reported under general violence rather than sexual violence. The interviews did not establish respondents’ definition of the concept “sexual violence”, the definition would have provided additional insight of the way in which the SeViSSA project has communicated “sexual violence” and how the participants had internalised the concept.

The above reported statistics suggest that the violence at schools has decreased because the less violence incidences are reported in each year. Similarly, the above statistics related to reported sexual violence suggest that the sexual violence has remained the same or decreased.

3.6. Outcome four: Increased retention of girls in participating schools

The fourth outcome of the SeViSSA project was to increased retention of girls in participating schools by:

- Facilitating and promoting child-friendly, accessible and accountable schools' mechanisms and systems to take action on reported cases of sexual abuse;
- Facilitating the development of comprehensive and accessible action plans that are girl-child centred, and consistent with national and provincial policies, including supporting teenage mothers; and
- Advocacy activities

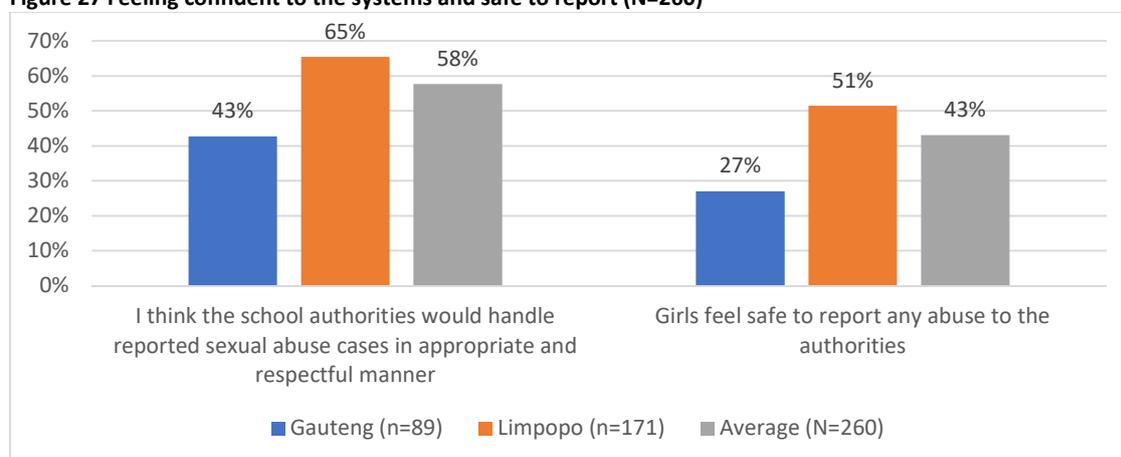
The previous two sections considered the existing school safety policies, School Improvement Plans, including reporting mechanisms for violence, and effectiveness of the plans and systems. This section looks at the same systems from the accessibility and girl-child friendliness point of view, and provides an assessment whether or not the systems have improved the retention of the girls in participating schools.

3.6.1. Accessibility and accountability of the mechanisms to take action on reported cases

As discussed in the previous two sections of the report, majority of the schools have mechanisms and systems in place to take action on reported cases, and most of the learners are likely to know about the systems. When accessibility is defined as feeling safe to access the system, rather than availability of the system and mechanisms, the findings suggest that less than half (43%) of the girl respondents think girls feel safer to report any abuse to the authorities. In the Gauteng schools, only about one in three feel safe to report any violence to authorities, indicating two in three girls would not feel safe to report.

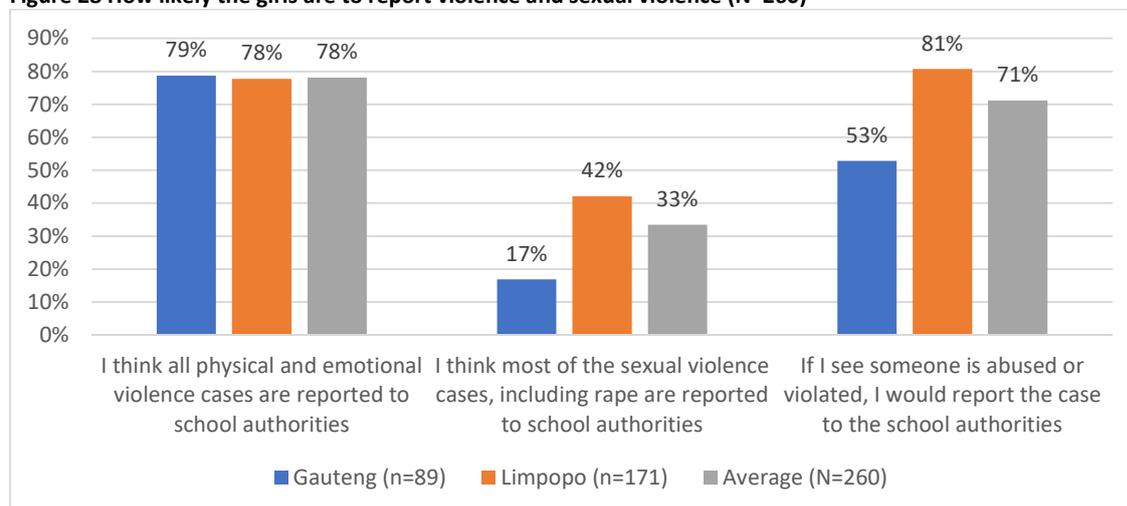
Furthermore, on average, just over half (58%) of the girl respondents think the school authorities would handle reported sexual abuse cases in appropriate and respectful manner, 43% in the Gauteng and 65% in the Limpopo schools, as shown in the figure below.

Figure 27 Feeling confident to the systems and safe to report (N=260)



Even though findings suggest that two out of three girls would not feel safe to report, the findings also suggest that about two out of three girls would report physical and/or emotional abuse to school authorities in both provinces. However, regarding reporting sexual violence, findings suggest that only one out of three girls would report sexual violence to school authorities, as illustrated in figure below. as illustrated in figure below.

Figure 28 How likely the girls are to report violence and sexual violence (N=260)



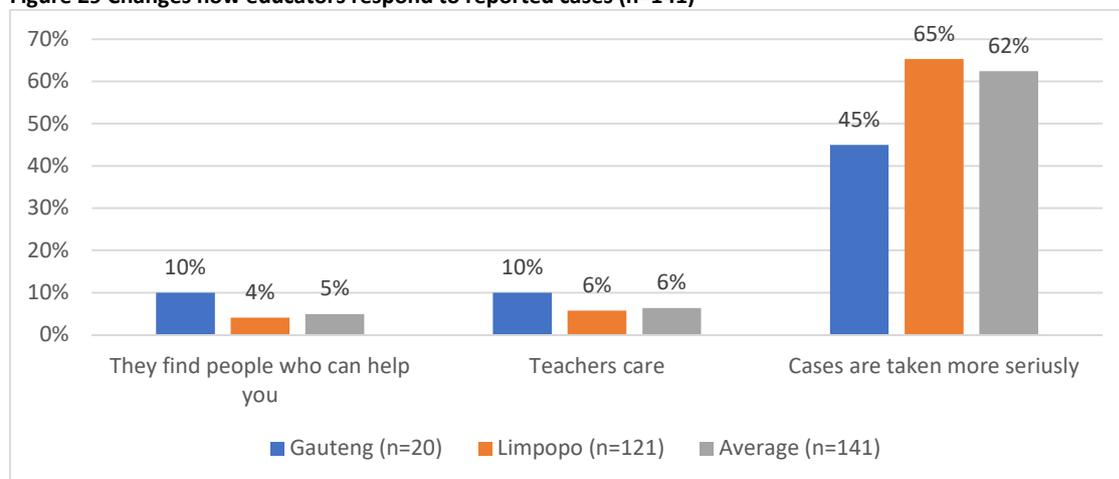
The girl respondents in the Limpopo schools appear to be more confident that girls would report sexual violence to school authorities (42%) than girls in the Gauteng schools (17%). This is supported by the finding that girls in the Limpopo school are more likely to report to school authorities, if they see someone is abused or violated, 81% of the respondents in the Limpopo schools and 53% of the respondents in the Gauteng schools, as presented in the figure above.

Above findings suggest that the girl respondents do not feel safe to report sexual violence to the school authorities, further suggesting that the reported sexual violence statistics are not true reflection the violence in the participating schools.

Regarding the manner in which the educators respond to the reported cases, just over half of the girl respondents (54%) had observed that the manner in which the educators respond has changed since the Girl Clubs started in the school.

The most commonly observed change was that the educators are taking cases more seriously, followed by observations that educators care and they will find people who will can help you as shown in the figure below.

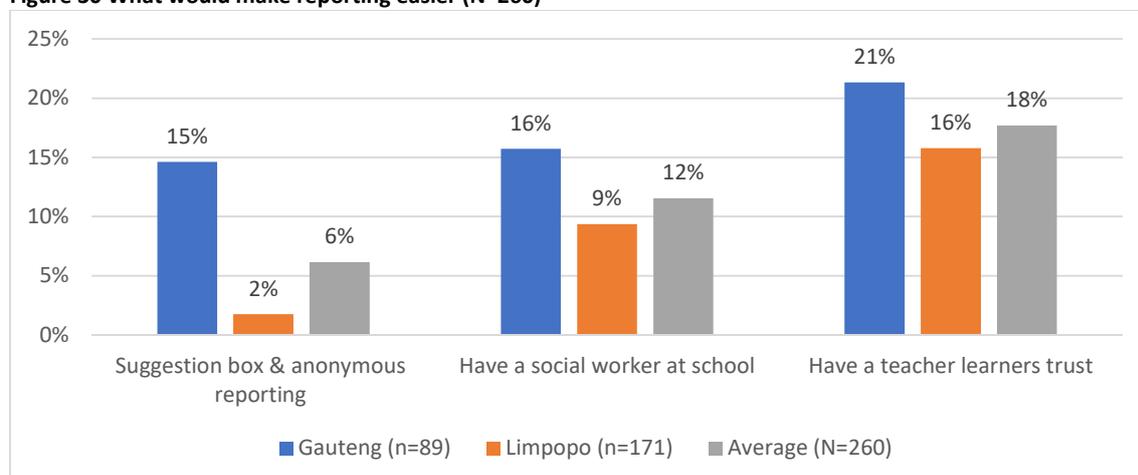
Figure 29 Changes how educators respond to reported cases (n=141)



The finding that over half of the girl respondents (54%) had observed that educators are taking the reported cases seriously, could be an indication of the shift in the attitudes of the educators that previously considered “minor cases”, such as bullying or boys touching girls’ breasts or bum, are now handled in serious and appropriate manner. By not confronting the “minor forms of violence” can results in passive acceptance and a silent condoning of the violence. This silent acceptance allows leeway for other, more extreme, forms of violence to emerge such as rape and murder.

In spite of the observed changes on how the educators are responding to reported cases, reporting violence and especially reporting sexual violence does not seem to be easy for girl learners. The girl respondents suggested that the schools should have a teacher they trust or a social worker in the school so that they would feel more comfortable to report any violence. An anonymous reporting and suggestions box were also recommended as a way to report violence, as illustrated in the figure below.

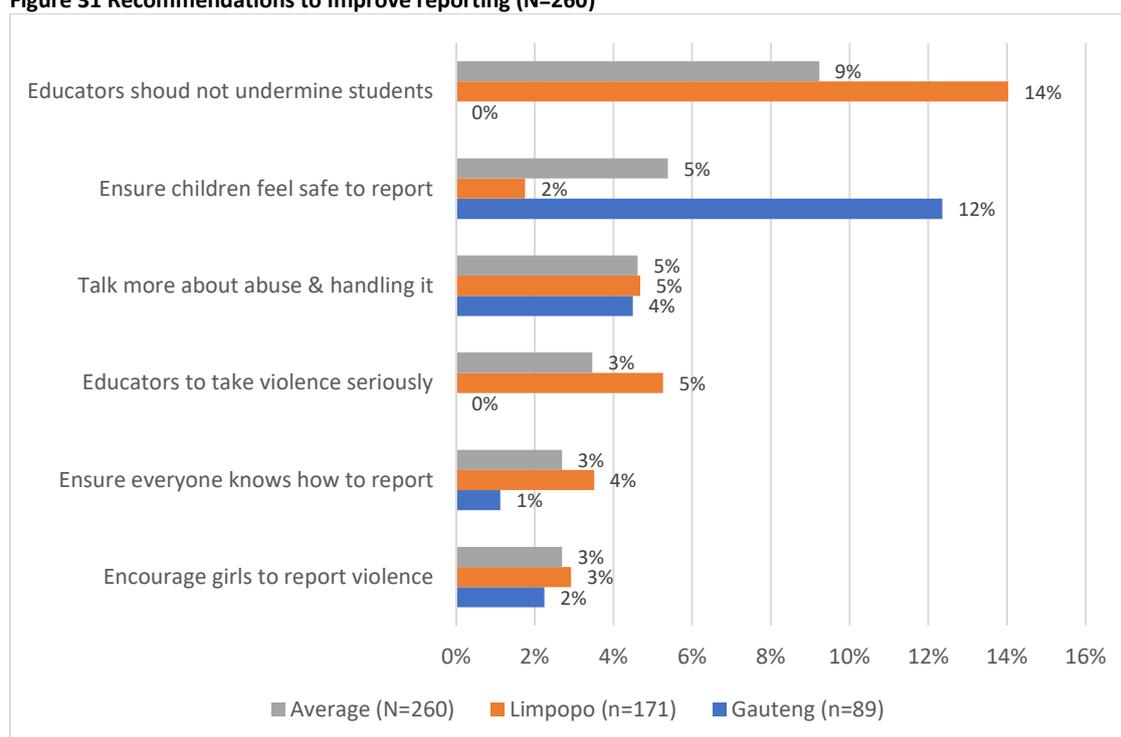
Figure 30 What would make reporting easier (N=260)



The finding that the girl respondents, especially from the Gauteng schools, requested the school to have a teacher they can trust, as a person to report to, could be a reflection of the processes followed when selecting the confidante. In the Gauteng schools the confidante is appointed by the IP in consultation with the school and in the Limpopo school the confidante is selected by learners through secret ballot voting process.

Other recommendations to make reporting easier were reflecting the attitudes of educators, overall encouragement to report and ensuring that children feel safe to report, as illustrated in the figure below.

Figure 31 Recommendations to improve reporting (N=260)

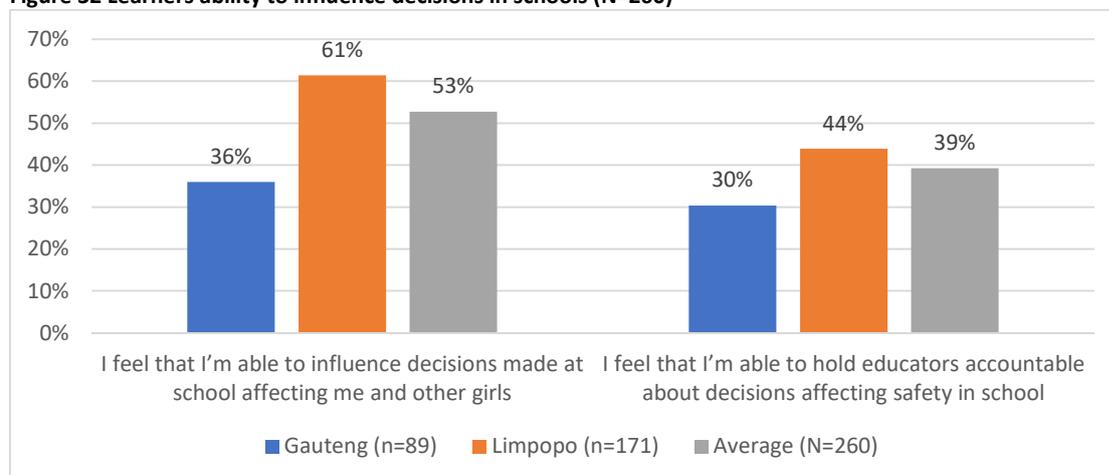


The recommendations in the figure above suggests that educators in the Limpopo schools are perceived to be more likely to undermine students and not taking learners seriously compared to educators in the Gauteng schools. For the Gauteng schools the recommendations suggest that reporting violence is not considered to be safe.

In terms of accountability and girl learners' ability to hold educators accountable, on average, less than half of the girl respondents feel they are able to hold educators accountable about the decisions affecting safety in school.

The findings suggest that respondents in the Limpopo schools feel more confident they can hold educators accountable, compared to the girl respondents in the Gauteng schools, 44% and 30% respectively, and as illustrated in the figure below.

Figure 32 Learners ability to influence decisions in schools (N=260)



Similarly, respondents in the Limpopo schools feel slightly more enabled to influence decisions made at school affecting her and other girls, 61% and 36% respectively.

The above reflects the finding that girls in the Limpopo schools are more likely to report to school authorities, if they see someone is abused or violated, 81% of the respondents in the Limpopo schools and 53% of the respondents in the Gauteng schools as presented earlier.

3.6.2. Support for victims of violence

The NSSF recommends that the school in collaboration with the relevant stakeholders must render psychosocial services and support to both victims and perpetrators of violence. The findings show that on average, 37% of the girl respondents reported that the school provides psychosocial support to learners who have been sexually abused or raped. In the Gauteng schools, less than one in ten girl states that schools provide psychosocial support, compared to 50% of girl respondents in the Limpopo schools. Few girl respondents in the Gauteng schools strongly highlighted the following:

“They (educators) send them (girls) directly to SAPS – un accompanied and there is no process to handle sexual violence cases in the school”

The survey questionnaire did not ask if the school is providing psychosocial support to the perpetrators of violence. If the schools are not providing psychosocial support to victims of violence they are not likely to provide psychosocial support to the perpetrators of violence.

3.6.3. Support for pregnant learners and teenage mothers

Regarding the teenage pregnancy in schools, a confidante in one of the Limpopo school pointed out that there many mothers and fathers in our schools who are not supported by the schools:

“We are teaching many mothers & fathers here. In school they are children but at home they are parents. When mothers go home, they have to do their domestic duties, cook, wash, clean, fetch the water (sometimes the wood) care for the baby and then the father of the child (boyfriend/husband) is wanting attention. When does the girl have time to do the homework and study”?

Given the high rate of pregnancies amongst teenage girls of school going age, and the time girls miss the school because of pregnancy, SeViSSA project aimed to create more awareness of the DBE policies about the role of the school to support and ensure the return and retention of learners, post-delivery, in an appropriate grade in the basic education system. The following opinions and perceptions about teenage pregnancy, pregnant learners and teenage mothers are based on interviews with the girl learners who were not mothers at the time of the interviews.

The section starts by presenting the findings related to the number of pregnant learners in the school over the program implementation period and thereafter moves to the support the schools are offering to pregnant learners.

Majority of the school respondents (83%) reported that the pregnancy rates have decreased from the time SeViSSA project was introduced to their schools (80% of the Gauteng schools and 83% of the Limpopo schools). Furthermore, all school respondents stated that there are no pregnancies amongst Girl Club members, strongly suggesting the Girl Clubs are effective way to educate and empower girls to either negotiate contraceptive use in the relationships or abstain.

Some school reported drastic drops in the number of pregnant learners, from 37 pregnant learners in 2016 to zero in 2017 and two in 2018. Another school reported 70 pregnant learners in 2014, and only four pregnant learners in 2017. The Table below illustrates the actual numbers of reported teenage pregnancies in the eighteen (18) schools in Limpopo.

Table 5 Teenage pregnancy numbers in the schools in Limpopo (n=18)

	2016	2017	2018
Schools started to report stats in 2016	120	38	39
Schools started to report stats in 2017	-	58	41
Schools started to report stats in 2018	-	-	11
Note: IP in the Gauteng schools was struggling to access the statistics, therefore the table above presents the actual statistics only for the schools in Limpopo province			

The findings provide strong evidence that the number of teenage pregnancies in participating schools has dropped from the time the SeViSSA project was introduced to the schools.

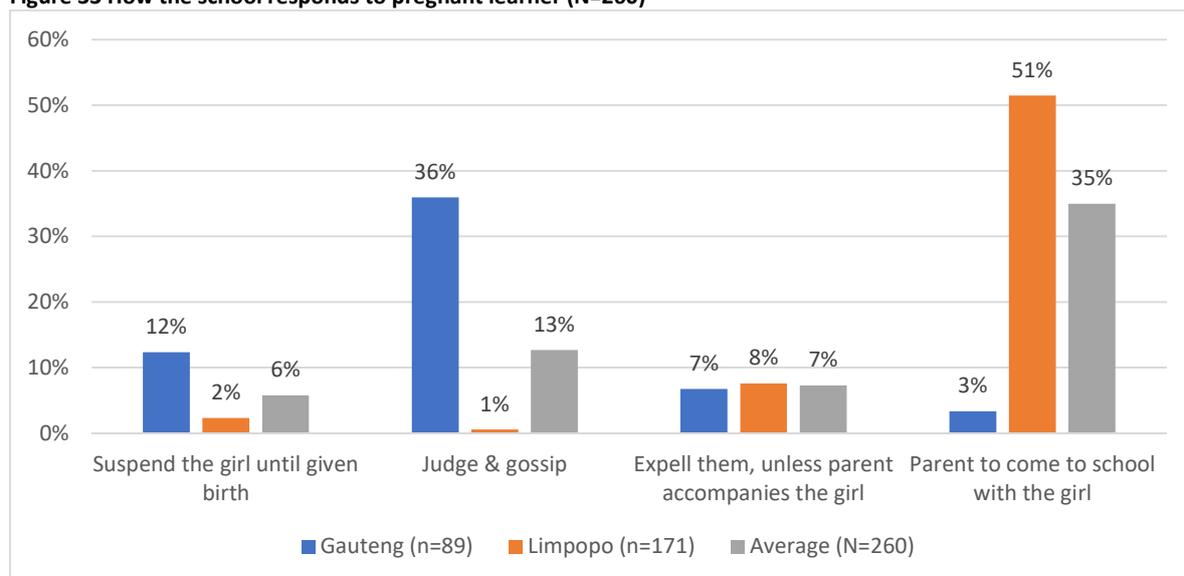
The school respondents emphasised that the pregnant learners are encouraged to return the school after giving birth. A typical response from the school respondents were that:

“Pregnant learners are not suspended; they are allowed to come to school. Often times they drop out and come back on the following year so they are not missing the education”.

The school respondents also stated that the majority of the pregnant learners come back on the following year and they complete their schooling, suggesting the schools are encouraging teenage mothers to complete their schooling. In terms of providing support to teenage mothers, few school respondents stated the schools should understand their situations and support them, without providing any further details how the support should look like.

On the other hand, only one in five of the girl respondents thought that educators are encouraging pregnant learners to continue schooling, 18% of the girl respondents in the schools in Limpopo and 21% of the girl learners in the schools in Gauteng. Other commonly observed responses from the girl learners are presented in the figure below.

Figure 33 How the school responds to pregnant learner (N=260)



As seen in the figure above, 36% of the girl respondents in the Gauteng schools stated that the educators judge the pregnant learners and gossip about them and 12% have observed that pregnant learners are expelled. Common observation in Gauteng schools was that:

“They (educators) support them (pregnant learners) and tell them that it is a mistake, don’t try it again”

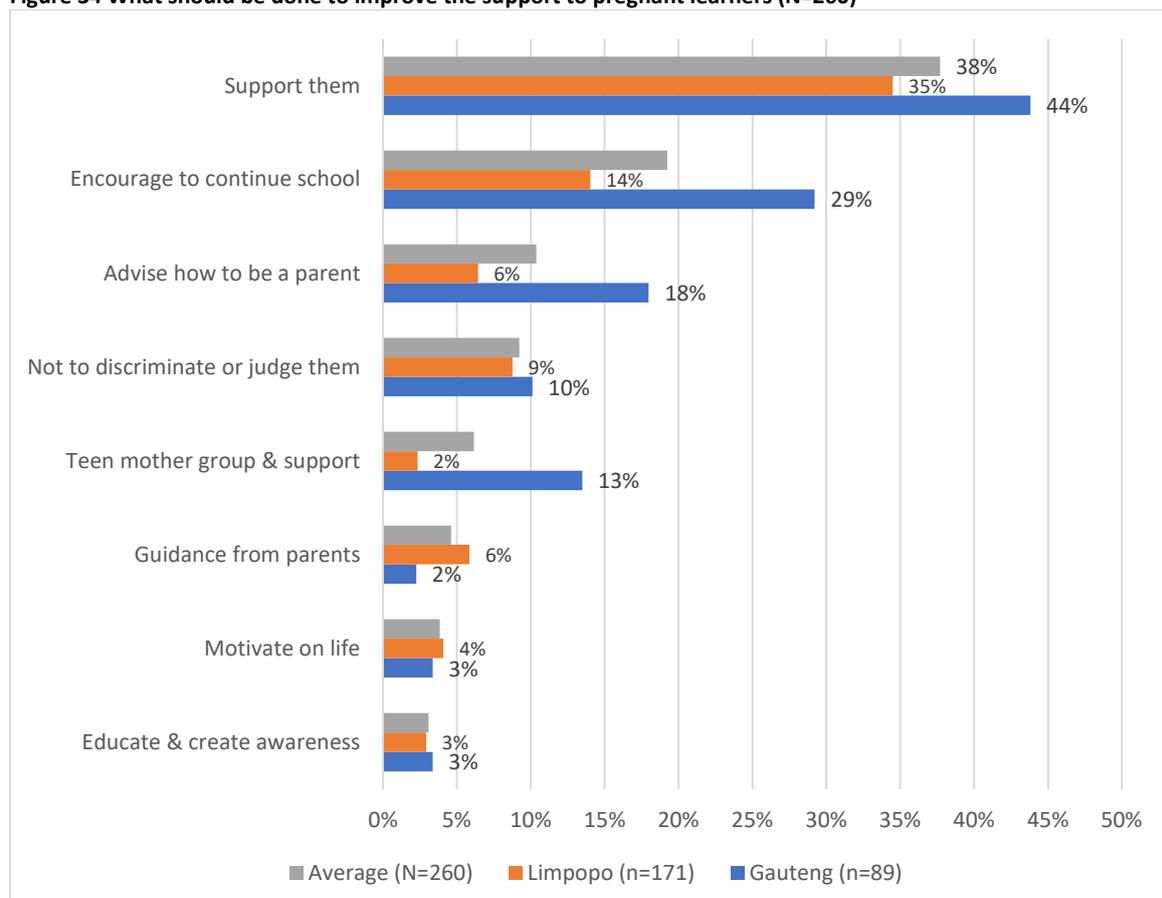
Suggesting that the schools are not yet providing a stigma-free, non-discriminatory and non-judgemental environment for pregnant learners, as guided by the NSSF.

Findings suggest that it's a common practise in the Limpopo schools for the educators to the request a care giver (parent or guardian) to accompany the learner to school and remain with them for the duration of classes. The school respondents stated that the care giver (parent or guardian) is requested to accompany the pregnant learner to ensure the safety of the pregnant learners and because of the potential health and medical complications during the pregnancy.

The AASA has trained the educators in the Limpopo schools on the Department of Basic Education policies, including guidelines on how to ensure fair treatment of pregnant learners. The SeViSSA project reports state that as a result of the training, eight (8) schools have repealed their practice which requires pregnant learners to bring parents to school for the duration of their pregnancy. Further analysis of the girl respondents in Limpopo schools show that the majority of the girls who have observed that pregnant girls have to bring parent with, are from the eights (8) schools that have the above policy intact.

The girl respondents shared their thoughts on what should be done in schools to support pregnant learners. The findings show that there is a strong call for the schools to support, guide and advise and encourage pregnant learners to continue schooling, and to prepare them for the parenthood, as illustrated in the figure below.

Figure 34 What should be done to improve the support to pregnant learners (N=260)



Call for support for pregnant learners is evident based on the findings, and as illustrated in the figure above. On the other hand, there is an element of judgement towards the pregnant learner, as illustrated in statements below:

“To let them know that what happened was wrong but they should not give up on school and to let others know about what happened”

“They (school) must guide them until they see that being pregnant at young age is wrong”

“They need to be encouraged to go back to school. Being pregnant is not the end of the world, they should know what they want in life”

“They (school) must make sure that the pregnant girls must be safe at school and make sure that other learners should not laugh at them”.

3.6.4. Advocacy activities

One key component of the SeViSSA project, in providing the advocacy platform and building solidarity amongst girls is the annual SeViSSA Girls Club Conference, the conference aims to engage the girls to dialogues about the women rights, gender equality, expose girls to advocacy and experience the power of collective action of hundreds of girls. During the interviews with the girl respondents, the conference or any other advocacy action did not come out.

A likely reason for the above is that interviewed girls were not part of the any of the conferences in the past years, and the survey questionnaire did not ask the girl respondents to specify if they had participated in any of the conferences. Only references to the conference were from the girl respondents from the schools in Gauteng who recommended more conferences and exchange visits in other schools as a regular part of the Girl Clubs. Therefore, not providing adequate data on the benefits of the conference. Regarding the Girl Club members advocating for change outside the school environment, the survey findings suggest that the girl respondents are not actively involved in advocacy outside the school.

Based on the SeViSSA annual reports, the Girls Club Conferences typically host 200 – 260 girls, representation from the Department of Education, Health and Social Development, delegates from the NGOs working on similar issues and there is a media coverage from the National Broadcaster’s TV and radio channels. The SeViSSA project monitoring data and annual reports document the advocacy activities undertaken by the Girl Club members. Girls Clubs members wrote a list of demands which were compiled into the Girls Club Charter; which became the Girls Clubs’ main campaign for their rights to be recognized and respected in their schools. The Girls Club Charter was officially adopted by ActionAid South Africa at the conference for campaigning in 2016. Going forward the Girls Charter now sits at the centre of the work as a campaign tool and also the by the Girls Clubs as they continue to demand their rights. In Limpopo the Girl Club members held a

protest march to the district Education Department where the district manager accepted and signed the adoption of the Girls Club Charter of demands in the Thohoyandou District.

AASA and implementing partners have actively engaged with the Department of Education and other relevant stakeholders to advocate for change at district, provincial and national levels. AASA and IPs have engaged and formed partnerships with the local media to raise awareness of violence against girls, including sexual violence. Lack of girl respondents reflecting the engagement with the Department of Education and other stakeholders could be a reflection that girls consider it as responsibility of the AASA, IP or school and not a responsibility of them as girls. On the other hand, the girls who participated in the above advocacy activities from 2015 to 2017 have finished the school.

3.7. Outcome Five: Capacity to implement the SeViSSA project

The fifth outcome of the SeViSSA project was that the implementing partner organisations have the necessary capacity and conditions in place to be equipped to implement the SeViSSA project effectively and efficiently, including the following:

- Skill enhancement of implementing partner organisations, specific to the effective implementation of SeViSSA
- Financial systems are effective and efficient in implementation, accountability and monitoring of the project
- Partners are able to monitor and evaluate the project effectively and efficiently, and learn by doing (action learning)
- SEVISSA is integrated (for sustainability) into other children and education rights of partner organisation

As an organisation AASA is guided by Human Right Based Approach (HRBA) and Theory of Change. The SeViSSA project development was further guided by the MAANDA initiative/framework, which provides a framework for women and girls' empowerment in which the transformative change should take place in three levels:

- I. Voice, influence and Agency - *Individual behavioural and attitudinal change*
- II. Resources, services and opportunities - *Micro-level policy change*
- III. Informal and formal institutions - *macro-level district and national policy and legislation*

It follows that the expectation from the Implementing Partners is that they also are guided by the same HRBA values and principles: Human development is the central concern, people are seen as capable, autonomous and able agents of change, furthermore, women and men living in poverty are key agents of change and all citizens have a role, acting in solidarity. The HRBA informs the core of the AASA Theory of Change, which states that "long-term sustainable change is only possible if efforts for change place women, youth and children who live in poverty at its centre, and that AASA sees its role as one of enabling, and supporting the efforts of those who live in poverty to lead

change on their own behalf⁴⁴ AASA main strategy is to empower people living in poverty (who are rights holders just as much as any people) to claim their rights and to hold the institutions (duty bearers) meant to uphold these rights accountable through campaigns, solidarity and creating alternatives.

Action Aid South Africa (AASA) implements the SeViSSA project with the following partners: The Teddy Bear Clinic (TTBC) in Johannesburg, Gauteng; Thohoyandou Victim Empowerment Programme (TVEP) in Thohoyandou, Limpopo province and Xihlobo Xa Ndivho (XXN) in Vhembe district, Limpopo province. The implementing partners were chosen based on their individual strengths and contribution towards advancement of human rights and women rights. During the SeViSSA project implementation, AASA facilitated and encouraged mutual learning and reflection amongst the partners, for instance by organising writing workshops for the partners to compile the annual program reports together. AASA facilitated several capacity building workshops for the IPs and facilitator mentors on human rights, women rights, positive discipline, monitoring and data collection, child safe guarding and child abuse to strengthen the IPs capacity to lead the change in their respective communities.

In terms of data collection and reporting, AASA in consultation with the IPs have developed a set of comprehensive reporting tools to collect required data, and to report the data on quarterly basis, tools which are confidently used by the IPs. Regarding statistical data on the number of reported cases of sexual violence, teenage pregnancies and school dropout rates, the implementing partner in Gauteng is finding it challenging to access the said data.

The financial support from the Comic Relief for the SeViSSA project ended in December 2018. During the project implementation the IPs were able to exceed the numeric target of the project, 1 120 Girl Club members. The partnership with AASA through the SeViSSA project, enhanced the existing work of the IPs; it provided additional human resources and technical capacity to work with teenagers in a school environment. Partnership with AASA and other IPs provided a safe place for reflection and learning together. In addition to technical skills and capacity, the partnership has inspired the IPs to continue to work in schools. At the time of the interviews for this evaluation, all IPs had recruited new girls into the Girl Clubs, while knowing that the financial support is no longer available.

The way in which AASA has worked with the IPs has provided enabling environment for the IPs to implement the SeViSSA project and strengthened their technical, and monitoring capacity to meet the reporting requirements.

⁴⁴ http://www.actionaid.org/sites/files/actionaid/iactionaid_cs_report_2.pdf

3.8. Implementation strategy guided by Human Rights Based Approach

ActionAid's **Human Right Based Approach (HRBA)** builds on the idea that human development is the central concern, AASA sees people it works with as capable, autonomous and able agents of change, furthermore, women and men living in poverty are key agents of change and all citizens have a role, acting in solidarity. AASA main strategy is to empower people living in poverty (who are rights holders just as much as any people) to claim their rights and to hold the institutions (duty bearers) meant to uphold these rights accountable. The following eight HRBA principles are used to guide the analysis of the way in which the SeViSSA project was designed and implemented.

Putting the active agency of people living in poverty first

Putting the active agency of people living in poverty first, proposes that people living in poverty and their organisations have been actively involved in the drawing up of programme and that the activities and strategies enable people living in poverty to analyse and reflect on the conditions and causes of poverty and inequality, and to lead the design and implementation of the project. The initial planning of the SeViSSA project was finalised AASA and Comic Relief staff and the IPs were assessed and selected around the same time. The SeViSSA project was planned and designed based on the poverty and violence analysis in the country and based on the AASA experiences working in the communities.

The SeViSSA project activities and strategies enable people living in poverty to analyse and reflect on the conditions and causes of poverty and inequality, and this is linked with rights and the violation of rights. The SeViSSA project has supported the active, free and meaningful participation of people living in poverty so they are aware of their human rights and of key duty bearers and are able to hold them accountable. Through the SeViSSA project, AASA and IPs have placed the girl learners in the centre of the programme; and as a result of placing girls at the centre, the girls report feeling more confident, empowered, this is supported by educator's observations as well. The girls are aware of their rights and they report feeling confident in voicing out their rights. The SeViSSA project has enabled girls to organise themselves and mobilised themselves as rights activists, however there is not yet much evidence that girls themselves are actively taking the roles of right activists.

The SeviSSA project has supported the girls and IPs to build their skills and leadership to articulate their agenda, and to take actions to claim and enjoy their rights. In terms of communicating and articulating their rights girls report feeling confident to do that, however the "each one teach one" approach to ensure the knowledge and messages learners in the Girl Clubs are shared with the rest of the learners is not working as effectively as it was anticipated. The "each one teach one" approach seemed to work slightly better in schools that have a scheduled time for Girl Club members to share their knowledge in the school assembly.

Analysing and confronting unequal and unjust power

Analysing and confronting unequal and unjust power is about analysing and understanding the impact of unequal power relations within groups of people living in poverty and between them and other actors /duty bearers, and about challenging all forms of discrimination and prioritise working

with those who are most excluded. The analysis of unequal power is evident in the programme planning documents and annual reports; the SeViSSA programme is designed to confront unequal and unjust power. Girls' awareness of unequal power between girls and boys has been strengthened and resulted girls realising that "I have a right to say no to boys, I don't have to agree to have sex with a boy".

Analysing and confronting unequal and unjust power also includes the power relations between AASA and implementing partners. The working relationship with the IPs seems to be equal and way of working seems to be promoting mutual sharing and learning, the interviews with the IPs supported this observation. However, the findings related to "what should be changing more" (Section 3.11.2) all are actions that IPs and schools could do by themselves, not waiting for permission or funds from AASA, could be a reflection of the unequal power dynamics such as "donor – recipient" relationship.

Advancing women's rights

Advancing women's rights means ensuring that women have the confidence to identify and challenge different forms of subordination and exploitation – whether sexual, cultural, political or economic. The SeViSSA project has ensured that women have the confidence to identify and challenge different forms of subordination and exploitation. AASA and IPs have supported the capacity development of women living in poverty, the SeViSSA has connected women living in poverty and their organisations with others to build solidarity and strengthen the movement for change. The majority of the girl respondents feel confident to advance women rights, to address injustices in their schools and communities, slightly more so in the schools in Limpopo than compared to respondents in the schools in Gauteng.

Data collected from the girl respondents do not provide adequate data to draw conclusions regarding the advocacy efforts initiated by the girl learners, even though the other data sources, such as educators and document analysis show that there have been several advocacy and solidarity actions involving the girls during the project period.

The Girl Clubs members have written a list of demands which were compiled into the Girls Club Charter, Charter was officially adopted and going forward the Girls Charter now sits at the centre of the work as a campaign tool and also the by the Girls Clubs as they continue to demand their rights. Advocacy work and raising awareness on relevant issues in the local communities by the girls is happening to some extent, girls are being interviewed in local radio stations and some of the girls are members of the local youth clubs that provides them a platform to share with others. The annual conferences brought together the girls from the different schools and a variety of stakeholders working on similar field, thereby ensuring the links across different levels to address structural change and build solidarity. The girls have taken their demands to the Department of Education in Limpopo, illustrating girls' ability to voice their rights.

Building partnerships

Building partnerships is about identifying strategic partners who can help AASA achieve its goals, partnerships with organisations that are constituted by, genuinely represent or strongly connect with people living in poverty are prioritised. The implementing partners were chosen based on their individual strengths and contribution towards advancement of human rights and women rights. Findings suggest that if the IP has strong focus on advocacy, policy development, and community mobilisation, the Girl Club members are more likely to speak out and feel confident to influence on policies affecting them and other girls, more likely to report violence and sexual violence to school authorities, and these girls are more likely to report to school authorities, if they see someone is abused or violated.

Being accountable and transparent

Being accountable and transparent is about showing evidence of the primary accountability being to people living in poverty. Accountability and transparency were not explored during the evaluation, and based on limited observations, AASA and the IPSs are being accountable to people living in poverty.

The establishment of the School Stakeholder Forum (SSF) is a way to strengthen the transparency and accountability of the SeViSSA project, through bringing the the school and the community closer together. The SSF has strengthened the effective referral and linkage to care for learners exposed and experiencing violence. The SFF has also improved the comprehensive response to address the needs of the child in a holistic manner and also to improve the girl learners' likelihood to complete the schooling on time and access the opportunities later in life. The SSF also seem to provide a good support base for the educators in handling the reported cases.

As a feminist and human rights organisation, AASA has taken a strong stance to place the girls and women in the centre of the organisation work and programming, and therefore direct the resources to processes that directly support empowerment of girls and women.

Monitoring, evaluating and evidencing the impact, and promoting learning

Monitoring, evaluating and evidencing the impact, and promoting learning is about tracking relevant indicators and have credible baseline data so that change can be measured and the outcomes and impact of the work can be shown. The SeViSSA project monitoring tools are tracking relevant indicators and have credible baseline data so that change and be measured, showing the outcomes and impact of the work. AASA and IPs are monitoring and reflecting on change processes in a participatory way on an ongoing basis.

Linking work across levels to ensure we address structural change

Linking work across levels to ensure we address structural change is about working towards lasting gains at the local level and beyond by tackling structural causes of poverty and rights violations. Within the SeViSSA project, AASA and IPs are connecting local rights violations to national and international factors and to recognised human rights legal frameworks. AASA is connecting local struggles with national and international movements, and connecting local issues to national civil

society change processes. AASA and implementing partners have actively engaged with the Department of Education and other relevant stakeholders to advocate for change at district, provincial and national levels. AASA and IPs have engaged and formed partnerships with the local media to raise awareness of violence against girls, including sexual violence.

Being solutions oriented and promoting credible and sustainable alternatives

Being solutions oriented and promoting credible and sustainable alternatives is about putting forward credible alternatives to challenge dominant models and paradigms that undermine people's rights, creating some space for dreaming and visioning the future. In the SeViSSA project, AASA has created some space for dreaming and visioning the future. AASA and IPs reflecting and learning together, and that might have encouraged innovation and experimentation in implementation and resolving challenges in the implementation.

3.9. MAANDA initiative

The SeViSSA project was designed based on the MAANDA initiative/framework. MAANDA Initiative provides a framework for women and girls' empowerment in which the transformative change should take place in three levels;

- I. Voice, influence and Agency - *Individual behavioural and attitudinal change*
- II. Resources, services and opportunities - *Micro- level policy change*
- III. Informal and formal institutions - *macro-level district and national policy and legislation*

The end-line evaluation findings suggest, as seen in the findings presented above, the MAANDA framework has effectively guided and enabled the SeViSSA project to bring change in all three levels during the project implementation period. Based on the analysis of the findings, the most evident change has taken place of the second level: Resources, services and opportunities - *Micro- level policy change*.

On ***micro-level policy change***, it was evident that each of the participating schools have developed and implemented a policy framework specifically aimed at reducing levels of sexual violence, and the school mechanisms are strengthened to effect change on safety and the protection of girls against sexual violence. There are less girls getting pregnant, and teenage mothers are returning to the school after giving birth. The establishment of the School Stakeholder Forums (SSFs) in participating schools in Limpopo has increased the community involvement and strengthened the referral and linkage to care for learners exposed and experiencing violence.

Change that is not yet much evident are attitudes of the educators and school stakeholder forum members who might not yet have internalised the AASA human rights approach that places the girls in the centre of the development, and the full embracement of the human rights that girls and boys are equal human beings.

The evaluation provided strong evidence of change on the first level as well: Voice, influence and Agency - *Individual behavioural and attitudinal change* – the Girl Club members have increased

awareness of harmful gender norms, girls know their rights, they know the reporting mechanisms and processes about gender based violence, Girl Club members reported heightened level of self-esteem and confidence to take control and negotiate their position in relation to boys. However, the finding suggested that knowledge of rights, abuse and sexual violence does not necessarily translate to change in behaviour. Furthermore, only about half of the girl learners reported feeling safe when in school.

In terms of the change in informal and formal institutions - *macro-level district and national policy and legislation* – South Africa has comprehensive legislation in support of the girl learner, however the effective implementation is a challenge in the country. AASA and IPs have advocated and raised awareness on challenges at schools that need to be addressed on policy level.

3.10. Application of the Theory of Change

The core of the AASA Theory of Change is that “long-term sustainable change is only possible if efforts for change place women, youth and children who live in poverty at its centre, and that AASA sees its role as one of enabling, and supporting the efforts of those who live in poverty to lead change on their own behalf”⁴⁵ The AASA achieves this through Empowerment, Campaigns, Solidarity and Alternatives.

As seen above, SeViSSA project has brought changes in three levels as guided by the MAANDA framework. Empowerment is at the heart of the AASA approach to change; human rights can only be realised if people living in poverty have active agency. The SeViSSA project has empowered the girl learners, it has built critical awareness of girl learners situation amongst girls themselves, boy learners, educators, school stakeholder forums and other stakeholders. Communication skills and platforms have been provided and platforms for individual and collective action has been organised

Campaigning creates and harnesses people’s power around a simple and powerful demand, to achieve a measurable political or social change to the structural causes of poverty. The SeViSSA project has built research and evidence base for the project, it has engaged in advocacy, lobbying and mass mobilisation and used mass communications to engage key people and motivate others to act.

Solidarity involves people and organisations sympathetic to the struggles of people living in poverty supporting and sustaining a movement for change, with people living in poverty taking the lead. The SeViSSA project has actively engaged in solidarity with the similar minded organisations, build broader alliances to promote the rights of women, and provided opportunities for the girls from different schools, and provinces, to be part of the solidarity action.

Alternatives add vision and a sense of optimism and direction to the organisation work. Sense of optimism and vision was strongly evident in all interaction with the AASA staff members and IPs. During the interviews with the IPs, it became evident that SeViSSA project was inspiring, new way

⁴⁵ http://www.actionaid.org/sites/files/actionaid/iactionaid_cs_report_2.pdf

to engage with the girl learners in the school setting. The way the SeViSSA project was structured provided a safe space for sharing, learning and testing out new ways of interacting with the girl learners, educators, community stakeholders and other stakeholders in the field. The structure provided a safe place to dream, have a vision for different future, and be inspired to continue.

3.11. Observed Value for Money of the SeViSSA project

The following section presents the observable changes as a result of the SeViSSA project, as described by the respondents. The ActionAid Value for Money assessment guideline⁴⁶, was used to guide the data collection regarding the observable changes as a result of the SeViSSA project by focusing on the following:

- What is changing as a result of ActionAid's work and what is not changing as much?
- What should be changing more?
- What are the particular features of the interventions that have made a difference?
- What does the implementing partner / SSF or educator need to do differently in the future?

Financial information regarding the SeViSSA project was not made available, therefore the following analysis does not include value for money as in Rand terms.

3.11.1. What is changing?

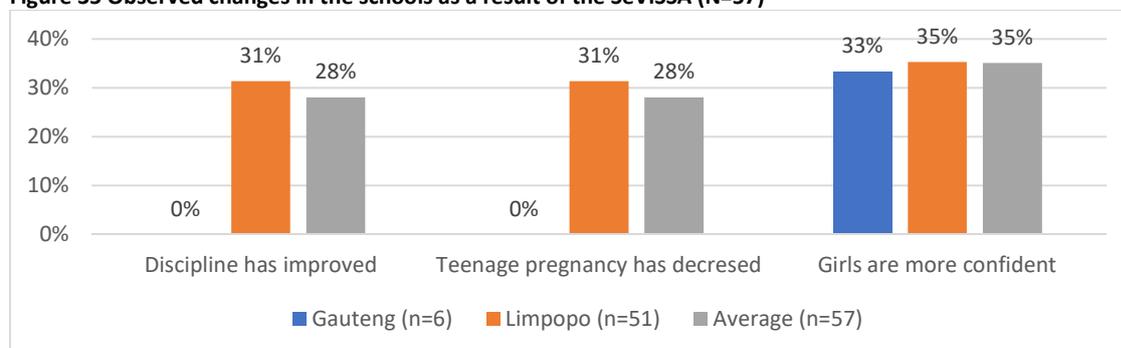
With respect to school safety, majority of the educators (82%) have observed that the schools are safer for the learners now compared to the time before SeViSSA project (100% in Gauteng and 80% in Limpopo). Some of the observed and improved safety measures as listed by the school respondents are:

- Placed security guards
- Gardening service to regularly clear the bushes, School is clean
- School gate is locked during the day
- Vandalism has stopped
- Learners are not bringing weapons to school
- Learners behave appropriately

⁴⁶ adopted from the Assessment of Value for Money: Multi Stakeholder engagement process by Daniel Bukles and from assessing-and-managing-vfm-main-report-oct16 by Mango and Value for Money Learning group

The most common changes as observed by the school respondents in both provinces, were that the girls are more confident. Confidence was described as the way the girls speak in the class, take leadership role in the class and the way the girls carry themselves. In the participating school in Limpopo, the two most commonly observed changes were the decreased number of pregnancies in the schools and that the overall discipline in the schools had improved, as illustrated in the figure below.

Figure 35 Observed changes in the schools as a result of the SeViSSA (N=57)

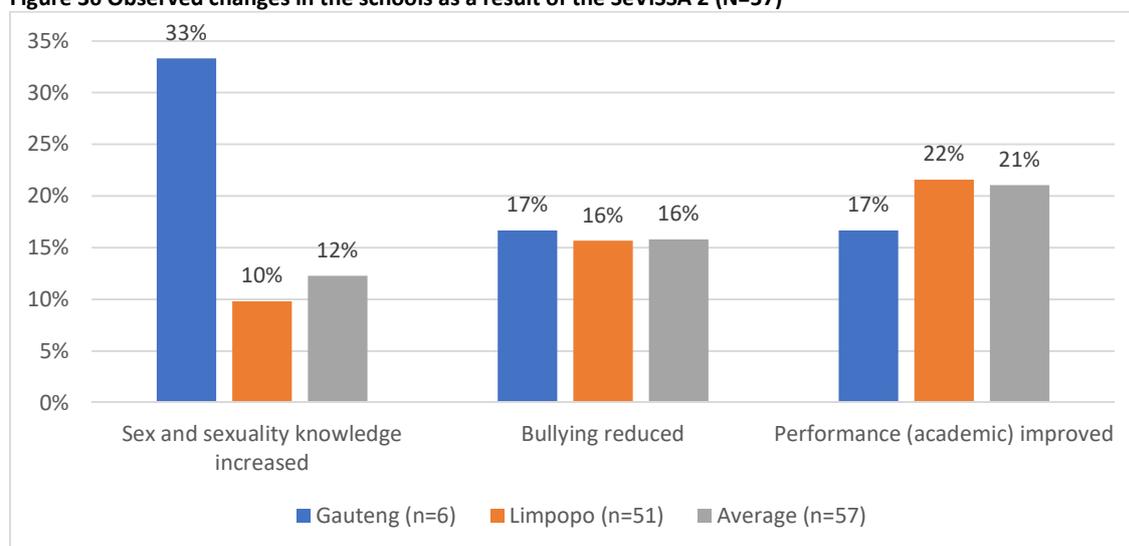


As shown in the figure above, teenage pregnancy and overall improvement in discipline were not observed as changing in the participating schools in Gauteng.

Improvement in the overall discipline is likely to be result of a combination of the interventions provided by AASA and IP in the schools in Limpopo, for example, AASA facilitated a positive discipline workshop with the principals and educators, that respondent often referred to.

In the Gauteng schools, the school respondents observed that the knowledge on sex and sexuality amongst girl learners has increased more compared to the schools in Limpopo, 33% and 10% respectively. In both provinces, bullying was reported as having reduced as a result of the SeViSSA project, as illustrated in the figure below.

Figure 36 Observed changes in the schools as a result of the SeViSSA 2 (N=57)



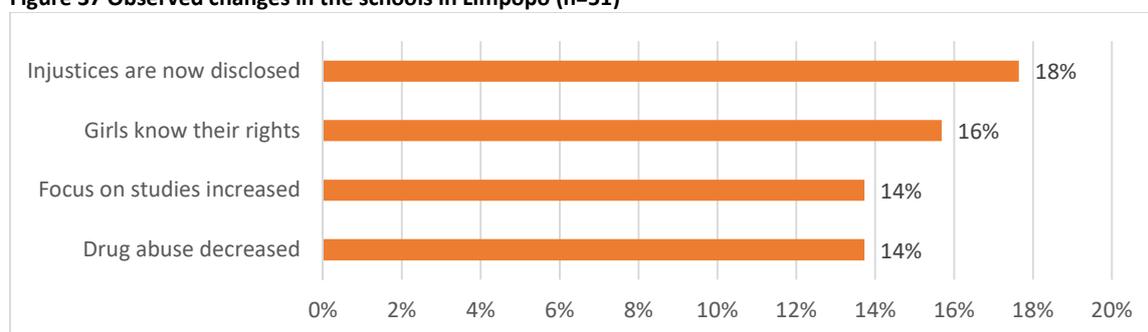
Furthermore, the school respondents in both provinces reported improvement in the academic performance of the girl learners.

Observation of the improved academic performance could be linked to the finding that girl learners believe that to have equality in the relationships with boys, girls need to be independent. Independency was defined by the girl respondents as financial independency, and the way to be independent was through focusing on your studies so that you can find a job and earn your own money. Furthermore, girl learners equated earning your own money to the ability to not to have a boyfriend to obtain financial benefits.

On both provinces, 6% of the Limpopo schools and 17% of the Gauteng schools had observed that SeViSSA project has brought the community and school closer together. Main observed benefit of being closer to the community was that close relationship improved the protection of the girls, because the community partners are able to follow up the cases in homes, unlike the schools. This is significant observation especially in the participating schools in Gauteng because there are no established School Stakeholder Forums in the provinces as there are in Limpopo schools.

The school respondents in the Limpopo schools shared more observed changes compared to the school respondents in the Gauteng schools. The figure below shows the observed changes in the Limpopo schools that were not observed at all in the school in Gauteng.

Figure 37 Observed changes in the schools in Limpopo (n=51)



As the figure above shows the that the school respondents in Limpopo school have observed that the more girls know their rights, more injustices are now disclosed and that drug abuse in the school has decreased. It is interesting observation that the school respondents contribute the decrease in drug abuse to the SeViSSA project when it was commonly shared that it is mainly boy learners who use the drugs.

3.11.2. What is changing for the girls?

By placing the girls in the centre of the programme, has increased girls' awareness of their value of themselves as equal human beings in relation to boys and men. The Girl Clubs have changed girls lives, most importantly, the Clubs have helped girls to cope with the everyday challenges faced by young women, build their resilience and decision making abilities. The Girl Club members have become more aware of harmful gender norms, and have high levels of awareness of the ways in

which to change the harmful gender norms; such as becoming financially independent so that they can have equality in the relationship, and the way to achieve this is through performing well and completing the school.

Girl Club members have heightened level of confidence to say no to boys and relationships, through knowing their rights as young women and that they do not have to agree to boys' request and demand of sex. Similarly, the girl respondents' awareness of their bodily rights has increased, they know they do not have to allow boys to touch them inappropriately, and they know they have a right to terminate a pregnancy if they choose so.

The girl respondents feel confident to speak out, advocate women rights and play an active role in school forums. Girls are observing human rights violations in schools and they are reporting violations to the authorities. Furthermore, girls are observing behaviours of the educators, how they are treating girl learners and responding to reported cases, therefore contributing to the overall safety of the schools and advocacy of women rights.

3.11.3. What should be changing more?

Overall safety in the school could change more, one in five of the school respondents felt that the school is not yet safe, the following are still a concern:

- Boys still have weapons at school
- Need more security guards
- Bushes need to be cleared
- Bullying still a challenge
- Overall the area is not safe
- Outsiders vandalise the school

Overall the school respondents considered the SeViSSA project to be beneficial project for the girls. In terms of what could change more, was the behaviour, and the knowledge of the boy learners. The commonly shared example regarding the boy learners was that:

“Boys think it fun and just “playing around” to touch girls' breasts or bum. Girls now know that the boy is violating her right and reports the event to the school authorities. The boy honestly does not know he did anything wrong and therefore should be provided the same information about the sexual violence and rights than girls”.

On average, almost half (44%) of the school respondents shared the wish to include boy learners to the Clubs or organise separate Clubs for the boy learners. The boy learners should have access to the same information than girls, so that the boys could change their behaviour accordingly.

Another wish for change was that there would be more knowledge, information and motivational talks by experts from the correctional services and / or prisoners to share how criminal lifestyle can lead to imprisonment, social workers and psychologist to talk about mental health (suicide and

depression) and teen motherhood and health professionals to talk about family planning methods and protecting from diseases and substance abuse.

Related to more knowledge and sharing information, especially in the schools in Limpopo, the school respondents and girl respondents would like see the whole school receiving the information shared in Girl Clubs. Regarding the information sharing, all IPs emphasise the “each one teach one” principle. Some schools have a scheduled a time for Girl Club members to share their knowledge in the school assembly, therefore it was interesting to find out that on average about one in five girl respondents recommended that the knowledge should be shared with other learners so that everyone would have access to information they have. Other recommendations from the respondents:

- Prepare the school leavers, both boy and girl learners, to be better equipped to respond to the opportunities and challenges outside the school environment by providing more career counselling and how to start your own business
- Strengthen the link between the school, home and community even more by educating parents and communities about the human rights, women rights and abuse.
- Strengthen the support for the pregnant teenagers by providing information how to be a parent, involving and sharing the parenting responsibility with the father of the child
- Recommendations regarding the Girl Clubs: Organise more camps and educational visits as a part of the Girl Club project, provide a snack or food during the Girl Club meeting, incorporate more fun and physical activities to the Girl Club programme

3.11.4. What could AASA and / or IP do differently

Ensuring the constant and open communication between the school and the IP was recommended in both provinces. Some of the school respondents felt they did not know what is taking place in the Girl Clubs, and some stated that they just see facilitator mentors coming in but don't know why.

Chapter Four Conclusions

4. Introduction

This section summarises the key findings, discussions and concludes the findings in relation to the SeVISSA project outcomes and the key evaluation questions, which focused on the broad implementation strategies of the implementing partners and AASA.

4.1. Context: Safety in the school and daily challenges

The schools are not yet perceived to be safe places providing a conducive learning environment for the learners. Almost every second of the girl respondent stated that most of the time they do not feel safe in school, and according to the girl learners the most unsafe place was the toilet because boy learners take drugs there. Classroom was another unsafe place in schools, because learners spend lots of time in classrooms un supervised, and learners fight there, boys threaten girls and bring weapons in classroom/ school.

Teenage pregnancy, peer pressure, relationship issues and violence are the daily challenges young girls are dealing with on daily basis. Girl learners experience emotional violence and bullying, and they are afraid of sexual violence and rape.

Not feeling safe, violence and threat of violence is often felt emotionally as depression, fear and anxiety; and in a loss of concentration and inability to work or study. Children who experience violence are more likely to use drugs, suffer from depression, or become violent themselves, perpetuating a devastating cycle⁴⁷. This combined with the overall feeling of not being safe and constantly living under a threat of violence girl learners extremely vulnerable to depression and other mental condition now and later in in life.

4.2. Outcome One: Empowering girls to advocate for their rights

The Girl Clubs have empowered and have helped the girls to deal with the daily challenges through knowledge sharing and through providing a safe space talk, share and advise each other. Girl Clubs have improved girls' self-confidence, ability to focus on school and making healthy choices, provided knowledge on ABC, increased the knowledge on their rights, taught how to speak out and how to report.

The Girl Clubs are increasing members' self-confidence; majority of the girl respondents (70%) stated feeling confident to take control and negotiate in their rights in relationships with boys. At the same time, 62% of the girls thought that teenage pregnancies are due to unprotected sex or peer pressure because girls are scared to ask partner to use protection. Suggesting that knowledge and feeling confident does not necessarily lead to negotiating the use of contraceptives in the relationships.

⁴⁷ <https://www.dailymaverick.co.za/article/2018-09-12-crime-stats-south-africa-is-at-war-with-itself/>

Girls Clubs might not emphasise the use of condom as a way to protect oneself from STI or HIV; very few, 3 out of 260 girls mentioned “Getting to know your HIV status and getting tested for HIV” as a way of protecting oneself, further suggesting that girls are more concerned about not getting pregnant than having an STI or HIV.

The Girl Clubs and the SeViSSA project has not yet been able to eliminate judgement and being discriminated against if they get pregnant; girls still report feeling ashamed, stressed out, freaking out, depressed and not knowing what to do if pregnant. The Girl Club manual does not prescribe the content of the sessions, but rather provides discussion guidelines that allows the girls to guide the conversation. In terms of educating the girls of the options what to do if pregnant, termination of the pregnancy was considered as the first option, followed by thoughts of committing suicide.

In terms of support structures available for pregnant girls, findings suggest that girls would find trustworthy people to talk about being pregnant from home and amongst friends rather than from the school.

Educators are still forcing girl learners to have sex with them for better academic reports, even more now in 2019 compared to 2015. Increase in perception of educators forcing girl learners to have sex, could be a true reflection of the situation, more educators might be demanding sex from the learners, suggesting that the SeViSSA project might not have been able to change the behaviour of the educators. Finding could also be an indication of girl learners’ heightened awareness of and improved confidence to talk about it as an outcome of the SeViSSA project.

To some extent, violence towards girls and women is still considered acceptable, almost expected behaviour in the relationship; almost two out of three girl respondents agreed that it is acceptable for a boy to hit a girlfriend if he is jealous.

Girl learners’ academic performance has improved. Improved academic performance could be linked to the finding that girl learners believe that to have equality in the relationships with boys, girls need to be independent. Being independent was further described as encouragement to focus on your studies so that one can earn her own money and not to conform to peer pressure to have a boyfriend to obtain financial benefits. Furthermore, for being independent, respondents proposed the following: “Find jobs” “Exclude money from the relationship” and “Parents to give money to girls so no need to ask from boys”

The Girl Club manual does not prescribe the content of the sessions, but rather provides discussion guidelines that allows the girls to guide the conversation, thereby providing a freedom and flexibility for the facilitator to decide how to facilitate the session – facilitator has the freedom to use other than activities provided in the manual to initiate conversations. However, based on the girl respondents’ recommendations the facilitator/ mentors do not seem to be using additional activities to facilitate sessions to make it more interactive and interesting.

4.3. Outcome Two: Application of the Provincial school safety policies

The SeViSSA project has been successful in assisting the participating schools to develop relevant school safety policies. Majority of the schools have a Comprehensive School Improvement Plan (SIP), including A Code of Conduct, a Sexual Abuse Policy, a Health & Safety Policy, Policy on bullying, an action plan to address Violence Against Women (VAG), including reporting and disciplinary processes and other safety policies as guided by the Department of Education, in place. The schools who did not yet have the above policies in place were in the process of developing them with assistance from the IPs.

4.4. Outcome Three: Establishment of the effective VAG protection mechanisms

Assessment of the effectiveness of the current school safety policies and VAG protection mechanisms was based on subjective observations by the school respondents, IPs and the girl respondents rather than statistics, due to statistics not been available from the participating schools in Gauteng.

For the Safety Policies and reporting mechanisms to be effective, educators and learners need to know the policies and reporting mechanisms. The schools have communicated and informed learners about the overall school safety policies and reporting mechanism, and the Girl Club members know the policies and reporting mechanisms. The communication about the overall School safety policy to the whole school might not have been effective because only one in three girl respondents thought the School Improvement Plan is generally known in the school. Regarding the effectiveness of the above plans, only half of the girls thought the SIP has helped the school to become a safer place.

The communication about the reporting mechanisms, seems to have been received slightly better compared to communication about the overall policies because two in three girl respondents thought the girl learners are aware of the reporting mechanisms. Regarding effectiveness of the reporting mechanisms, just over half of the girl respondents consider them to be useful.

4.5. Outcome Four: Increased retention of girls in participating schools

Overall the end-line evaluation can confirm that the SeViSSA project has contributed to increased retention of girls in participating schools. Number of girls dropping out from school because of pregnancy and motherhood has significantly decreased in majority of the schools. All schools state that the girl learners return to the school after giving birth, but only on the new school year meaning that the girls miss one year of school, and are not completing the school in time.

The mechanisms and systems that the schools have in place to take action on reported cases are not yet considered to be safe by the girl learners, especially when accessibility is defined as feeling safe to access and use the system. One contributing factor being a perception that the school authorities would not handle reported sexual abuse cases in appropriate and respectful manner; learners still feel undermined by the educators.

Girl learners are more likely to report physical and/or emotional abuse than sexual violence to school authorities. Reporting sexual violence is not easy or straightforward process. This evaluation suggests that the main reason for not reporting is that the learners do not feel safe to report, they feel judged, not taken seriously.

Even though the mechanisms and systems that the schools have in place to take action on reported cases are not yet considered to be safe by the girl learners, there is an indication that educators are starting to take reported cases more seriously compared to time before the Girl Clubs in the school. Furthermore, SeViSSA project has contributed to the change in the educators' attitudes towards violence. Previously considered "minor cases", such as bullying or boys touching girls' breasts or bum, are now handled in serious and appropriate manner. By not confronting the "minor forms of violence" can results in passive acceptance and a silent condoning of the violence. This silent acceptance allows leeway for other, more extreme, forms of violence to emerge such as rape and murder.

Very few schools are providing psychosocial support for victims of violence, or have a referral linkage to care. Schools that provide psychosocial support, have a social worker in the school or have a good working relationship with the Department of Social Development. The School Stakeholder Forum seems to strengthen the schools' ability to provide psychosocial support.

Schools do not seem to provide much support for the pregnant learners or teenage mothers, only to encourage them to come back and finish their schooling, which seem to be working; all pregnant learners have returned and completed the schooling, but not on time.

There are still schools, especially in Limpopo province, where it is a common practise for the educators to the request a care giver (parent or guardian) to accompany the learner to school and remain with them for the duration of classes. The training on the Department of Basic Education policies, including guidelines on how to ensure fair treatment of pregnant learners, has led to eight (8) schools having repealed above practice.

4.6. Outcome Five: Capacity to implement the SeViSSA project

All IPs are continuing with the Girl Clubs. The five-year investment in the partnership development, reflecting and learning together has contributed into the sustainability of the SeViSSA project, all IPs had recruited new girls into the Girl Clubs, while knowing that the financial support is no longer available.

AASA chose the Implementing partners based on their various strengths relevant to the successful implementation of the SeViSSA project. Strengths such as community engagement and mobilisation, psychosocial support to victims of violence, working with the criminal justice systems and supporting victims in accessing criminal justice system. AASA has provided ongoing capacity building support to the implementing partners on human rights approach, women rights, placing the girls in the centre of the program, child safeguarding, positive discipline, monitoring data

collection, and reporting. IPs are appreciative of the support and acknowledge the increased technical implementation capacity the AASA has brought to their organisations.

The SeViSSA has reached, and even exceeded the set targets, by end of 2017, there were 1 141 members in the Girl Clubs. At the time of the end-line evaluation, only three out of 27 schools did not have the school safety policies and reporting mechanisms in place, and the schools were in a process of developing the above said documents.

4.7. Implementation strategy guided by the HRBA, ToC and MAANDA

As an organisation AASA is guided by Human Right Based Approach (HRBA) and Theory of Change. The SeViSSA project development was further guided by the MAANDA initiative/framework, which provides a framework for women and girls' empowerment in which the transformative change should take place in three levels:

- I. Voice, influence and Agency - *Individual behavioural and attitudinal change*
- II. Resources, services and opportunities - *Micro- level policy change*
- III. Informal and formal institutions - *macro-level district and national policy and legislation*

As an implementation strategy, AASA has adopted and internalised the HBRA approach fully. The SeViSSA project has put the active agency of people living in poverty first, the SeViSSA project has supported the active, free and meaningful participation of girls so they are aware of their human rights and of key duty bearers and are able to hold them accountable. The HRBA as an implementing approach is appropriate strategy to facilitate transformative change.

The AASA has utilised the MAANDA framework consciously focus on the different levels of change in planning and implementation of the SeViSSA project. As the end-line evaluation has shown the change has taken place in all the levels, slightly more on second level: Resources, services and opportunities - Micro- level policy change. Compared to the other two levels. The MAANDA framework assists in recommending changes for future planning and implementation of a similar project.

The core of the AASA Theory of Change is that "long-term sustainable change is only possible if efforts for change place women, youth and children who live in poverty at its centre, and that AASA sees its role as one of enabling, and supporting the efforts of those who live in poverty to lead change on their own behalf"⁴⁸. In terms of the Theory of Change, the AASA has adopted the ToC effectively to the implementation of the SeViSSA project.

In spite of the evident commitment to the SeViSSA project, and commitment to work towards safe and conducive learning environment for girl learners so that they human rights and right to education would be achieved by IP's, the findings suggest that the same commitment has not fully trickled down to the school level. The schools have not taken initiative to ensure that learners,

⁴⁸ http://www.actionaid.org/sites/files/actionaid/iactionaid_cs_report_2.pdf

especially boys, are searched on daily basis so that they would not bring weapons to the school; schools have not taken initiative to clear the bushes, bushes that are making girls feel unsafe.

Furthermore, the school respondents and IPs recommended that the boys should be included in the Girl Clubs. At the same time, educators or IP are not taking the initiative to start a discussion club for boys or brought in a partner who would facilitate a programme for boys.

Chapter Five Recommendations

5. Introduction

This section provides the key recommendations based on the end-line evaluation findings and conclusions.

5.1. Empowering girls to advocate for their rights – Girl Clubs

Strengthening and deepening the content of the Girl Clubs:

- Encourage facilitators to use a variety of techniques to initiate conversations and to facilitate sessions in order to keep the girls focused and motivated.
- Considering the high rates of new HIV infections, emphasizes the knowing your status and the role of condom to prevent HIV and other STIs, not just as a measure to prevent pregnancies.
- Include sessions on stress, depression, suicide substance abuse and other mental health issues to raise awareness of the mental health issues and to provide coping mechanisms for the girls so that they are better able to cope with daily challenges of being a young woman, as well as to be able to seek help when needed.

Support structure for the girl learners

- The most common source of support for the girl learners seems to from home, followed by friends. Therefore, it is recommended to strengthen the existing support structure at home, so that parents and caregivers are better able to listen and understand the challenges of young women. This could be done through forming partnerships with the organisations that work with families and provide parenting programmes.
- Friends as a support structure could be strengthened by including more girls into the Girl Clubs so that more girls have the accurate information and knowledge on what to do and say in difficult situations.
- Appoint a social worker in each school. Social worker would be able to provide the additional safety net for those in need. Furthermore, social worker would be able to provide one on one psycho social counselling and group support in the school. The SeViSSA project provided the support through the Confidante, an educator who is trusted and would provide support and safety net for the girl learners. Typically, a confidante is an educator with full teaching responsibilities, that does not allow adequate time to counsel and support the girl learners.
- Facilitate support groups for pregnant girls. Support groups for pregnant girls could focus on preparing them for parenthood, and providing academic support during pregnancy. Some Implementing Partners have already provided support groups for pregnant learners, and all IPs have the skills and capacity to facilitate support groups for the pregnant learners.
- Facilitate support groups for teenage mothers. Support groups for teenage mother could focus on providing academic support and supporting teenage mothers in being mothers. Some Implementing Partners have already provided support groups for pregnant learners, and all IPs have the skills and capacity to facilitate support groups for the teenage mothers.

- Strengthen the encouragement and motivation for academic performance. This could be done through career counselling, exchange visit to different places of work and assisting girl learners to set goal how to achieve their dreams.

5.2. Application of the Provincial school safety policies

The SeViSSA project has been successful in assisting the participating schools to develop relevant school safety policies. Further recommendations regarding the school safety policies are:

- Encourage and support the school to regularly communicate the policies and reporting mechanisms to the learners, for example by organising action days when the learners are creating posters and messages about the policies and educating each other, parents and broader community.
- Encourage schools to share the school policies and reporting mechanisms with the parents and caregivers. Invite parents to the school on specific theme days (see above) and use the Parent- Educator meetings could be a way to share the policies and reporting mechanisms with the parents.
- All educators should be trained on school safety policies and reporting mechanisms, and more importantly, educators should be provided an annual refresher training on policies. Refresher trainings also serve as a motivational tool to ensure the educators are incorporating policies in their daily routine.
- Encourage and support the schools in enforcing the above policies in a manner that the reported cases are dealt with and that trust to the system would be increased
- In terms of enforcing the policies and disciplining the learners, it is recommended that positive discipline training would be offered to parents and care givers, so that the parents and educators would be providing the same message to the learners through the disciplinary actions.

5.3. Establishment of the effective VAG protection mechanisms

One way to assess the effectiveness of the VAG protection mechanisms is to analyse current data on reported cases of violence and action taken by the school. Majority of the schools are documenting the reported cases, and they are sharing the data with the IPs, but not all. Recommendation for the IPs who are working in schools that are not willing to share the data, is to communicate more on the importance of knowing the statistics so that the effectiveness of the systems can be assessed and improvements recommended so that the systems are accessible and child friendly. The statistical data also allows for longer term assessment of the trends, number and types of violence reported so that the project could be modified to address the current needs.

5.4. Increased retention of girls in participating schools

Overall the end-line evaluation can confirm that the SeViSSA project has contributed to increased retention of girls in participating schools. The following is recommended to address the identified gaps and opportunities for improving the learning environment for learners, especially for girl learners.

- The educators should be trained on the policies guiding how to ensure the educational rights of pregnant learners are fully actualised, and they would be made aware of the ways in which to support pregnant learners, and teenage mothers
- Pregnant girls are completing their schooling, but on average they are missing out one year. In order to support pregnant learners, schools should provide alternative ways of providing education to learners who are at home because of pregnancy, alternatives such as home schooling or writing exams on different times.
- Educators should be trained on how to handle reported sexual abuse cases, and other abuse cases in an appropriate and respectful manner. The training should include aspects of consequences of violence, human rights and women rights. Increased awareness of the human rights, women rights and consequences of violence are likely to contribute to a change in educators' attitudes towards girl learners.
- Support educators in responding to reported cases of sexual violence and other violence. Support could a group, facilitated by a IP, to allow a safe space for educators to share their experiences and learn from each other so that they can improve the way they respond to reported cases.

5.5. Capacity to implement the SeViSSA project

AASA strategy to select Implementing Partners based on their various strengths relevant to the successful implementation of the programme should continue. The IPs selected the for the SeViSSA project are contributing to the successful implementation of the programme. Furthermore, the internal capacity of the IPs has been strengthened by the facilitated process of learning from each other during the programme planning, learning and reflection meetings.

In order to strengthen the policy analysis component of the SeViSSA or similar project, its recommended that IP would be provided with more technical skills on how to analyse policies and monitor the budget. AASA could have reflection session that specifically focus on analysing monitoring data and how that data could be used to advocate for change at the school, community, district, provincial and on national levels.

5.6. Implementation strategy guided by the HRBA, ToC and MAANDA

As an organisation AASA is guided by Human Right Based Approach (HRBA) and Theory of Change, and for the implementation of the SeViSSA project above approaches have been successful in bringing change in school and lives of girls. The approach has promoted the local ownership of the project, especially with the IPs. In order to strengthen the local ownership of the change, AASA

could facilitate even more conversations on the HRBA, human rights and women rights so that the HRBA becomes a way of working for the IPs and educators as well so that the momentum of the project and movement is maintained.

The schools and educators should be motivated and encouraged to become advocates of human rights and safe learning environment for learners, especially girl learners. The educators should be encouraged to take initiatives that would improve the safety in the schools, initiatives such as, clearing the bushes around toilets, keep the toilets clean and take turns to supervise learners during breaks.

One commonly shared request was that the boys should be included to the Girls Club. On that regard it is recommended that the IPs and the school establish partnerships with the stakeholders who specifically work with boys, stakeholders such as Sonke Gender Justice.

5.7. Recommendations for future research

Below are few recommendations for future research:

- Include respondents' definition of the concept "sexual violence" into the data collection tool. Respondents definition of the term as would have provided additional insight of the way in which the SeViSSA project has communicated "sexual violence" and how the respondents had internalised the concept.
- Select a sample of respondents who are pregnant or who are mothers to explore and better understand the ways in which pregnant learner and teenage mothers are treated in schools.
- Incorporate secondary data collection from the health facilities, clinics and hospitals, to explore the youth use of family planning services and actual number of the termination of pregnancies.
- Incorporate secondary data collection from the local police stations to explore the local crime statistics.

Annex A Consent form – Learners

INFORMATION SHEET AND CONSENT FORM – PARTICIPANT TO PARTICIPATE IN THE SeViSSA END LINE EVALUATION

Hello, I am _____. We are conducting an end line evaluation on the *Sexual Violence in Schools in South Africa (SeViSSA) programme* and its impact on *girl learners, educators, and schools generally*. We would like to know how you have experienced the programme.

We are asking you whether you would like to participate in the evaluation and allow us to conduct an interview with you about your knowledge and opinions of the programme.

Please understand that **your participation is voluntary** and you are not being forced to take part in this evaluation, and you can withdraw in any time. We also would like to bring to your attention the following:

1. The interview is anonymous. Your responses will be combined with others in order to analyse the results.
2. The interview is not a test, and has no bearing on their academic performance.
3. You can choose not to answer any question that you do not want to
4. All interviews will be conducted in the close vicinity (e.g. school, home. or office).

We will not record your name anywhere in the interview questionnaire and no one will be able to connect your answers to you. Answers will be linked to a fictitious code number and we will use the codes in the data analysis, any publication, report or other research output. At the present time, we do not see any risk of harm from your participation.

There are no immediate benefits to you from participating in this evaluation. However, this evaluation will be extremely helpful to us in that we hope will promote understanding of the programmes promoting human rights and empowering girls.

CONSENT

I _____ (full name) hereby agree to participate in the evaluation and be interviewed by the researcher.

I declare that I have been informed by the school about the SeViSSA project and its benefits for our school and community and agree to the terms specified above

Signature of respondent

Date



End-line evaluation of the Sexual Violence in Schools South Africa Project
Orientation of enumerators

Friday 22nd February 2019 in Gauteng

Sunday 24th February 2019 in Venda

Program

Time	Activity	Responsible
09:00-09:30	Welcome & Introductions	ActionAid
09:30-10:30	Introduction to SeViSSA programme and Child protection guidelines in evaluation research	Action Aid
10:30-10:45	Comfort break	
10:45-11:00	Purpose of consent & consent form	Esibayeni
11:00-11:15	Introduction to the survey questionnaire	Esibayeni
11:15- 12:30	Role play – Obtaining consent and administrating the survey with each other	All
12:30 – 13:15	Lunch (Optional)	All
13:15 – 14:00	Reflections and clarity seeking Questions & Answers	All

Annex C List of Schools

Date	Data collection Day	School	IP
25/02/2019	1	Gule	TVEP
		Thase	TVEP
		John Mbhedhle	XXN
		Sumbana	XXN
26/02/2019	2	Mpfariseni	TVEP
		Mphalaleni	TVEP
		Mpandeli	XXN
		Ndarieni	XXN
27/02/2019	3	Magalanngwe	TVEP
		Thivhileli	TVEP
		Lunwanngwe	XXN
		Zwithuzwavhudi	XXN
28/02/2019	4	Lwandani	TVEP
		Muhuyuwatlomba	TVEP
		Ntodeni	XXN
		Silemale	XXN
01/03/2019	5	Mpfumedzeni	TVEP
		Luphai	XXN
04/03/2019	6	Altmont	TTBC
06/03/2019	8	Magaliesburg	TTBC
		Riverlea	TTBC
		Westbury	TTBC
07/03/2019	9	Kingswood	TTBC
		Tetelo	TTBC
08/03/2019	10	Lukhanyo	TTBC
		Sekano-Ntoane	TTBC