Final Report

Boxgirls Afterschool Clubs Evaluation

January 2015 to April 2017

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Executive Summary

The evaluation of Girls Afterschool Leadership Education programme gathers information on the project's impact on girls regarding their self-esteem, social capital, violence negotiation skills, school performance and the program's overall feasibility. The evaluation is divided into two rounds, with the first round relating to the intervention at eight schools in Khayelitsha conducted from January to May 2016, and the second round relating to the intervention conducted from July to October 2016.

The study design follows a randomized controlled trial approach (RCT), randomly assigning girls to either control or intervention groups. Considering ethical issues, girls that were allocated to the control group were invited to participate in the program in the upcoming year. While they were still at the same school, where the program was taking place, spillover effects could not have been fully avoided. Local research assistants gathered the data using both quantitative and qualitative methods. This report presents the results from both rounds of evaluation and is based on a range of data from the primary schools Isikhokelo, Sivile, Vuselela, Masiphumelele, Vuzamanzi, Luleka, Mandalay and Nolungile (first round), as well as of Encotsheni, Isiphiwo, Kuyasa, Ludwe, Sobambisana, Sosebenza, Soyisile and Ummangaliso (second round).

In total, 677 girls were assessed with surveys in the pre-test, 450 in the post-test and 349 in the post-post-test. Furthermore, a total of 498 teacher surveys were collected, which provided information on 119 girls in the pre-test, on 96 girls in the post-test, as well as on 91 girls in the post-post-test. In addition, 126 interviews with girls were conducted in the pre-test and 45 in the post-test, along with 57 interviews with girls that dropped out of the program. Girls were also assessed with diary scenarios. In the pre-test, 281 girls did scenario A and 282 girls scenario B. In the post-test, 240 girls conducted scenario A and 235 did scenario B. Because of the longitudinal design, only the data that was gathered by the same people in the pre- and post-test, as well as post-test and post-post-test, can be used for comparison. Other elements that were considered in data analysis, and overall project feasibility, were feedback surveys, which were completed by the girls who participated, and two focus groups with peer facilitators.

The interim report results in October 2016 hinted already to a positive trend regarding all five categories testing the impact of the Girls Afterschool Leadership Education program;

again, these categories were self-esteem, social capital, violence awareness and negotiation skills, school performance and overall feasibility of the program. This interim trend was supported by several single items, such as social skills with peers, working habits and writing skills; further, a suggestively significant change in girls standing up for themselves in situation dealing with power. This final report provides additional support for this positive trend regarding all five categories, though it is notable to identify some categories had greater significant than others.

Within the category of self-esteem, five dimensions were examined: global self-esteem (7), body image (4 items), peers (5), family (5) and academic self-esteem (9). When examining each dimension, global self-esteem and academic self-esteem were found to have some significance, while body image, family and peers were found to be insignificant. These results indicate a significantly positive change amongst the intervention group, in relation to global and academic self-esteem, and this trend was shown to be sustainable. In comparison to the control group, results presented a negative trend and hardly any differentiation over time.

The assessment of girls' social capital results show a greater awareness of local support networks in the intervention group, which were developed during and following the project. For example, results found the intervention group had an increased and sustainable likeliness to seek advice about problems associated with their home, school or friend. Moreover, it was found girls overtime identified additional contacts and individuals they could go to when faced with a problem. Girls, also, gained more awareness about the roles of specific individuals (e.g. seeing the teacher not just as someone imparting knowledge, but also as someone they can turn to when having problems), thus further supporting the project's contribution in increasing social capital.

One of the program's aims is to teach and develop skills associated with violence awareness and negation. Girls before and throughout the project could identify dangerous places, situations as well as fears associated with these dangers found within their community (e.g. robbery, rape, murder). Results found girls developed more strategies on how to avoid or fight these dangers over the course of the program. In addition, girls who were part of the intervention illustrated greater knowledge on how to intervene or get involved in conflict and violent situations. In line with these results, during the feedback sessions, girls explained their desire to speak more about crime happening in their daily lives within the project.

Hence, it is suggested participation in the project improves and brings additional awareness to violence and negotiation skills.

The final category analysed within this report is academic performance. Four dimensions of academic performance were examined: future importance of education, school satisfaction, favourite subject and actual performance. Amongst these dimensions, suggestive patterns were found amongst future importance of education and actual performance, while school satisfaction and favourite subject appeared to not have any significant pattern.

In relation to future importance of education, common themes girls identified included how education was important to their future studies, career and overall quality of life. Based on the results, it can be concluded that the overall acknowledgement of the importance of education is not related to the participation in the program. However, the changes in answers supplied by the girls suggest the project might influence individual self-realization characteristics associated with education. This is further supported by the girls' responses being more expansive and providing in-depth answers relating the category and dimensions of academic performance.

Actual performance was reviewed in three ways: girls' perception, teachers' perception and actual grades. Data on girls' perceptions involved the examination of their perceived knowledge, associated with English and math, as well as what they thought would be a way to improve their skills involving these subjects. The results show that almost every girl found the educational aspect of the programme to be the biggest change in their lives or considered it to be their most liked aspect of the program. However, further analysis found that the above results, associated with the girls' perception, did not provide any relevant significance in measuring impact of the project. Concurrently, data on teachers' perception was based on three constructs work habits, social skills and academic skills. Interestingly, for all three constructs, the control group improved more than the intervention group between pre- and post-test. Furthermore, between the post- and post-post-test, it is during this time that the intervention group improves amongst all three constructs, while the control group during this time has an overall decrease in academic skills. From this finding it is suggested the extra homework sessions associated with the project, which are available for both the intervention and control groups, assist in improving all three constructs. However, the girls

who partake in the project completely develop greater sustainability in maintaining and even improving skills associated with each construct.

1   Introduction

The following report, written by the German Sports University, is part of work package III that was agreed on with the CampGroup gGmbH. After having conducted a pilot phase between May and October 2015, in which the evaluation design and instruments were developed and tested, this report presents final results of the evaluation of Boxgirls' Afterschool Clubs. This year's focus has been on the proper evaluation of the program and its impact on girls' self-esteem, social capital and violence negotiation skills. Furthermore, the program's impact on academic performance and its feasibility were evaluated.

The study design follows a randomized controlled trial approach, randomly assigning girls to either control or intervention groups. The data was gathered by local research assistants using both quantitative and qualitative methods.

The evaluation is divided into two rounds, with the first round relating to the intervention at eight schools in Khayelitsha that took place from January to May 2016, and the second round relating to the intervention that took place from July to October 2016. This report presents the results from both rounds of the evaluation and is based on a range of data from the primary schools Isikhokelo, Sivile, Vuselela, Masiphumelele, Vuzamanzi, Luleka, Mandalay and Nolungile (first round), as well as of Encotsheni, Isiphiwo, Kuyasa, Ludwe, Sobambisana, Sosebenza, Soyisile and Ummangaliso (second round).

The following table presents the gathered data from 16 schools. The first eight schools, highlighted in yellow, were part of the first round of evaluations that took place from January to May 2016 (with the post-post-test being conducted in October 2016). The other eight schools, highlighted in green, were part of the second evaluation round from July to November 2016 (with the post-post-test being conducted in January 2017). The numbers in the table do not differentiate between control and intervention group.

	Pre-Test				Ongoing	Post-Test							Post-Post Test	
	Girl			Teacher		Girl					Teacher	Peer-Facilitator	Girl	Teacher
	Survey	Interview	Diary Scenarios (A/B)		Survey	Drop-Out interviews	Survey	Interview	Diary Scenarios (A/B)		Feedback Letter	Survey	Focus Group	Survey	Survey
Isikhokhelo	35	7	0	0	16	13	34	2	19	19	22	12	1	45	11
Luleka	46	8	24	21	15	7	38	2	20	20	12	16		35	16
Mandalay	42	8	0	25	8	5	26	3	16	16	10	8		30	8
Masiphumelele	58	8	27	32	16	1	48	1	15	15	12	12		23	8
Nolungile	41	8	26	0	14	0	29	7	20	20	15	4		18	8
Sivile	21	7	10	17	16	7	17	3	17	17	16	0		30	15
Vuselela	31	8	25	22	16	5	29	4	21	21	9	16		23	8
Vuzamanzi	48	8	15	22	16	7	43	3	27	26	9	8		28	16
Encotsheni	27	8	16	19	16	3	14	2	6	5	16	7	1	18	0
Isiphiwo	37	8	19	18	16	5	30	0	21	21	28	16		15	0
Kuyasa	48	8	36	34	8	2	25	2	10	10	15	8		40	8
Ludwe	59	8	21	18	16	0	32	2	25	25	26	16		26	16
Sobambisana	59	8	23	10	16	0	43	4	8	5	27	16		14	8
Sosebenza	30	8	24	27	16	3	23	3	16	16	23	16		20	0
Soyisile	31	8	15	17	8	0	19	7	15	15	16	8		22	8
Ummangaliso	64	8	0	0	0	0	0	0	0	0	0	0		0	0
TOTAL	677	126	281	282	213	58	450	45	256	251	256	163	2	387	130
					119 different girls							96 different girls		91 different girls	

Table 1: Overview of data collected up to 17.05.2017

Furthermore, the attendance of the girls was captured twice a week at the beginning of each session. Also, the peer-facilitators handed in session reports that gave information on the conditions present in that session as well as any noteworthy details or incidents, such as difficulties with session content or time management.

Because of the longitudinal design, only the data that has been captured from the same person in the pre-, post- and post-post-tests can be analysed. This leads to a fewer number for the following section. It also needs to be explained at some schools, data capturing was challenging due to various obstacles, including teacher strikes, cancelled appointments, school closings, absent students or absent teachers.

2   Final Results of Pre-, Post- and Post-Post-Test (16 schools)

The following passage presents and discusses, in detail, the final results of the pre-, post- and post-post-test. First, the overall sample is discussed, followed by general impact. Next, the results from the five main categories, used to analyse the overall impact of the program, will be outlined: self-esteem, social capital, violence awareness and negotiation skills and academic performance. In the final section, our conclusion concerning the overall program is provided.

Quantitative data was analysed using the statistical software program SPSS, comparing pre- and post-test data with independent sampled t-tests. Three significance levels are applied: suggestive significance ($p \leq .1$, *), significance ($p \leq .05$, **) and high significance ($p \leq .01$, ***).

The qualitative data was analysed following the content analysis technique using NVIVO software.

2.1   Sample

Before presenting final results on program impact, the sample is described. The following data is not only based on surveys, but also on interviews conducted before and after the intervention. All girls from the intervention and control groups were asked to take part in the survey. For interviews, only eight girls from each school and who were identified as part of the intervention group were selected.

With the numbers differing between girls assessed in the pre- and post-test surveys, for analysis only those girls that took both pre- and post-test (n = 422) are considered. Out of them, 181 girls are in the control group and 241 are in the intervention group. At fifteen of the sixteen intervention schools, girls are identified as female and black South Africans with isiXhosa as their first language. At one school (Mandalay Primary School), girls are identified as female and black or coloured South Africans with either isiXhosa, Afrikaans or English as their first language. At the time of the testing, all of them were grade 5 learners.

In the pre-test, the control group's mean age was 12 years (age range 10 to 14) and the intervention group's mean age was 12 years (again age range 10 to 14). In the post-test as

well as post-post-test, apart from the girls' being respectively four to seven months older, characteristics (e.g. living situation, household members) had hardly changed. All three test phases were conducted by the local research team and academic professionals from the German Sports University.

In both groups, the average number of household members (including oneself) is 5.77, with a range from two to 16 in the control group, or from one to 15 in the intervention group. Most of the girls have their mother in the household (about 88%), followed by their sisters (about 66%) and then brothers (about 60%). About 50% have their father living with them. Afterwards, aunts are the most common members of the household (about 38%), as well as cousins, grandmothers and uncles (about 32 to 35%). In only about 16% of cases does the grandfather live with the girls, and similarly few girls have friends (12%) and other individuals living in their household (about 12%).

2.2   General Impact

Interviews with girls from the intervention group were conducted to gather information about the girls' experience and views on self-esteem, such as communication skills and academic performance prior to the project and afterwards. However, apart from considering specific constructs, the evaluation was also looking for unexpected changes because of program participation, such as supporting the girls with whatever they identify as personal problems. To gain a better overview on the girl's personal challenges, and how to overcome them, the following questions were asked during the pre-and post-test interviews: "What are the challenges you personally face? Out of these challenges, what is the biggest personal challenge for you?" and "How can you overcome this personal challenge? Do you have someone to help you overcome the personal challenge?" Based on the girl's answers to these questions, data can be summarized as follows.

In the pre-test interviews, only about half of the girls could identify personal challenges. These challenges can be classified into two themes "family issues" and "issues at school", of which most were related to violence. Family issues most frequently included abuse directed at the girl, such as physical abuse or verbal abuse. The girls also reported witnessing verbal or physical abuse directed toward other family members. Other family issues resulted from sick or deceased parents. The challenges the girls face at school are mainly being verbally or

physically bullied. It appears that even when the girls could identify challenges, only a minority were able to expand on how to overcome them. The lack of an expansive response rate is natural, as many girls did not point to a major personal challenge. Of the few that came up with a solution, most sought help by telling either the teachers or a family member about their problem.

Looking at ways to solve these challenges, the challenges mentioned in the post-test are like the ones mentioned in the pre-test, such as family issues and issues at school; however, in the post-test interview, girls also mention thieves or robberies. Additionally, the majority of girls were able to identify methods on how to overcome the challenges in the post-test, in contrast to the pre-test, and were aware on where to seek help, involving communication with teachers, parents and government bodies. More specifically, girls mention either standing up for themselves (such as saying no to strangers) and engaging in pro-active, preventative behaviour (such as not coming home late) or to contact people who can help (such as parents, relatives, teachers, peer-facilitators, social workers and/or the police).These answers do indicate a better awareness of their social network and the understanding that challenges can and must be addressed – assumable a result of program participation.

In order to obtain more information about program's impact regarding individual's self-esteem, social capital and violence negotiation skills, the intervention group was assessed with diary scenarios. As for the inclusion criteria for analysis, only girls that participated in both, pre- and post-test scenarios, and had an attendance percentage of $\rightarrow$ 50%, throughout the whole project, data of 50 girls was analysed for scenario A and data of 44 girls was analysed for scenario B.

The following paragraphs present the results for scenario A, which was inline with the topic of violence negotiaton skills. The scenario referred to a girl on her way home from school who was being followed by a drunk man. Most of the girls in both pre- and post-test, when answering the scenario, indicated they would talk to their teacher if they would be in such a situation. It is noteworthy, that more girls identified that they would talk to their teacher during the post-test than the pre-test. Knowing that the teacher might be able to help in such a situation demonstrates increased violence negotiation skills that might be a result of the project participation. It was also noticeable that during the post-test scenarios, more

girls would talk to someone about their situation and ask for help rather than ignoring it, or compensate it by staying in school or simply avoiding it. These results show that during the post-test scenario the girls could identify sources on where to get help. This may further imply a development in greater self-esteem, greater awareness of social networks, but also increased violence negotiation skills.

2.3   Self-Esteem

A 29-question survey covers five dimensions of self-esteem: global self-esteem (7), body image (4 items), peers (5), family (5) and academic self-esteem (9). The latter is subdivided into general school performance, teamwork, math, English and grades. The answers are presented in a four-point-Likert-scale, ranging from strongly disagree, disagree, agree to strongly agree. To avoid misunderstandings, surveys were conducted in groups of five with a research assitant allocating them and making sure the girls understood the different options. The questions were obtained from DuBois et al. (1996) self-esteem questionnaire[1] and handed to the intervention as well as control group prior to the intervention (pre-test survey), after the intervention (post-test survey) as well as a few months after the intervention had stopped (post-post test survey).

Looking at the differences between pre- and post-test survey regarding global self-esteem, the intervention group (n = 239) shows a positive and highly significant change (p<.01), whereas the control group (n = 180) even presents a negative trend. The change even lasts sustainably, though only suggestively (p>.1), as the intervention group (n = 161), yet again, presents a positive change between post and post-post-test survey. The control group's (n = 79) mean hardly changes.

[1] DuBois, D.L.; Felner, R.D.; Brand, S.; Phillips, R.S.C. & Lease, A.M. (1996). Early Adolescent Self-Esteem: A Developmental-Ecological Framework and Assessment Strategy. *Journal of Research on Adolescence, 6* (4), 543-579.
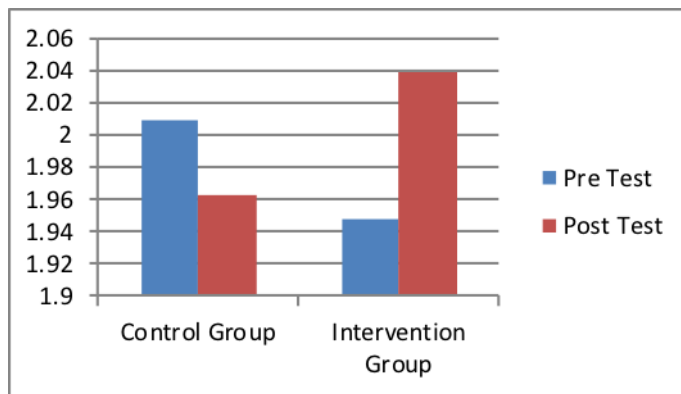
Figure 1: Mean (min. 0, max. 3) of global self-esteem from control and intervention group for pre- and post-test survey

While there is no significant change found in the self-esteem dimension body image, the data presents a positive trend for the intervention group between pre- and post-test survey (n = 239) compared to a negative trend in the control group (n = 179). Especially the single item 'I am happy with the way I look' (part of the body image self-esteem dimension) shall be accentuated here, as it shows a negative significant change (p<.05) in the control group and positive one (p<.05) in the intervention group; at least indicating a strong impact of the program on how girls perceive their body image.
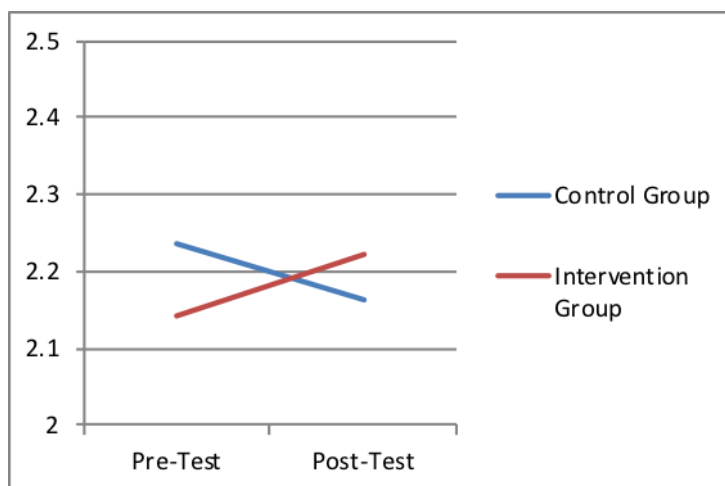

Figure 2: Mean (min. 0, max. 3) of body image from control and intervention group for pre- and post-test survey

Between post and post-post-test survey, both intervention (n = 161) and control group (n = 79) register a positive trend in the self-esteem dimension body image, thus hinting to a sustainable impact on girls' self-esteem with regard to their physical features.

Looking at the self-esteem dimension 'family' and 'friends' no significant change can be found between pre- and post-test survey, as well as post and post-test survey between intervention and control group.

Paired Samples Statistics					
			Mean	N	Sig. (2-tailed)
Control Group	Pair 1	pre_family_self_esteem	2,5856	180	0,991
		post_family_self_esteem	2,5861	180	
	Pair 2	post_family_self_esteem	2,5437	79	0,706
		postpost_family_self_esteem	2,5797	79	
Intervention Group	Pair 1	pre_family_self_esteem	2,5718	239	0,302
		post_family_self_esteem	2,6134	239	
	Pair 2	post_family_self_esteem	2,6199	161	0,906
		postpost_family_self_esteem	2,6255	161	

Table 2: Mean (min. 0, max. 3) and significance of pre- and post-test survey as well as post- and post-post-test survey in control and intervention group regarding the self-esteem dimension family

Paired Samples Statistics					
			Mean	N	Sig. (2-tailed)
Control Group	Pair 1	pre_friends_self_esteem	1,9255	180	0,985
		post_friends _self_esteem	1,9417	180	
	Pair 2	post_ friends _self_esteem	1,8956	79	0,335
		postpost_friends_self_esteem	1,8354	79	
Intervention Group	Pair 1	pre_ friends _self_esteem	1,9491	239	0,992
		post_ friends _self_esteem	1,9487	239	
	Pair 2	post_ friends _self_esteem	1,9488	161	0,974
		postpost_friends_self_esteem	1,9472	161	

Table 5: Mean (min. 0, max. 3) and significance of pre- and post-test survey as well as post- and post-post-test survey in control and intervention group regarding the self-esteem dimension family

The results can be explained with the fact that, at least for the family self-esteem, the numbers are already quite high in the beginning, with the maximum mean being 3. Furthermore, especially regarding the small negative trends associated with friends, the program might have made girls more sensible towards what a true friend is. This goes along with other results found in the social capital survey.

Looking at the five subcategories of academic self-esteem all but one item – the grades – presents a negative trend in the control group (n = 180) and a positive trend in the intervention group (n = 239) between pre- and post-test survey. The general school performance change in the intervention group is even suggestively significant ($p<.1$); showing the program's impact on how girls perceive themselves with regards to their academic self-esteem.

Regarding single items, 'I feel good about how good a student I am' (n = 238) presents a positive suggestively significant change ($p<.1$) and 'I feel good helping others with their schoolwork' (n = 237) even a positive significant one ($p<.05$) in the intervention group. In the control group (n = 180 and n = 177), the means of these items are both decreasing between pre- and post-test survey.
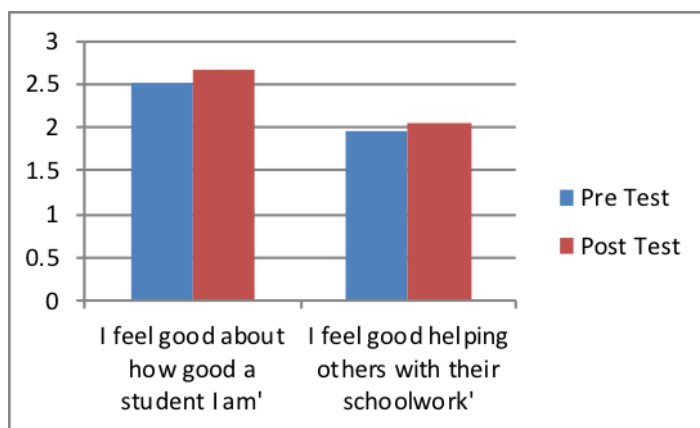

Figure 3: Mean (min. 0, max. 3) of two items belonging to the academic self-esteem dimension from intervention group for pre- and post test survey

Looking at the differences between post and post-post-test survey, there is no significant change for this academic dimension, showing that the means stays approximately the same than in the post test. The general school performance though shows a positive significant change ($p<.05$) after the program for the intervention group (n =164). One explanation for

this further boost could be the ongoing homework sessions conducted by Boxgirls, although it is not known if or how many intervention girls participated in it. Another explanation could be that the girls accumulated a general academic self-esteem throughout program activities which keeps empowering them.

Again, single items shall be addressed. In the intervention group, there is a negative significant change (p<.05) for the item 'I feel good speaking English' (n = 161) between post-test and post-post-test survey which might be due to the fact that there is less contact between the peer facilitators and girls, thus less English is practiced. Interestingly though, the item 'I can solve math problems if I try hard' (n = 161) shows a negative significant change (p<.05) between post-test and post-post-test survey, indicating that the positive trend caused by the program does not stay sustainably. Another explanation is that through ongoing homework sessions, girls become more aware of their mathematical difficulties and thus rate themselves worse than before.

2.4   Social Capital

Several items in the survey, as well as some interview questions, are related to the theoretical construct of 'social capital'.

A 15-question survey addresses the support that girls perceive from friends and family as well as how much of a sense of belonging they feel. Questions were obtained and modified from previous research (Wheeler & Ladd, 1982; Harter, 1985) [2]; modifications were made to better address the aim of the study and target group. The answers are presented in a four-point-Likert-scale, ranging from strongly disagree, disagree, agree to strongly agree. To avoid misunderstandings, surveys were conducted in groups of five with a research assitant allocating them and making sure the girls understood the different options.

Looking at the differences between pre- and post-test survey, the control group (n = 180) does not display any significant change in family support, friend support or sense of belonging. The intervention group (n = 239) though shows a negative, suggestive significant

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[2] Wheeler, V. A., & Ladd, G. W. (1982). Assessment of children's self-efficacy for social interactions with peers. *Developmental Psychology,* 18(6), 795-805.; Harter, S. (1985). *Manual for the Self-perception Profile for Children (Revision of the Perceived Competence Scale for Children)*. University of Denver.

change (p<.1) in the constructs friends as well as social belonging. The items 'I am well liked', 'I am respected by other people' and 'people admire me' are identified here, as they are the single items showing a negative (suggestively) significant change between pre- and post-test survey in the intervention group, when looking at the items separately. The same applies for the items 'My friends respect me' and 'My friends and I have done a lot for each other'. The construct 'family support' does not change.

Looking at the differences between post and post-post-test survey of the girls that also conducted pre- and post-test, the control group (n = 79) as well as the intervention group (n = 160) do not change in any of the constructs. As such, the negative suggestive significant change regarding friends and social belonging does remain. As the curriculum deals with characteristics of good friends, this might have influenced girls' opinions on who they consider 'true' friends as well as how they define their position.

Control Group		Mean	Sig. (2-tailed)
Pair 1	Friends Support	2,3589	0,614
	Friends Support	2,3353	
Pair 2	Family Support	2,4847	0,267
	Family Support	2,4389	
Pair 3	Sense of Belonging	2,3467	0,885
	Sense of Belonging	2,3403	

Table 3: Mean (min. 0, max. 3) and significance of pre- and post-test survey in control group regarding the concepts of friends' and family's support as well as sense of belonging

Intervention Group		Mean	Sig. (2-tailed)
Pair 1	Friends Support	2,3839	0,091
	Friends Support	2,3116	
Pair 2	Family Support	2,4320	0,449
	Family Support	2,4638	
Pair 3	Sense of Belonging	2,4169	0,085
	Sense of Belonging	2,3441	

Table 4: Mean (min. 0, max. 3) and significance of pre- and post-test survey in intervention group regarding the concepts of friends' and family's support as well as sense of belonging

Furthermore, the girls were questioned on how likely they would be to ask others if they needed advice or someone to help with a problem at school, at home or with a friend. As the numbers of participation in the surveys differ, the graphics present percentages only.

I would ask for help when I need advice or someone to help me		Pre Test (n)	Post Test (n)	Post-post Test (n)
....with a problem at school	Control Group	180	179	79
	Intervention Group	240	237	159
... with a problem at home	Control Group	180	179	79
	Intervention Group	239	236	161
...with a problem-friend	Control Group	180	180	79
	Intervention Group	238	236	160

Table 5: Number of girls who participated in the survey part 'I would ask for help when I need advice or someone to help me...' in pre-, post- and post-post-test survey, split into control and intervention group

Regarding asking for help with problems at school, the statistics display that in the control group the likeliness to do so vanishes between pre- and post-test survey; whereas the intervention group shows a strong decrease. Although between post and post-post-test survey the control group's likeliness to ask increases a bit, it still does not reach the intervention group's likeliness to seek advice when having a problem at school.
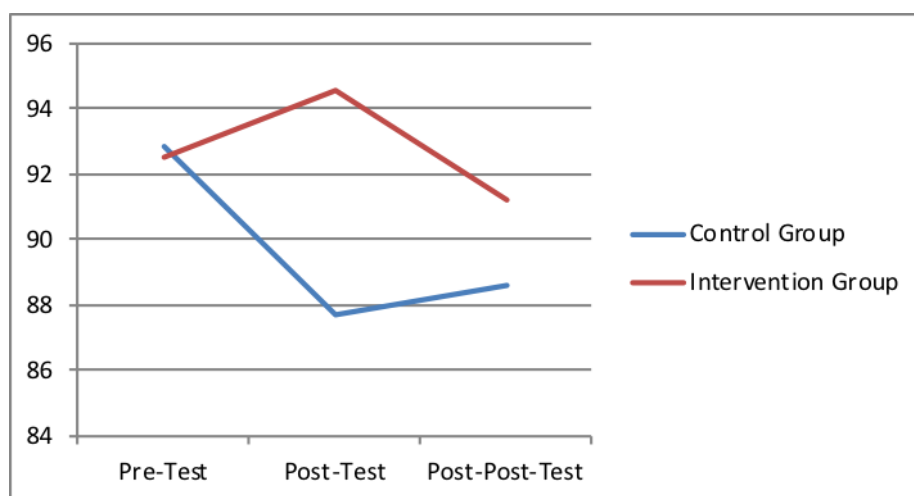

Figure 4: Percentage of likeliness to seek help when having a problem at school

Regarding seeking advice with problems at home a different picture reveals both control group and intervention group increase the likeness to ask for help with problems at school. However, the control group registers a small decrease between post and post-post-test survey, whereas the intervention group remains almost the same.
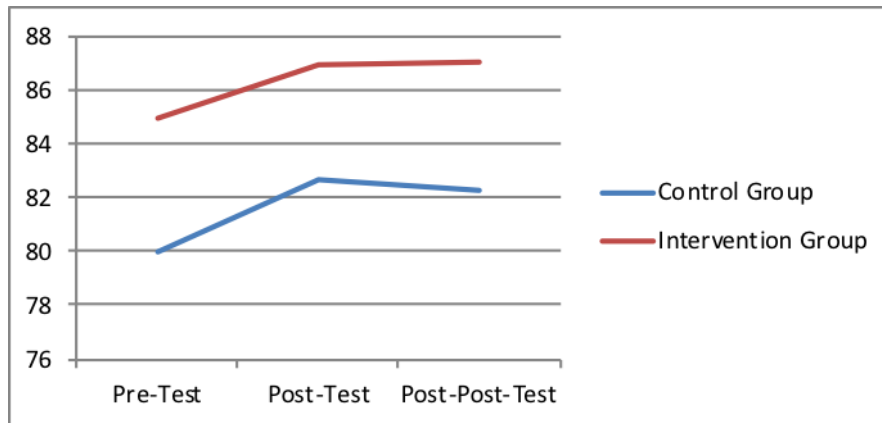

Figure 5: Percentage of likeliness to seek help when having a problem at home

Regarding the likeliness to ask for help when having a problem-friend, data shows that the control group decreases much more than the intervention group, and while it shows a positive trend between post and post-post-test survey, it does not come near to the intervention group's likeliness, although that has decreased after the post-test.
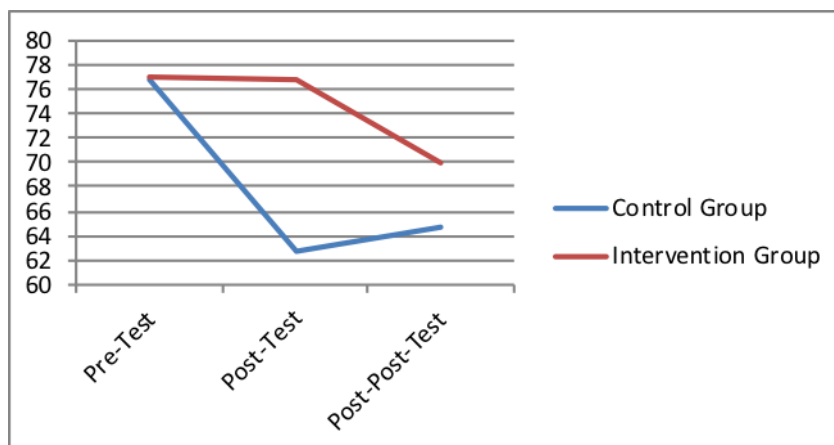

Figure 6: Percentage of likeliness to seek help when having a problem-friend

A selection of people is presented in the survey that resembles the girls' possible social network. The girls are asked to identify the ones they would address when in need of help. For all but one student, no significant change is visible in the intervention group between

pre- and post-test. In the intervention group, there is a positive significant change regarding the number of girls who would address their father if they have a problem. In both groups, Boxgirls peer-leaders are said to be addressed by about 95 to 98% of the girls when in need of help. This result indicates that by being available at school, facilitators are someone the girls feel they can talk to when seeking help – even if they are not actively part of the Boxgirls' program.

		Control Group			Intervention Group		
Paired Samples Statistics							
	Pre & Post Test	**Mean**	**N**	**Sig. (2-tailed)**	**Mean**	**N**	**Sig. (2-tailed)**
Pair 1	Mother	0,93	180	0,797	0,95	238	0,638
	Mother	0,93	180		0,95	238	
Pair 2	Father	0,71	180	0,199	0,72	236	0,027
	Father	0,76	180		0,79	236	
Pair 3	Brother	0,64	180	0,372	0,70	235	0,580
	Brother	0,68	180		0,68	235	
Pair 4	Sister	0,77	180	1,000	0,78	235	0,897
	Sister	0,77	180		0,79	235	
Pair 5	Teacher	0,90	180	0,565	0,92	236	0,412
	Teacher	0,92	180		0,89	236	
Pair 6	Neighbour	0,48	180	0,812	0,53	238	0,244
	Neighbour	0,49	180		0,48	238	
Pair 7	Religious Leader	0,78	178	0,509	0,76	237	0,542
	Religious Leader	0,75	178		0,78	237	
Pair 8	Friend	0,51	176	0,711	0,60	235	0,149
	Friend	0,49	176		0,55	235	
Pair 9	Boxgirls Peer Educator	0,96	178	0,529	0,96	237	0,132
	Boxgirls Peer Educator	0,97	178		0,98	237	

Table 6: Mean and significance of pre- and post-test survey in control and intervention group regarding the question 'Who would you ask for help when you have a problem?'

Looking at the difference between post and post-post-test survey, there is almost no change. The Boxgirls facilitators maintain their high standing: 95% of girls in the control group (n = 77) and 96% of girls in the intervention group (n = 158) state they would ask them for help if needed. While this result might sound surprising in the first place, it needs to be considered that despite the intervention being finished the girls still had the chance to see the facilitators in Saturday homework sessions.

To gain a better understanding of the girl's social capital the following question had been addressed in interviews: "Imagine you need help with something and you maybe don't want to talk to your parents about it, what placed or people could you go to? How do you think could that person help you?". In the pre-test interview of the first round of schools, two girls identified they did not have anyone to talk to, however in both the first and second round of post-test interviews all girls could identify a person or place they could go to when they needed help with something. The most frequent answer was teacher, followed by other family members, ChildLine and the police. Additionally, majority of the persons identified by girls referred to a female contact, though the teachers' gender was not specifically identified or clarified. It is worth noting that a few girls mentioned Boxgirls facilitators, as a person they could go to and talk about a problem during the post interviews. Further, additional contacts, such as police and ChildLine were mentioned more frequently during the post-interviews, in comparison to the pre-test. This shows a greater awareness of local networks and might be due to the project.

As previously stated some of the girls specifically mentioned teachers as someone they would go to for help with a problem. It is noteable that in the pre-test interviews, the girls mainly considered their teachers only to be there to teach. However, a change is seen during the post-test interviews, some girls referred to their teachers as care takers and motivators. These perception changes seemed to occur after the project and therefore the project might have contributed towards this change and therefore increased their social capital.

2.5   Violence Awareness and Negotiation Skills

Looking at the living situations in Khayelitsha, girls face high levels of gangsterism, drug and alcohol abuse in their environment as well as mental and physical violence. The concept of violence awareness and violence negotiation skills of this research study were formulated based off the concepts of family violence, community violence, witnessing and situation awareness. Family violence is defined as violent crimes where the offender is related to the victim and includes acts such as: spousal abuse, child abuse and violence amongst family members (Durose et al, 2005)[3]. The definition of community violence has been modified

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[3] Durose, M. R., Harlow, C. W., Langan, P. A., Motivans, M., Rantala, R. R., & Smith, E. L. (2005). *Family violence statistics: Including statistics on strangers and acquaintances*. US Department of Justice, Office of Justice Programs, Bureau of Justice Statistics.

based of the work of Bell and Jenkins (1993)[4], and is described broadly as occurrences within a local neighborhood involving weapons, criminal activity, violence, and/or other potential violence perpetrated by individuals outside an immediate family. Meanwhile, witnessing, as defined by the National Center for Children Exposed to Violence (2003)[5], is the act of being exposure to violence (e.g. sexual assault, burglary, mugging, gangsterism, etc), and for the case of this study includes both family and community violence. It is implied that witnessing thus creates situation awareness, which is described by Endsley (1995)[6] as the creation of perception of a situation, as well as understanding and predicting a situation to operate/behave in a manner that is considered safe, efficient and comfortable.

Overall, a combination of witnessing and situational awareness of violence is the leading concepts define violence awareness and violence negotiation skills. Thus, violence awareness is the considered the ability to understand and comprehend when violence is occurring, within the community and/or family sphere. Further, when addressing violence negotiation skills, it is considered the ability, after gaining comprehension that violence is taking place, to act in a manner that is safe, efficient and comfortable to satisfy one's own well-being, or the well-being of another. As such, the program aims at raising girls' awareness on dangerous situations and on teaching them how to avoid them. The curriculum contains sessions that work towards an improvement of the girls' violence negotiation and safety skills, and it is also assumed that if girls have higher self-esteem and social capital this increases their abilities to keep themselves safe.

In the interviews, girls were asked about places they perceive to be the most dangerous in their community. It must be pointed out that the answers naturally differed due to the geographic location of each school and not all girls named a dangerous location, whereas others stated more than one. In both pre- and post-test interviews, the majority of the girls were able to identify and name dangerous places and situations in their community. Within the first round of schools' section C, Section B and Tai I were identified as dangerous, but the majority of girls' responses did not specifically identify a district within the community. The areas that were deemed unsafe were often public areas, such as train station, the taxi rank or near the forest. Meanwhile, a few girls identified shops, to be a dangerous place on their

[4] *Bell, C. C., & Jenkins, E. J. (1993). Community violence and children on Chicago's Southside. Psychiatry: Interpersonal and Biological Processes, 56(1), 46–54.*

[5] National Center for Children Exposed to Violence. (2003). *Community violence*. Retrieved from https://www.ncjrs.gov/pdffiles1/ojjdp/227744.pdf

[6] Endsley, M.R. (1995). Toward a theory of situation awareness in dynamic systems. *Human Factors, 37*(1), 32–64.

way to school and in their neighbourhood, while three girls, within the first-round pre-test interview identified the school, itself, as a dangerous place.

These areas deemed dangerous within their community were often related to fears of robbery. Other reasons involved more violent crimes such as fighting or stabbing, kidnapping, rape and even murder, all of which were brought up in several responses. Also, within the first round of schools, the danger of reckless driving and drunken strangers were mentioned once, while another girl reported racially motivated attacks against a Somalian shop owner.

It was noticeable that a few girls could identify more dangerous places/situations in the post interviews. For example, in the post-test interview girls mentioned car accidents, pointing out certain locations on the way between schools and their homes where they must cross roads without traffic lights. Compared to the pre-test interview, these answers show more awareness of specific, daily risks, such as getting robbed, mugged, stabbed or kidnapped. That might indicate that the project participation improved their violence negation skills.

To get a more detailed view on individual dangers and to see if the program had impacted in strategies to avoid them, girls were asked to comment on perceived dangerous situations at home, at school and in the community. The question was asked "What makes you feel unsafe/scared at home, at school and in the community and how can you avoid this?" The most frequent response was the fear of being kidnapped. In line with this, most girls see their home as safe and try to minimize the risk of being kidnapped by playing close to their houses and being home before dark. Nevertheless, dangers at home were identified and included break-ins, fires, and physical as well as verbal violence. However, despite naming these issues, it needs to be recognized that the perceived feeling of safety varies strongly among the girls in both the pre- and post-test interviews. During the pre-test interviews, a few girls mentioned that they felt safe at home, in school and in the community. Meanwhile, during the post-test interviews, these girls could identify potential dangerous situations and risks. This shows increased violence negotiation skills, which might be due to the project.

Looking at the strategies mentioned by the girls to avoid these perceived dangers, it is notable that, in the post-test interviews, girls mention more strategies on how to avoid or fight the dangers than in the pre-test. Though the girls in the pre-test perhaps knew of these strategies but simply did not mention them, it can be assumed that Boxgirls raised

awareness on this topic by focusing on it in its curriculum and sessions. Strategies mentioned by many girls in the post-test interview range from actions such as switching off the stove and heater to avoid fire, to not going out after dark to avoid kidnapping and gangsterism, staying inside or playing close to the house, locking the doors, reaching out to other people when afraid or in situations of danger, and avoiding known dangerous places.

Furthermore, the girls were asked to comment on things they would want their mums and aunts to teach them to stay safe in Khayelitsha. The example of mother and aunt was chosen to be representative of the girls' situations, as most girls in Khayelitsha are raised by a female household member. Also, when doing assessments with children the third person is often used to gain unbiased information, as is puts children in a comfortable situation not talking directly about themselves. It can be noted, that there were no major differences between the pre- and post-test interview answers to the questions "Imagine your mum or auntie wants to help girls stay safe in Khayelitsha. What do you think she should teach you? Why do you think these are important things to know? Can you give an example?". Most examples provided involved not being outside after sunset, because of the potential risk of being kidnapped; some girls even noted having a curfew as early as 5 PM. Addition advice received included staying away from strangers, as well as paying attention to traffic safety, calling the police for help if necessary, to respect adults and to tell their parents in case they feel uncomfortable about anything. Overall, most answers can be gathered under the general theme of 'avoiding trouble', be it by not drinking alcohol, not wearing inappropriate clothing, staying away from boys or by not acting rebelliously. While some girls mentioned that it is important to keep busy and avoid skipping class, and that they should receive preventive education, for example about self-defence. Unfortunately, this does not provide any relevant data on the impact of the project. Moreover, it could be identified that the girls already seemed to have quite a high knowledge on staying safe in Khayelitsha even before participating. It needs to be pointed out though, that knowledge of such does not always equal the behaviour of the girls.

To see if program participation resulted in concrete actions – at least theoretically - girls were presented with a situation in which their friend was said to be abused. The girls are asked to indicate their reaction, giving a four-point-Likert scale ranging from 'I would not get

involved', 'I would want to stop it but don't know how', 'I would get someone else to intervene' to 'I would intervene myself' as possible answers.

Regarding girls' confidence in reaction to situations dealing with violence, the item 'I would not get involved at all' decreases more in the intervention group than in the control group (4,6% versus 1,7%). Similarly, with the second item, 'I would want to stop it, but I don't know how' the intervention group's number decreases by 2,5%, whereas the control group even increases by 3%, showing that the girls participating in the program feel they have more knowledge on what to do in such situations. Taking a closer look at item 3, 'I would get someone else to intervene', the intervention group has a higher increase (7,5%) than the control group (2,9%). Although the percentage of numbers in the post-test survey being quite similar for the girls in control group (24,3%) and intervention group (25,4%) concerning the last item 'I would intervene myself', these numbers present a decrease to the pre-test (28,5% in the control and 25,8% in the intervention group). This indicates that the numbers in the intervention group remain notably high, whereas the control group decreases their involvement.

Looking at changes between post and post-post-test survey, the numbers concerning item one, which addresses not getting involved, increase again in the intervention group (5% to 8%), there is a positive shift regarding item 2. Whereas in the post-test survey 29.2% of girls say they would want to get involved but do not know how, in the post-post-test survey the percentage of girls in the intervention group saying so is only 22.8%; compared to the control group that presents an increase of girls not knowing what to do of 7.9%. Concerning items 3 and 4, girls in the control group show a reduction of involvement, whereas girls in the intervention group indicated they would get someone else to intervene by 3.4% and the number of own involvement remains about one quarter. As such, the knowledge on how to intervene and the likeliness to get involved is sustainably higher for the girls that took part in the intervention compared to the ones that did not take part.
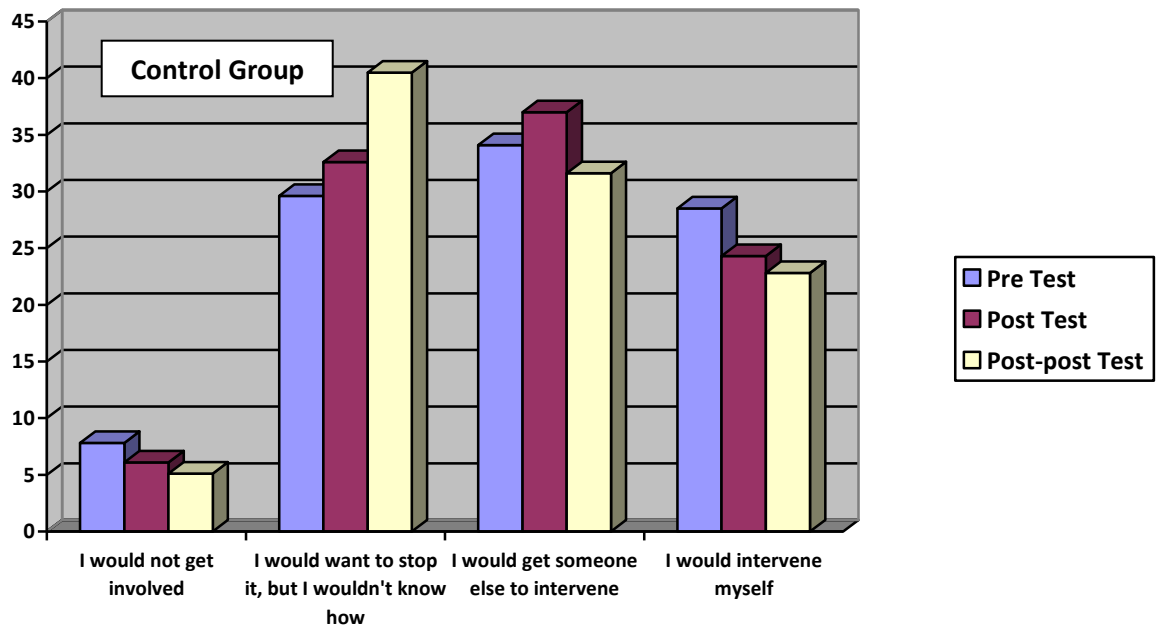
Figure 7: Pre (n = 179), post (n = 181) and post-post-test survey (n = 79) percentages regarding intervention in violence situations for the control group
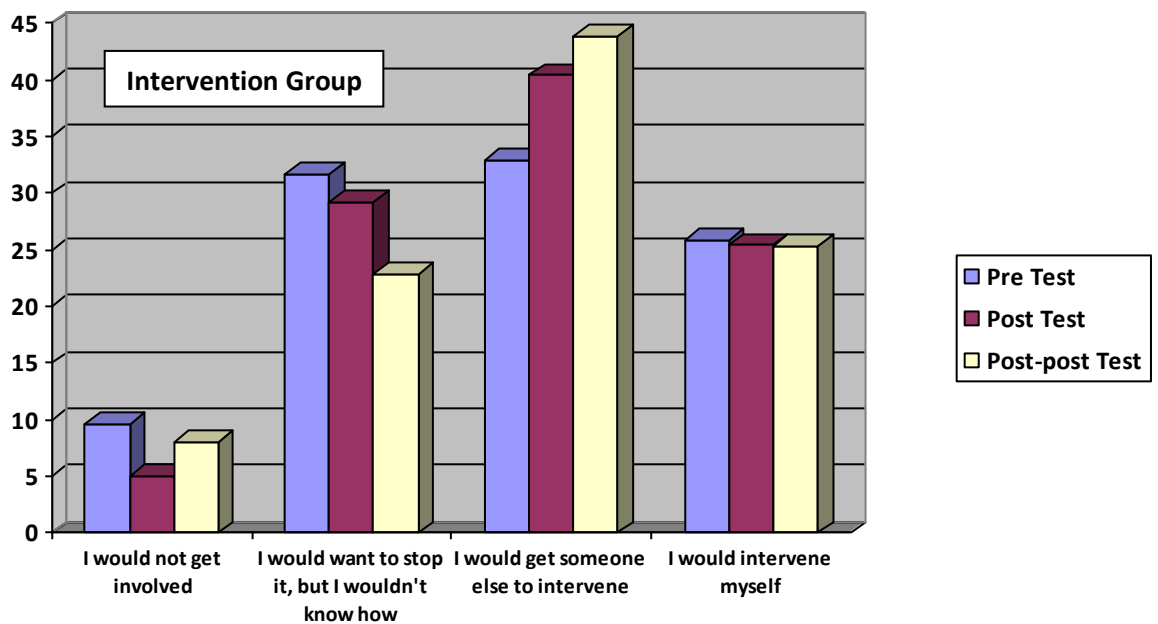

Figure 8: Pre (n = 240), post (n = 240) and post-post-test survey (n = 162) percentages regarding intervention in violence situations for the intervention group

In relation to this and the paragraph above on violence, girls' self-esteem in situations dealing with power resp. force was evaluated with the survey. Girls were presented with two situations and asked how confident they felt in standing up to this unfair treatment or in telling someone else about it. The confidence chart was obtained from Jacobs Foundation

(2011)[7] and modified to better address the aim of the study and target group. Each item could be answered with a five-point-Likert-scale that ranges from low confidence to high confidence (0 being the lowest level of confidence; 4 being the highest). While for both items a positive trend can be seen in the control and intervention groups, the change in the intervention group is highly significant (p < .01) and suggestively significant (p < .1), showing a strong program impact on the girls in regard to standing up for themselves in situations dealing with power.

If someone in a position of authority – like a teacher, a parent, an older sibling – yells at you for something that you have not done, how confident are you that you can defend yourself?			
	Pre	Post	Sig. (2-tailed)
	M	M	
Control group (n = 179)	3,16	3,23	.599
Intervention group (n = 237)	3,06	3,36	.005
If someone you love hits you or speaks to you in a way that makes you afraid, how confident are you to tell someone about it?			
	Pre	Post	Sig. (2-tailed)
	M	M	
Control group (n = 178)	3,19	3,28	.469
Intervention group (n = 237)	3,17	3,35	.077

Table 7: Mean (min. 0, max. 4) and significance of pre- and post-test survey in control- and intervention group regarding girls' self-esteem in situations dealing with power

Looking at whether the numbers remain that high three months after the conclusion of the program, it appears they do so for the intervention group (n = 158) in both situations dealing with power: mean of 3.35 in the post-test survey, as well as in the post-post-test (confidence to defend yourself); and a mean of 3.37 in the post-test survey and a mean of 3.35 in the post-post-test (confidence to tell someone). For the control group the numbers decrease in

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[7] Jacobs Fpundation (2011). *Monitoring and Evaluating Like Skills for Youth Development* (Vol.2: The Toolkit). Retrieved from http://jacobsfoundation.org/wp-content/uploads/2012/12/Jacobs_ME_Toolkit_e.pdf

both cases, showing there is a sustainable impact of the program regarding girls' self-esteem in situations dealing with power.

To get more information about program's impact regarding individual's self-esteem, social capital and violence negotiation skills, the intervention group was assessed with diary scenarios. Because of the inclusion criteria that concerns only girls that participated in both, pre and post-test scenarios and had an attendance percentage of => 50%, throughout the whole project only data of 44 girls could be analysed for scenario B (with 148 having conducted it in the pre-test).

It was noticeable for scenario B, no major differences were found between the pre and post-test scenario. However, it must be said that the girls have provided reasonable answers that imply, that strong violence negotiation skills existed prior the project, therefore no influences through project participation can be found in this scenario data.

2.6   Academic Performance

Interviews were conducted, prior to and after the project, to gather information about the girls experience and views on self-esteem, such as communication skills and academic performance.

Looking at programs impact on school performance, girls were asked whether they think performing well in school is important for their future, as well as the reasoning behind their answers. All the girls mentioned that education is important for their future life in the pre-interviews as well as in the post interviews. The justification, why it is important, varied.

The most frequent answer, by nearly all girls, was performing well in school will help them to reach their career goals. Becoming a doctor was the most aspired to profession, closely followed by lawyer, nurse, pilot and social worker. Slightly different to this, many girls stated they simply would like to get a good job and to be successful without stating their career wish. In line with this, one girl specifically aspires not to end up like some of the bad role models in her environment who, for example, smoke drugs and rob.

Several other aspects were discussed when addressing performing well in school, majority of which involved the development of increased future quality life. The opportunities associated with this development mention included the future possibility of giving back to their parents, gaining access to bursaries and excellent tertiary education, and improving their own quality of life. In regards to quality of life, one girl mentioned how school would keep her out of trouble and from becoming a criminal. While girls stated their education is important for further studies in the pre-test interviews, others stated that education is important so they could become who/what they want to be in future.

In the post-test interview, similar answers were provided, thus indicating an overall acknowledgement of the importance of education not related to participation in program. It can be said that the girls could identify education is not only important for further studies or career choices, but for overall quality of life. This change of mind throughout the project might indicate that the project also had an influence on the individual self-realization.

Also, looking at school satisfaction, answers do not differ much between pre- and post-test interviews. In the pre-test interviews, apart from one girl who does not like to wake up early, the responses were generally positive. Few girls could not exactly identify why they enjoy going to school, whereas the other girls named a variety of reasons. Those can be broadly classified into two themes: either (1) they like school because of the education it provides or because of (2) the school environment they attend daily. In the post-test interview, the answers are very similar, with all girls emphasizing how much they enjoy receiving education at school, with some referring to certain subjects or activities that they love. Three girls further stated they enjoyed the food they receive and the fact that they are taken care of.

Interestingly not only content, but the way the responses were framed gave insights into an effect possibly caused by the project. In the pre-test interviews, the answers provided were simply worded, with poor grammar. In the post-test interviews answers provided by the girls were more in-depth statements with carefully chosen words. This shows an improvement in their communication skill. This might be an indicator for a relation between project participation and improvement of communication skills and academic performance.

Additionally, girls were asked to name their favourite subject, which subject they do not like, and if there are subjects they would like to improve. There is no identifiable pattern between the answers of the pre-interviews and the post interviews. However, it is

mentionable that a few girls, who mentioned in the pre-interviews their dislike for English and do not want to improve it, stated an opposing response in post interviews; these girls stated that they would like to improve their English. This might be due to a better understanding in the importance of the communication and language skills, caused by the project. Overall, the answers to this question were very short and only very few justified their answers.

Shifting the focus to girls' actual performance, in the pre-test interview most girls stated they were satisfied with the way they performed at school. It might be noteworthy that none of the girls attending the Primary Schools of Luleka and Vuselela were unsatisfied with her performance. However, only a few answers were backed up by actual grade averages. The grades in the South African school system start at the "code 1" (lowest mark) and go up to "code 7" (highest mark). Thus, for example, code 4 was deemed satisfying by some girls, while others had higher aspirations and wished to improve. In the post-test, while some admitted having some problems in certain subjects, all girls said that they are doing well at school and are generally satisfied with their performance at school. Further, one girl from Vuzamanzi explained how she used to get bad marks, but had improved over the course of the program.

Moreover, looking at what influences girls' performance and the program's impact on such, the pre-test revealed the support of one or more family members, directly followed by paying attention in class/following the teacher's instructions and being hard working/doing homework are major factors for the girls influencing their performance. A few girls also mentioned their additional efforts as influencing their academic performance; for example, like going to the library or playing chess to improve their grades. Further, two girls each named factors including being intelligent, asking teachers for help and explanations, as well as the ability to be thorough when completing and checking assignments prior to submission.

Influences on negative performance, on the other hand, were mentioned less frequently in the pre-test interview. Further, it seemed the mentioning of negative performance was triggered by the girls' perceived lack of intelligence or by their family members, who were not educated, or who were unwilling to support them. Beyond family members, three girls from Sivile specifically stated that their teacher negatively influenced their performance,

either because they instantly assume that the girl did something wrong, or even beat the girls after giving a false answer to a question. Additional negative effects appear to be triggered by stresses at home, missing school for medical treatment or a lack of motivation, all of which were each mentioned by one girl. Concurrently, two girls stated they had no idea what exactly affects their performance.

Comparing these answers to the post-test interview, there seemed to be a shift with the girls explaining in much more detail what they themselves do to get good marks, such as doing homework, reading, not talking back to teachers, studying in the library, or listening. In addition, girls mentioned seeking help from family members or teachers, but the range of self-directed strategies stands out. Looking at negative influences on performance addressed in the post-interview, girls identified not doing homework and chatting with classmates. Furthermore, one girl referenced how things happening in the community that bothered her even at school. Meanwhile, many girls, in the post interview, said there were no negative influences, underlining the fact that girls feel they themselves are the ones responsible for good performance at school and can change such, despite only pointing out external influences as the ones responsible for a bad performance.

Diary scenario B was in line with the topic and importance of academic performance. The girls were presented with a scenario that referred to a girl who considered dropping out of school and they were asked to comment on the girls' behaviour. Looking at the schools together, although the length of the answers remained mostly the same, for slightly more than half of the girls the answers in the post-test can be considered as being more in-depth than in the pre-test scenario. Further regarding the scenario B, during the pre-test scenario, all but two girls stated that it would be a bad idea to drop out of school. However, during the post-test scenario, it was noticeable that the same two girls changed their opinions, stating that it would be a bad idea to drop out of school. In accordance to this, the girls were able to identify the importance of school after the project participation and this realization might result in a greater academic performance.

As the 16-session-curriculum (in combination with the Saturday homework clubs) aims at improving girls' English and maths skills, this is also focused on in the evaluation of the program. In the pre-test interview, few of the girls, including six girls from Mandalay primary

school alone[8], stated that they were good English speakers. Rather, the majority identified at least one weak spot in their English or generally stated they did not know English well. The grades associated with a good English performance ranged from code 5 to code 7. Regarding their weak spots, a few girls mentioned issues with writing and reading, while many girls specifically mentioned troubles with speaking the language fluently. The main manner of improvement, stated by the girls, was to get a better understanding of the language by reading English books, directly followed by practicing speaking and seeking help from others.

For the subject of math, many girls considered themselves good students, with codes ranging from 4 to 7. Almost the same number of girls stated they were not satisfied with their performance (codes 2 to 5) and/or would like to improve it. Most girls named practice, working hard or attention in class as their approach to improve or at least to remain at their current performance level. In addition, receiving help from others or joining extra classes were mentioned by a few.

Within the post-interviews, a lack of English skills is stated by almost every girl, with some stating that they know how to speak, but not how to write. Also for math, almost all girls stated their lack of knowledge or that they consider it to be too difficult. Actions for improvement are generally to work harder, read more books and/or seek help from relatives or the teachers. Only two girls, one from Sivile and other from Isikhokelo, mentioned the Saturday homework clubs as a way of improving Math. Interestingly, in the latter question on what they liked best about the program or even what they consider as biggest change in their lives as result of participating, almost all girls at every school mention the educational part like maths and/or English, as this is considered as having helped them improve their grades in either or both subjects. However, the above answers to the questions regarding knowing English and Math well, and ways to improve their skills regarding these subjects, did not provide any relevant data on measuring the impact of the project.

During both, pre- and post-test interviews, all girls mentioned that school will help them in their future. Most girls related education to a better work perspective and income. It was also noticeable that a few girls related school participation to improvement in quality of life. In accordance with this data, it can be said that the girls are aware that school is important, however, no major differences were found between pre- and post-test answers. Moreover,

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[8] While not all girls from Mandalay Primary School saying so were Afrikaans children, the school has students with different first languages. With the girls being therefore exposed to English language more often, their answers are not surprising.

due to language problems (with many girls writing neither in proper Xhosa, nor in proper English) it was not possible to draw scientifically sound conclusions from the data.

To gain information on girls' actual performance, two teachers at each school were asked to give information about eight girls in his or her class regarding the categories working habits, social skills in the classroom and academic performance. The survey was obtained from Pierce, Hamm & Vandell (1999)[9], with answer options ranging from poor to average to good to excellent (0 to 4). Due to a range of reasons (teachers leaving school, not willing to do survey, girls having moved, etc.), 212 surveys were collected in the pre-test, 163 in the post-test and 117 in the post-post-test.

When reviewing pre- and post-test surveys submitted by teachers, 59 surveys referring to girls within the control group, while 93 surveys referring to girls in the intervention group can be used for analysis. Interestingly, for all three constructs, the control group improves more than the intervention group between pre- and post-test survey. However, between post- and post-post-test, it is the intervention group that improves in all three constructs, with the control group even decreasing in regards to academic skills.

	N Control Group	Mean Control Group		N Intervention Group	Mean Intervention Group	
WorkingHabitsPre	59	1,2062	-0,48870	93	1,5075	-0,22366
WorkingHabitsPost	59	1,6949		93	1,7312	
WorkingHabitsPost	29	1,9253	-0,09770	56	1,6607	-0,17857
WorkingHabitsPostPost	29	2,0230		56	1,8393	
SocialSkillsPre	59	1,2842	-0,50395	93	1,4344	-0,28961
SocialSkillsPost	59	1,7881		93	1,7240	
SocialSkillsPost	29	1,9425	-0,06897	56	1,6905	-0,12143
SocialSkillsPostPost	29	2,0115		56	1,8119	
AcademicSkillsPre	59	1,1311	-0,57401	93	1,4495	-0,26559
AcademicSkillsPost	59	1,7051		93	1,7151	
AcademicSkillsPost	29	1,9345	0,04023	56	1,6470	-0,08393
AcademicSkillsPostPost	29	1,8943		56	1,7310	

Table 8: Teachers' perception of girls' working habits, social skills in the classroom and academic skills before and after the intervention.

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[9] Pierce, K.M., Hamm, J.V. & Vandell, D.L. (1999). Experiences in after-school programs and children's adjustment in first-grade class classrooms. *Child Development, 70*, 756–767.

With the program emphasising academic performance, a closer look was taken at the single items that underpin the dimension. In reading, oral and written language, as well as math, the control group showed a greater change towards better scholastic performance than the intervention group.

Figure 9: Mean of girls' reading skills (min.0, max.4) per teachers before and after the intervention in control and intervention group

Figure 10: Mean of girls' oral skills (min.0, max.4) per teachers before and after the intervention in control and intervention group
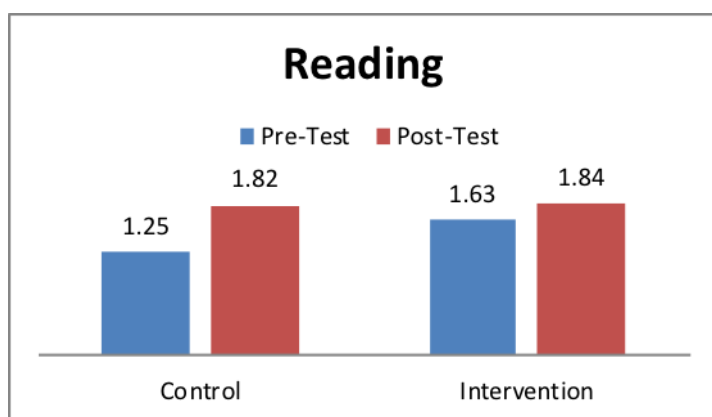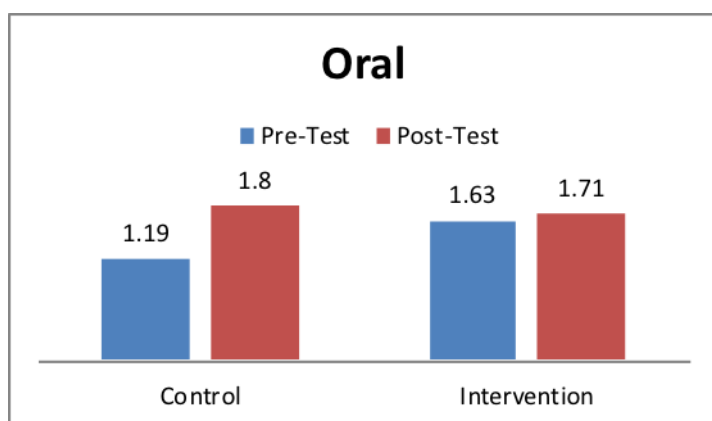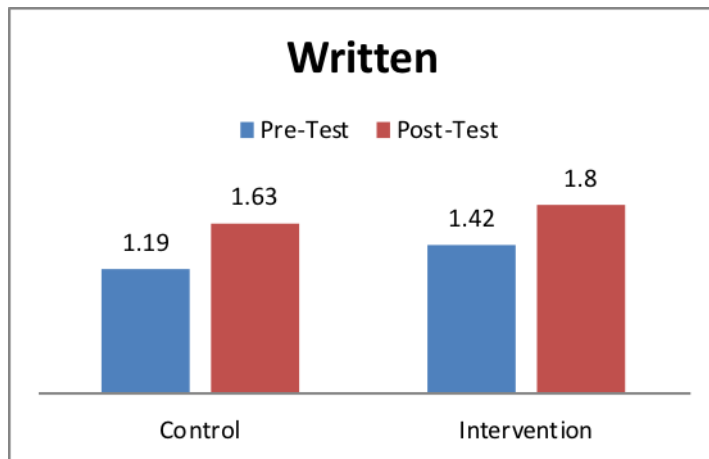
Figure 11: Mean of girls' writing skills (min.0, max.4) per teachers before and after the intervention in control and intervention group
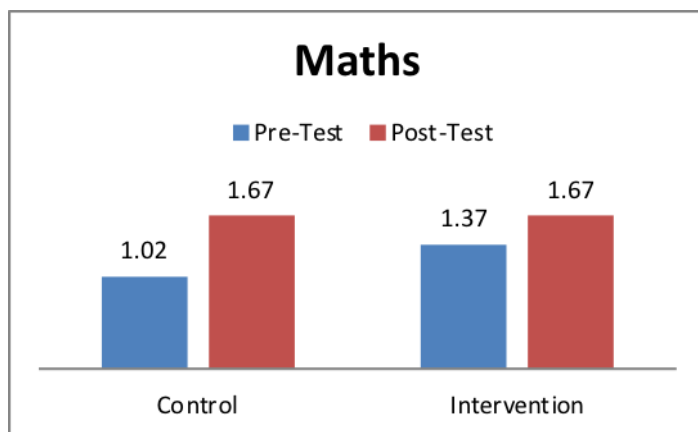

Figure 12: Mean of girls' mathematical skills (min.0, max.4) per teachers before and after the intervention in control and intervention group

After analysing teachers' point of views on working habits, social skills in the classroom and general academic skills, actual academic performance was analysed by reviewing girls' grades on their report cards. The program aims at an improvement of English language skills and math, only math and English grades on girls' report cards were compared to see if the intervention had changed their performance in these subjects. In general, South Africa's grades range from 1 (being the lowest) to 7 (being the best grade). To capture any minor change, the percentages underyling the marks were used for analysis: 1 = 0-29%, 2 = 30 - 39%, 3 = 40-49%, 4 = 50-59%, 5 = 60-69%, 6 = 70-79% and 7 = 80-100%. Overall, report cards were collected from 470 girls; however, as the collection of report cards was challenging,

thus causing numbers to vary. Some specific challenges of collecting report cards include the closing down of schools, teachers' denying access, and girls not submitting their report cards. It also needs to be noted that all girls, in intervention and control groups, had access to the Saturday homework sessions, as such spill over effects can not be totally ruled out.

Within the eight schools of round 1, girls in the intervention group increased their grades, more than the ones in the control group. The control groups mean increased by 0.61 % (from 57.26% to 57.87%), whereas the intervention groups' mean increased far more, namely 4.47% (from 59.33% to 63.8%).

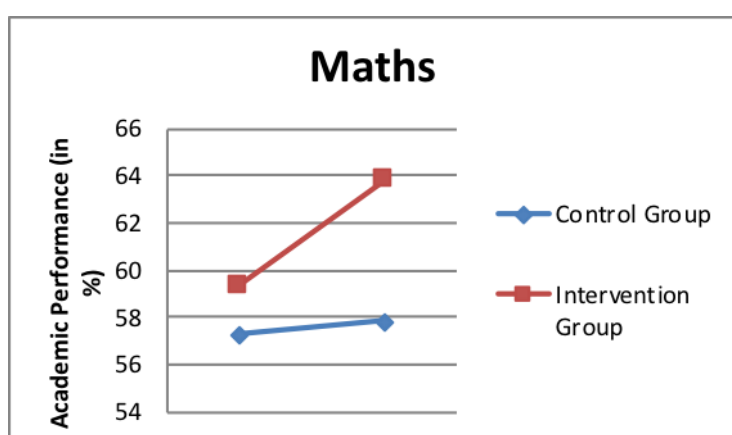Figure 13: Math performance of girls from schools 1 to 8, before and after the intervention

The same positive trend is apparent when comparing data from schools 9 to 16. The control groups mean increased by 1.07 % (from 55.57% to 56.64%), whereas the intervention groups' mean increased more, by 2.81% (from 54.67% to 57.48%).
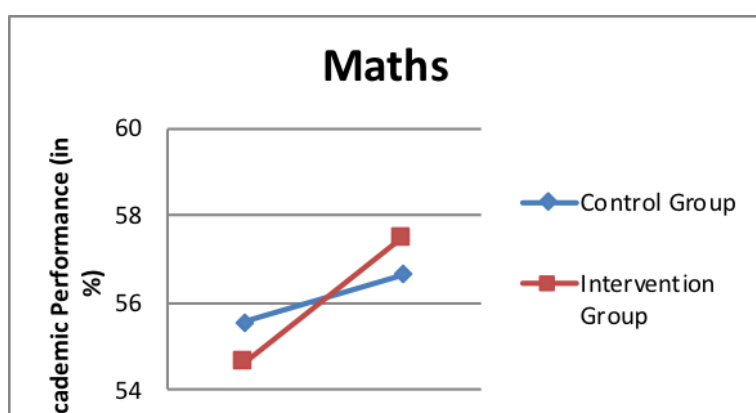

Figure 14: Maths performance of girls from schools 9 to 16 before and after the intervention

An additional aim of the program is to increase the skills associated with learning the English language; hence, the grades associated with the girls' first additional language they learnt at school were analyzed. Interestingly, there are large differences between schools from the first round (schools 1 to 8) and second round (schools 9 to 16). In the former schools, there is an improvement in grades in both groups, with a much higher increase in the intervention group; whereas both control and intervention group of schools 9 to 16 show a decrease in grades associated with English. However, it should be noted that the decrease is much smaller in the intervention (-3,8%) than in the control group (-0,83%).
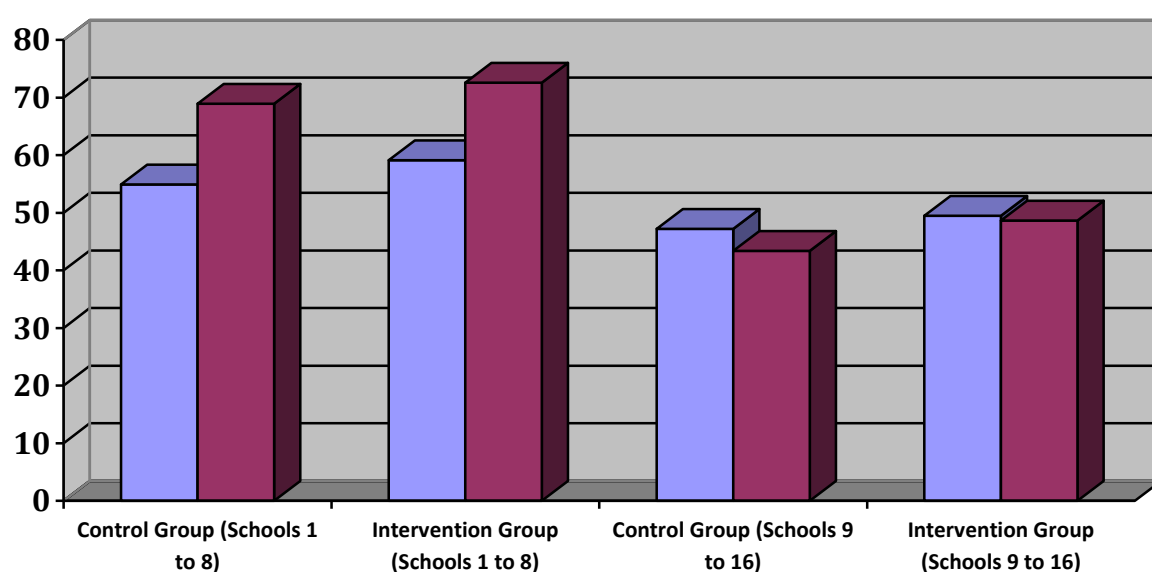
Figure 15: Report cards grades of English of girls from intervention and control group before and after the intervention

2.7   Feedback

In the post-programme feedback, the girls (n = 256) were asked a variety of questions about their experiences with the facilitators, peers and programme. The statements were obtained and modified from previous research (Anderson-Butcher & Conroy, 2002)[10] and modifications were made to better address the aim of the study and target group. The girls were given a series of statements that can be summarized in the dimensions: atmosphere, activities, facilitators and social. For each statement, "Always" (3), "Most of the times" (2),

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[10] Anderson-Butcher, D., & Conroy, D. E. (2002). Factorial and criterion validity of scores of a measure of belonging in youth development programs. *Educational and Psychological Measurement*, *62*(5), 857-876.

"Sometimes"(1) or "Never" (0) were the possible answers. The more frequent, the better, as the statements were positive in nature.

As the table below shows, the ranking for each dimension is already quite high, showing a general satisfaction with the program activities, the atmosphere, and the relationship with others at the program. Especially the relationship with the peer-facilitators stands out with a mean of more than 2.5. Keeping in mind that girls face a range of challenges including a lack of people they can talk to, female peer-facilitators present important contact and trust people for them.

Dimensions	Statements	Mean
Activities	If I'm bored here I just choose something else to do There are interesting activities at Boxgirls The activities are fun at Boxgirls I learn new things at Boxgirls	2,195
Atmosphere	I wish I wouldn't be anywhere but here I'm usually bored here I feel comfortable at Boxgirls I am supported at Boxgirls I am accepted at Boxgirls I like coming to Boxgirls	2,341
Facilitators	I trust the peer-facilitators here My peer-facilitators know everything that us kids do here I can tell my peer-facilitators here about my problems if I need to My peer-facilitators really listen to me when I have something important to say	2,5241
Social	I tell my friends to come to Boxgirls I get to know other kids really well here I can really trust other kids here I have lots of friends here I feel I am part of Boxgirls I am committed to Boxgirls I feel like people are happy to see me here	2,3769

Table 9: Mean of feedback of intervention girls (n = 256), with 0 = never up to 3 = always

Three items were analysed separately, as they give more general information about the facilitation and a higher mean does not necessarily stand for a better quality. As the diagram shows, peer-facilitators are perceived as strict by the majority of girls, whereas there is no information whether this is perceived as good or bad. The same applies for the item 'I get to choose what I want to do here', for which more than 150 girls replied they never get to do so. Furthermore, regarding the item 'There are rules I am expected to follow' and 'There are too many rules to follow here' the majority replies with always. The general positive feedback concerning the activities though indicates that the girls do enjoy the program despite the lack of content options and the rules.
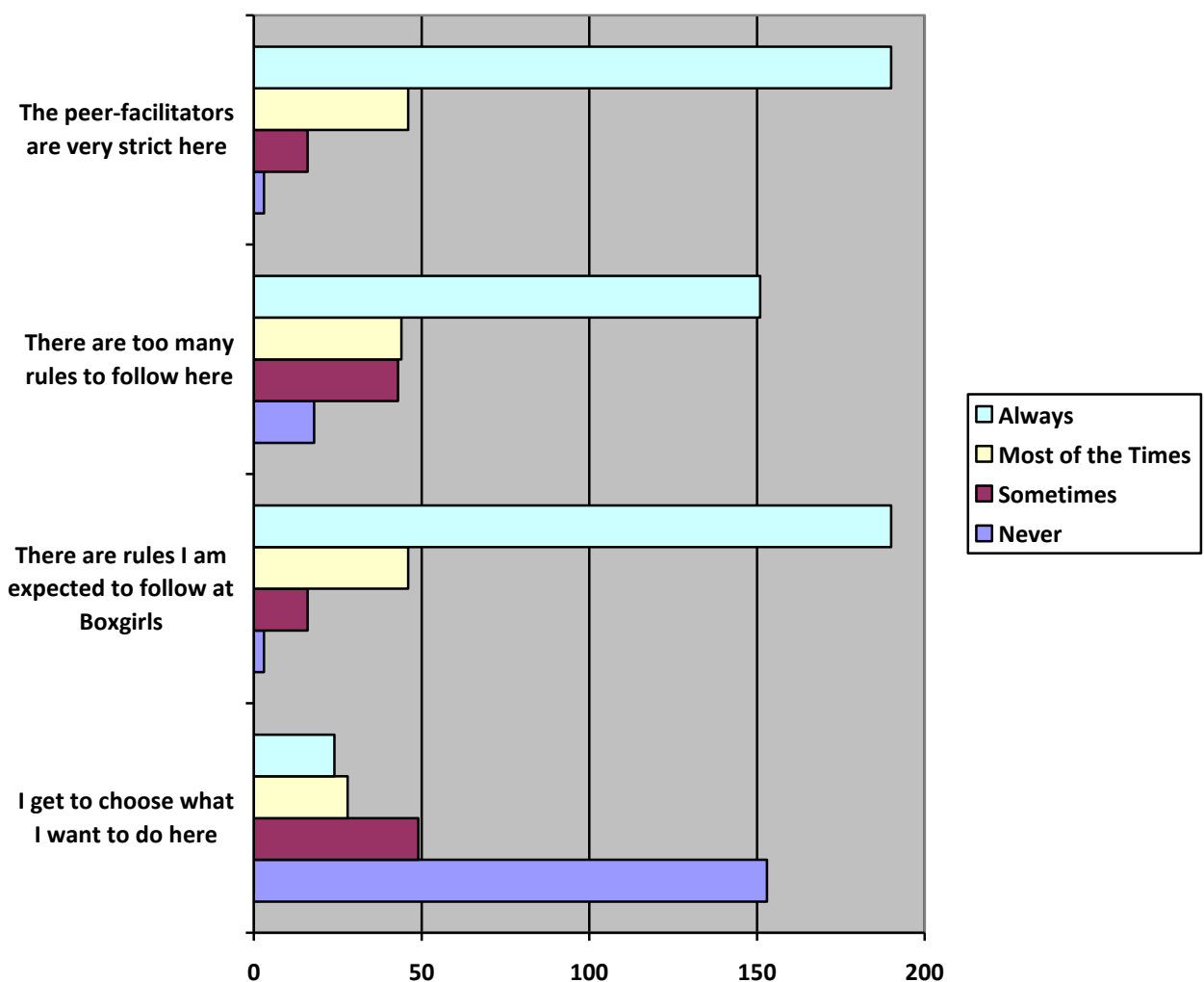

Figure 16: Number of answers from intervention girls (n = 256) regarding four items

During the post-test interviews, the girls were asked questions, regarding their impressions, expectations and experiences of the project. These questions were mandatory, allowing the

girls to give feedback on the impacts of the project and suggest changes. The data presented is based on the answers to the questions, which are presented below.

- What is your favourite part of the program? Why?

- What did you think we were going to do in the project? What did you think you were going to learn in the project?

- In relation to the regular activities in school [eg.MOD center] how do you think Boxgirls is different?

- What was the most important thing you learnt in the project? Why?

- Has the program changed you? If so, how?

- What is the biggest change in your life/at school/at home as a result of the program?

- What new things would you like to do/discuss as part of the program?

The majority of girls said that their favourite part about the project was the educational benefit. They enjoyed being taught and the way the material has been delivered. In addition, most of the girls were able to identify and notice an improvement in their grades which they directly related to the project participation. Most girls spoke about an overall positive teaching approach with various different fun games, no vigorous physical activity and no punishment for misbehaviour or other reasons. This seemed to be one the major differences between the Boxgirls project and other regular school activities.

The expectations of the girls towards the project were diverse. However, it can be said that most of the girls were expecting to be taught how to box/fight and how to protect themselves. These expectations are not sudden, as the name of the project implies that it has something to do with boxing.

According to the answers there is no doubt that the girls positively benefitted from the project and improved not only their social skills but also their academic performance. All the girls mentioned that the project had a positive influence on them. About half of girls stated that the program helped them to improve their academic performance, especially math and English were subjects that were mentioned explicitly. The other half spoke about positive behaviour changes such as respect, communication and dealing with emotions. Regarding

the biggest change the girls have experienced as a result of the project the majority of girls mention greater academic performance with an emphasis on Math, English and behaviour during class. In terms of biggest change as a result of the project, it is noteworthy that positive changes in their attitude towards teachers and fellow pupil were mentioned by a few girls.

The last question referred to the improvement and adjustment of the program. A few girls mentioned that they would like to include a larger variety of games throughout the project. Others mentioned that they would like to talk more about crime. This might be related to the fact that the girls enjoyed playing the games and therefore would like to play even more different games throughout the project. The fact that the girls would like to talk more about crime might indicate that the girls obtained a greater knowledge about dangers in the community throughout the project and are aware of its importance, however therefore would like to learn more about it.

Focus groups were conducted to gain information about the peer facilitators experience and knowledge on the project. Guidelines were designed and applied to ensure all relevant topics were covered. The peer facilitators were asked to talk about their expectations, content of program, personal development, and challenges throughout the project as well as areas of improvement. Following data can be presented from the focus groups.

The expectations were similar in the focus groups. Almost all of the peer facilitators perceived that they will be teaching girls fighting techniques and self-defence. This can be explained due to the project name, Boxgirls.

The peer facilitators mentioned that Boxgirls varies from other organizations. They described that Boxgirls only targets a certain age group and compared to other organizations, smaller groups of girls participate. Smaller groups allow the facilitators to talk to the girls individually and take their time to answer their questions confidentially.

The peer facilitators talked about an overall positive personal development. Most of them stated how they gained confidence and are no longer struggling to talk in front of a class or group of people. Being able to pursue, accept and deal with different personalities in an appropriate manner was mentioned as a change that occurred throughout the program. According to the facilitators, the girls improved their academic performance, especially

Mathematics, English and their presentation skills. Being aware that they are helping the girls seems to be a good motivational factor, creating a bond between girls and facilitators.

The main challenges can be summed up under communication and elucidation between peer facilitators internally and other involved parties (e.g. school staff, teachers). A lack of team-spirit and team was mentioned by a few, suggesting that getting to know each other better through teambuilding sessions could solve this problem. The facilitators also described how teachers and caretakers are not aware what Boxgirls exactly is and which responsibilities they have towards the project. Further, facilitators were not able to conduct sessions as school gates were locked and the caretakers were not aware of any programs to take place. Additional issues occurred between the facilitators and sponsor teacher due to the teacher's lack of interest and effort. Subsequent the facilitators suggested involving the teachers more in the project to strengthen the collaboration.

The main challenges when teaching the curriculum seem to be sensitive topics like menstruation. The girls do not seem to want to talk about it in the group, however they asked questions regarding this topic face-to-face. The facilitators would like to be trained on how to behave in front of girls concerning the the matter of heath and hygiene, which behaviour is appropriate, and how to answer personal or sensitive questions they do not know the answer to.

While talking about the curriculum the facilitators came up with suggestions on how to improve the curriculum. They agreed that it would benefit to know which topics the girls are covering in school so the Boxgirls curriculum can be aligned with the topics the girls are learning in school. They also suggested to introduce more interactive games that can be conducted outside and involve all girls throughout the whole game.

When it came down to personal challenges one focus group spoke about their salary and that they would like to get a raise. An additional 50% of their current pay was stated as reasonable. It is also mentionable that one group was struggling with the transport home, due to issues with taxis and expenses and suggested a transport in some way for all facilitators to get them home safely, would be beneficial. An additional criticism, the facilitators mentioned that a few girls left the program early because they got offered more food at different programs.

3   Conlcuding Statement and Recommendations

This evaluation of the Girls Afterschool Leadership Education program gathered information and provided results addressing the overall project's impact on girls regarding their self-esteem, social capital, violence negotiation skills, school performance and the program's overall feasibility. Overall, the impact of the program can be viewed as positive. Amongst all subject categories of the program, significant results were found within each category, both in qualitative and quantitative methods of analysis.

Specifically, within the category of self-esteem, global self-esteem and academic self-esteem were found to be significant. The second category of social capital found that the program positively increases awareness of local support amongst girls who partook in the program. In addition to increased social capital, it was found within the third category of violence and negotiations skills there was an improvement in application of skills and increased awareness amongst participants of the intervention group. Lastly, in the category of academic performance, it can be seen that the program had some impact when addressing dimensions associated with the future importance of education and actual performance amongst girls within the intervention group.

From these results, it can be determined that the feasibility of the program and its goals are achievable, but at varying degrees dependent on the category that is addressed. However, is important to note that some sub-dimensions associated with each category were found to be more significant than others. Thus, it is recommended that the program takes a closer look at the sub-dimensions that are less probable to be achieved or not impacted by the program (e.g. body image, school satisfaction).

Further, it is suggested that addressing some managerial feedback from facilitators, teachers and activity feedback from the girls could attribute to an increased impact of the program. For example, increasing the training of facilitators on feminine hygiene may assist in creating a positive impact within the area of self-esteem, specifically with relation to body image. Another example would be an increased collaboration between the program and schools; this collaboration can be done by aligning both school and the program's curriculum, as well as increasing the communication between the program and the school to bring awareness and better coordination to the program. It is suggested that this type of collaboration could potentially lead to increased positive results associated with social capital (by creating a broader social network) and academic performance amongst the girls.

4 Instruments used for Data Collection

A. Pre-, Post- and Post-Post-Test Survey Girls

I	
Today's date: UMhla wanamhlanje:	
What's your name? *Ungubani igama lakho?*	
Which school do you go to? *Ufunda kwesiphi isikolo?*	
Which grade are you in? *Ufunda eliphi ibanga?*	
Which year were you born in? *Ubunangaphi kumhla wakho wozalwa odlulileyo?*	

II	**Who do you live with?** *Uhlala nabani?*	No / *Hayi*	Yes / *Ewe*
Mother – Umama			
Father – Utata			
Brother - Umntakwethu			
Sister - udadewethu			
Grandmother - Makhulu			
Grandfather - Tatomkhulu			
Uncle - Malume/ Tatomncinci			
Aunt - Makaza okanye uDadebawo			
Friend - Isihlobo			
Cousin - Mzala			
Other - Omnye			

III	**How many people live in your house (including yourself)?** *Bangaphi abantu abahlala kowenu (uzibale nawe)?*	

IV	**Who is or who are your male caretakers at home?** *Ngubani intloko yekhaya kowenu?*	No / *Hayi*	Yes / *Ewe*
	Father - Utata		
	Brother - Umntakwethu		
	Uncle - Malume/ Tatomncinci		
	Mother's partner- umntu ohlala no mamawakho		
	Other (please specify): Omnye (cacisa)		

V	These questions ask how you feel about yourself. For each question, tick the box next to the statement that best describes how you feel about yourself.				
	Lemibuzo ibuza indlela oziva ngayo ngesiqu sakho. Kumbuzo ngamnye, khetha ibhokisi ehambelana nendlela oziva ngayo				
		Strongly disagree *Andivumelani Kakhulu*	**Disagree** *Andivumelani*	**Agree** *Ndiyavumelana*	**Strongly agree** *Ndivumelana Kakhulu*
1.	I am happy with the way I look. *Ndiyonwabele indlela endijongekayo.*				
2.	I am too much trouble to my family. *Ndiluhlupho olukhulu kusapho lwam.*				
3.	I like my body just the way it is. *Ndiyawuthanda umzimba wam ngalendlela ungawo.*				
4.	I sometimes think I am a failure (a loser). *Ngamanye amaxesha ndicinga ndisisahluleki.*				
5.	I am good enough at maths. *Ndiyagqwesa kwizibalo.*				
6.	I feel good about my height and weight. *Ndanelisekile ngobude kwaye nobunzima bomzimba wam*				
7.	I am happy with myself as a person. *Ndiyonwabele indlela endiyiyo njengomntu.*				
8.	I feel OK about how important I am to my family. *Ndiziva ndilungile ngendlela endibaluleke ngayo kusapho lwam.*				
9.	I wish I looked a lot different. *Ndinqwenela ukuba bendikhangeleka ngendlela ehlukileyo*				
10.	I am the kind of person I want to be. *Ndingulomntu endithanda ukuba nguye.*				
11.	I feel good about how well I get along with other kids. *Ndiziva ndanelisekile ngendlela endinxulumana ngayo nabanye abantwana.*				

		Strongly disagree *Andivumelani Kakhulu*	Disagree *Andivumelani*	Agree *Ndiyavumelana*	Strongly agree *Ndivumelana Kakhulu*

No.	Item	Strongly disagree Andivumelani Kakhulu	Disagree Andivumelani	Agree Ndiyavumelana	Strongly agree Ndivumelana Kakhulu
12.	I often feel ashamed of myself. *Ngamaxesha amaninzi ndiyendizive ndinentloni ngesiqu sam*				
13.	I wish my friends liked me more. *Ndinqwenela ukuba abahlobo bam bebndithanda kakhulu.*				
23.	I feel comfortable speaking in				
14.	I feel good about how good a student I am. *Ndiziva ndanelisekile ngokugqwesa kwam njengomfundi.*				
15.	My family pays enough attention to me. *Usapho lwam lundihoye ngokwaneleyo.*				
16.	I like being just the way I am. *Ndizithanda ndiloluhlobo ndilulo.*				
17.	I feel good about how much my friends like my ideas. *Ndiziva ndonelisekile ngendlela abahlobo bam bazithanda ngazo iingcinga zam.*				
18.	I am happy with how much my family loves me. *Ndonwabile ngendlela usapho lwam olundithanda ngalo.*				
19.	I feel OK about how much other kids like doing things with me. *Ndiziva ndilungile ngndlela abanye abantwana abathanda ukwenza izinto nam ngayo.*				
20.	I get too many bad marks on my report cards. *Ndifumana iziphumo ezimbi kucwangciso luhlu lomsebenzi wam wesikolo.*				
21.	I feel good about how much my family cares about my ideas. *Ndiziva ndonwabile ngendlela usapho lwam oluzikhathalele ngayo iingcinga zam.*				
22.	I wish I had more to be proud of. *Ndinqwenela ukuba bendinokukhulu endinokuzingca ngako*				

	front of a group. *Ndiziva ndikhululekile ukuthetha phakathi kwesiqingatha sabantu.*				
24.	I feel good speaking in English. *Ndiva kamnandi xa ndithetha isiNgesi*				
25.	I work in a group to solve schoolwork. *Ndisebenza neqela ukwenza umsebenzi wesikolo*				
26.	I help others with their schoolwork. *Ndiyabancedisa abanye ukwenza umsebenzi wesikolo.*				
27.	I feel good working in a group to solve schoolwork. *Ndiziiva ndikhululekile ukusebenza neqela ukwenza umsebenzi wesikolo*				
28.	I feel good helping others with their schoolwork. *Ndiva ka mnandi xa ndinceda abanye ukwenza umsebenzi wesikolo*				
29.	I can solve maths problems if I try hard. *Ndiyakwazi ukwenza izibalo xa ndizimisele*				

VI	**Which of the following statements best describes how you would react if your best friend tells you she is being physically abused?** *Yeyiphi kulemiba ilandelayo enika umfanekiso nqondweni ngendlela ongenza ngayo ukuba umhlobo wakho uyahlukunyezwa ngokomzimba?*
I would not get involved *Andinakuzibandakanya*	
I would want to stop it, but I wouldn't know how to *Ndingafuna ukuyiphelisa, kodwa andinokwazi ukuba njani*	
I would get someone else to intervene *Ndingaifuna omnye umntu angenelele*	
I would intervene myself *Ndingangenelela mna siqu*	

VII	**Below is a list of statements about your relationships with family and friends. Please indicate how much you AGREE or DISAGREE with each statement as being true… Answer each statement by ticking the box that best applies to you.** *Ngezantsi kunoluhlu lwemibhalo ngobudlelwano phakathi kosapho nabahlobo bakho. Ngokuzithoba khetha oVUMELALANA okanye oNGAVUMELANI ubunyani bayo….Phendula umbuzo ngamnye ngokukhetha ibhokisi ibenye.*

		Strongly disagree *Andivumelani Kakhulu*	Disagree *Andivumelani*	Agree *Ndiyavumelana*	Strongly agree *Ndivumelana Kakhulu*
1.	My friends respect me *Abahlobo bam bandihloniphile*				
2.	My family cares for me very much *Usapho lwam lundikhathalele kakhulu*				
3.	I am not important to others *Andibalulekanga kwabanye abantu*				
4.	I am well liked *Ndithandwa ngendlela eyiyo*				
5.	I can rely on my friends *Ndingaxhomekeka kubahlobo bam*				
6.	I am respected by other people *Ndihlonitshiwe ngabanye abantu*				
7.	I am loved dearly by my family *Ndithandwa kakhulu lusapho lwam*				
8.	My friends don't care about me *Abahlobo bam abandikhathalelanga*				
9.	I can't rely on my family for support *Andikwazi kuxhomekeka kusapho lwam ngenxaso*				
10.	People admire me *Abantu bayandithand ngam*				
11.	I feel a strong bond with my friends *Ndiziva ndinobuhlobo obuqinileyo nabahlobo bam*				
12.	My family really respects me *Usapho lwam lundihloniphe ngokunyanisekileyo*				
13.	I feel like I belong *Ndiziva ndinendawo*				
14.	I don't feel close to members of my family *Andiziva ndisondelene namalungu osapho lwam*				
15.	My friends and I have done a lot for each other *Mna nabahlobo bam zininzi izinto esenzelene zona*				

VIII	**If someone in a position of authority – like a teacher, a parent, an older sibling – yells at you for something that you have not done, how confident are you that you can defend yourself? Please tick one of the boxes.** *Ukuba umntu okwizinga eliphezulu lokuphatha- njengo titshala, umzali, okanye umntakwenuomdala ethetha ngqwabalala nawe ngento ongayenzanga, uzethemba kangakanani na ukuungaphawula/uveze olwakho uluvo kuye? Khetha ibokisi ibenye.*

low confidence	0	1	2	3	4	high confidence
ukuzithemba okuncinci	☐	☐	☐	☐	☐	*ukuzithemba okuphezulu*

IX	**If someone you love hits you or speaks to you in a way that makes you afraid, how confident are you to tell someone about it? Please tick one of the boxes.** *Ukuba umntu omthandayo uyakubetha okanye uthetha ngendlela ekwenza woyike, uzithemba kangakanani na ukuthi uxelele omnye umntu ngayo lonto? Khetha ibokisi ibenye.*

low confidence	0	1	2	3	4	high confidence
ukuzithemba okuncinci	☐	☐	☐	☐	☐	*ukuzithemba okuphezulu*

X	**When would you ask for help?** *Ungalufuna nini uncedo?*		
		No/ *Hayi*	**Yes/*Ewe***
When I need advice, or someone to help me with a problem at school *Xa ndifuna ingcebiso, okanye umntu onokundinceda ngengxaki endinayo esikolweni*			
When I need advice, or someone to help me with a problem at home *Xa ndifuna ingcebiso, okanye umntu onokundincenda ngengxaki esekhaya*			
When I need advice, or someone to help me with a problem-friend *Xa ndifuna ingcebiso, okanye umntu onokundincenda ngengxaki endinayo nomhlobo wam*			

XI	**Who would ask for help when you have a problem?** *Ungalucela kubani uncedo xa unengxaki?*		
		No/ *Hayi*	**Yes/*Ewe***
1.	Mother *uMama*		
2.	Father *uTata*		
3.	Brother *uMntakwethu*		
4.	Sister *uDadewethu*		
5.	Teacher *uTitshala*		
6.	Neighbour *uMakhelwane*		
7.	Religious leader *iNkokheli yeCawa okanye yoMthonyama*		
8.	Friend *isiHlobo*		
9.	Boxgirls peer-educator *iBoxgirl peer -educator*		

B. Pre-Test Interview Girls

1. What are the challenges you personally face? Out of these challenges, what is the biggest personal challenge for you?

   Yeyiphi imicelimngeni odibana nayo? Kuyo lemicelimngeni, ngowuphi oyena okuhluphayo?

2. How can you overcome this personal challenge? Do you have someone to help you overcome the personal challenge?

   Ungayoyisa njani lemicelimngeni? Unaye umntu oncedisana nawe ekoyiseni lemicelimngeni?

3. What in the community do you perceive as dangerous? Name three most dangerous places in your neighborhood/on your way to school.

   Yintoni oyibona iyingozi ekuhlaleni? Biza indawo ezintathu ezona ndawo ezinobungozi ekuhlaleni/ okanye endleleni eya esikolweni.

4. What makes you feel unsafe/scared at home, at school and in the community? How do you avoid this?

   Yintoni ekwenza uzive ungakhuselekanga/ okanye usoyika ekhaya, esikolweni kwaye nasekuhlaleni? Uyiphepha njani lo nto?

5. Imagine you need help with something and you maybe don't want to talk to your parents about it, what places or people could you go to? How do you think could that person help you?

   Yiba nombono ufuna uncedo ngento kwaye mhlawumbi awufuni ukuthetha ngayo kubazali bakho, zeziphi iindawo okanye abantu ongaya kuzo/kubo? Wazi njani ukuba lo mntu angaluncedo kuwe?

6. Imagine your mum or auntie wants to help girls stay safe in Khayelitsha. What do you think she should teach you? Why do you think these are important things to know? Can you give an example?

   Yiba nombono umama okanye umakazi/ udadebawo wakho ufuna ukunceda amantombaza bahlale bekhuselekile eKhayelitsha. Yintono ocinga ukuba anganifundisa yona? Kutheni ucinga ukuba ezizinto zibalulekile ukuba nizazi?

7. How do you like school? Probe for reasons! Are you satisfied with the way you perform at school? Why/Why not? What influences your performance at school? Is there anything you yourself can do to improve your school performance?

Usithanda njani isikolo? Ngcambazisa izizathu! Wanelisekile yindlela oqhuba ngayo esikolweni? Ngoba? Yintoni echaphazela indlela oqhuba ngayo esikolweni? Ikhona into wena oyenzayo ekuphuculeni indlela oqhuba ngayo esikolweni?

8. Do you think that a good performance in school is important for your future life? Why/Why not?

   Ucinga ukugqwesa kwakho emsebenzini wesikolo kubalulekile kwikamva lakho? Ngoba?

9. What is your favourite subject? Which subject do you not like? Are there any subjects you want to improve in?

   Sesiphi isifundo osithanda kakhulu? Sesiphi isifundo ongasithandiyo? Zikhona na ezinye izifundo ofuna ukuphucula kuzo?

10. Do you know English well? Do you know Maths well? What could you do to improve your English skills? What could you do to improve your Maths skills?

    Ulazi kakhulu na ulwimi lwesiNgesi? Uzazi kakhulu na ezezibalo? Ungenza ntoni na ukuphucula ulwazi lwakho lwesiNgesi? Ungenza ntoni ukuphucula ulwazi lwakho lwezibalo?

C. Post-Test Interview Girls

1. What are the challenges you personally face? Out of these challenges, what is the biggest personal challenge for you?
   Yeyiphi imicelimngeni odibana nayo? Kuyo lemicelimngeni, ngowuphi oyena okuhluphayo?

2. How can you overcome this personal challenge? Do you have someone to help you overcome the personal challenge?
   Ungayoyisa njani lemicelimngeni? Unaye umntu oncedisana nawe ekoyiseni lemicelimngeni?

3. What in the community do you perceive as dangerous? Name three most dangerous places in your neighborhood/on your way to school.
   Yintoni oyibona iyingozi ekuhlaleni? Biza indawo ezintathu ezona ndawo ezinobungozi ekuhlaleni/ okanye endleleni eya esikolweni.

4. What makes you feel unsafe/scared at home, at school and in the community? How do you avoid this?
   Yintoni ekwenza uzive ungakhuselekanga/ okanye usoyika ekhaya, esikolweni kwaye nasekuhlaleni? Uyiphepha njani lo nto?

5. Imagine you need help with something and you maybe don't want to talk to your parents about it, what places or people could you go to? How do you think could that person help you?
   Yiba nombono ufuna uncedo ngento kwaye mhlawumbi awufuni ukuthetha ngayo kubazali bakho, zeziphi iindawo okanye abantu ongaya kuzo/kubo? Wazi njani ukuba lo mntu angaluncedo kuwe?

6. Imagine your mum or auntie wants to help girls stay safe in Khayelitsha. What do you think she should teach you? Why do you think these are important things to know? Can you give an example?
   Yiba nombono umama okanye umakazi/ udadebawo wakho ufuna ukunceda amantombaza bahlale bekhuselekile eKhayelitsha. Yintono ocinga ukuba anganifundisa yona? Kutheni ucinga ukuba ezizinto zibalulekile ukuba nizazi?

7. How do you like school? Probe for reasons! Are you satisfied with the way you perform at school? Why/Why not? What influences your performance at school? Is there anything you yourself can do to improve your school performance?
   Usithanda njani isikolo? Ngcambazisa izizathu! Wanelisekile yindlela oqhuba ngayo esikolweni? Ngoba? Yintoni echaphazela indlela oqhuba ngayo esikolweni? Ikhona into wena oyenzayo ekuphuculeni indlela oqhuba ngayo esikolweni?

8. Do you think that a good performance in school is important for your future life? Why/Why not?
   Ucinga ukugqwesa kwakho emsebenzini wesikolo kubalulekile kwikamva lakho? Ngoba?

9. What is your favourite subject? Which subject do you not like? Are there any subjects you want to improve in?

   Sesiphi isifundo osithanda kakhulu? Sesiphi isifundo ongasithandiyo? Zikhona na ezinye izifundo ofuna ukuphucula kuzo?

10. Do you know English well? Do you know Maths well? What could you do to improve your English skills? What could you do to improve your Maths skills?

    Ulazi kakhulu na ulwimi lwesiNgesi? Uzazi kakhulu na ezezibalo? Ungenza ntoni na ukuphucula ulwazi lwakho lwesiNgesi? Ungenza ntoni ukuphucula ulwazi lwakho lwezibalo?

11. What did you think we were going to do in the project? What did you think you were going to learn in the project?
    Ubucinga sizakwenza ntoni kule project? Ubucinga uzakufunda ntoni kule-project?

12. In relation to the regular activities in school [eg.MOD center] how do you think Boxgirls is different?
    Ukuqhathanisa neminye imisebenzi yomzimba enziwa rhoqo esikolweni (umzekelo MOD center) inomahluko onjani iBoxgirls?

13. What was your favourite part of the program? Why?
    Yeyiphi indawo oyithande kakhulu kuyo lenkqubo? Ngoba?

14. What was the most important thing you learnt in the project? Why?
    Yeyiphi eyona nto ebalulekileyo othe wayifunda kule-project? Ngoba?

15. What is the biggest change in your life/at school/at home as a result of the program?
    Loluphi utshintsho ebomini bakho/ esikolweni/ nasekhaya ngenxa yalenkqubo?

16. Has the program changed you? If so, how?
    ingaba lengqubo ikutshintshile?ukuba kunjalo,njani?

17. What new things would you like to do/discuss as part of the program?
    Zeziphi izinto ezintsha ongathanda zenziwe/ zixoxwe kulenkqubo?

D. Pre- and Post-Test Girls Scenarios

I	
Today's date: UMhla wanamhlanje:	
What's your name? *Ungubani igama lakho?*	
Which school do you go to? *Ufunda kwesiphi isikolo?*	
Which grade are you in? *Ufunda eliphi ibanga?*	
Which year were you born in? *Ubunangaphi kumhla wakho wozalwa odlulileyo?*	

Siphokazi is on her way home from school. When she passes a tavern, some men start talking to her, saying how beautiful she looks like and if she does want to join for a drink. She refuses, bends her head down and keeps walking. Then she realizes that one of the drunk men is following her. She feels uncomfortable and wants to go home as soon as possible, but the shortest way is a small path behind some shags.

USiphokazi usendleleni egodukayo esuka esikolweni. Xa egqitha esimokolweni kubekho amadoda athetha naye ,awamxelela ukuba mhle kangakanani noba uyafuna ukusela nabo isiselo esinxilisayo.Akavuma ,wajongisa intloko ezantsi waqhubekeka ehamba.Kanti omnye kulamadoda aseleyo iyamlandela.Seziva engakhululekanga ingathi akasafiki kowabo,kodwa indlela ekufuphi kukuphumela kweyona yakhe yancinci indlela emveni kwamatyotyombe.

Please answer the following questions and wrote down your answers in the blank spaces.

What do you think should Siphikazi do now? *Ucinga ukuba uSiphokazi athini ngoku?*	

Do you think she is overreacting? *Ucinga ukuba uyayibaxa kakhulu lendlela acinga ngayo?*	
How could she have avoided the situation in the first place? *Ngeyiphephe njani lemeko akuyo kwasekuqaleni?*	

It's the last day of school. Andiswa gets her report card back. She has bad marks. This is not really surprising for her; the teacher had told her during the last months that her performance was getting worse. She knows why, but doesn't want to tell the teacher. Her mother has a new boyfriend who moved into the house. He is drinking a lot and at night it is usually that loud that she can't sleep. This makes her not being able to concentrate anymore in class, and also, she can't do her homework anymore, because there is always someone around disturbing her at home. As much as she is frustrated now, she thinks that getting good marks doesn't help anyway. She would never be able to find a good job and maybe buy herself a house. And she could also let go and not try hard anymore. She thinks that maybe if she dropped out of school, she could carry other people's bags at the supermarket and earn a little income.

Kuvalwa izikolo.uAndiswa ufumana ingxelo/ireport.Unezi phumo ezimbi,yimothusi lento.Utitshala wakhe kwiinyanga ezindlulileyo uye wamchazela ngokungenzi kakuhle kwakhe esikolweni.Uyayazi yena ukuba kutheni,kodwa akafuni kuxelela utitshala wakhe.uMama wakhe -unomye utata ohlala nabo endlini.Usela kakhulu ubusuku bonke uyangxola nto leyo eyenza uAndiswa angakwazi ulala ebusuku yingxolo.Lonto imenza angakwazi kumamela eklasini ,nemenza angakwazi ukuwenza umsebenzi wesikolo wasekhaya ngoba kukho lomntu umphazamisayo endlini.Ngendlela atshintshe ngayo ucinga ukufumana iziphumo ezintle luchitho xesha.Akasoze akwazi ukufumana umsebenzi olungileyo okanye azithengele yena indlu.Yilonto engazamiyo engafuni kuzama kakhulu.Ucinga ukuba angayeka ukufunda,anga nceda aphathe iingxowa zabantu emarikeni afumane imalana .

Please answer the following questions and wrote down your answers in the blank spaces.

What do you think should Andiswa do? *Ucinga uAndiswa enze njani?*	
What do you think about her idea to drop out of school? *Ucinga ntoni ngocinga kwakhe ngokuyeka isikolo?*	
Do you think going to school will help her later in life? Why/Why not? Ucinga ukuba angaqhubekeka ngesikolo ingamnceda lonto ebomini? Ngoba/ngobautheni?	

E. Post-Test Girls Feedback Letter

Hello Boxgirl,

we want to learn about how you like the Boxgirls program and the peer-facilitators in order to improve our program. You don't have to put your name on the paper, so you can honestly say what you like and what you do not like. Your peer-facilitator will not know what you said! All the questions refer to your personal experiences in the Boxgirls program and there is no right or wrong answer.

Sifuna ukwazi indlela lenkqubo yeBoxgirls nepeer facilitators' oyithanda ngayo, senzela indlela yokuphucula inkqubo yethu. Akudingeki ukuba ubhale igama lakho, ngoko ke unganyaniseka uthethe ngezinto ozithandayo nongazithandiyo. iPeer-facilitator yakho ayizokwazi ukuba uthethe wathini! Yonke imibuzo ibhekise kwindlela oyewayibona ngayo inkqubo yeBoxgirls. Akunampendulo ilungileyo nengalunganga.

Please return the forms next time you come to the program. Thank you very much for helping us ☺

Ngokuzithoba, buyisela i-form xa usiza kwinkqubo yeBoxgirls. Enkosi kakhulu ngoncedo lwakho ☺

I	Never Asoze	Sometimes Ngamanye amaxesha	Most of the times Ngamaxesha amaninzi	Always Ngalo lonke ixesha/ Rhoqo
I get to know other kids really well here *Ndifumana ithuba lokwazi abanye abantwana kakuhle apha*				
I trust the peer-facilitators here *Ndiyithembile i-peer facilitator apha*				
My peer-facilitators know everything that us kids do here *i-Peer facilitator yazi yonke into esiyenzayo apha*				
If I'm bored here, I just choose something else to do *Ukuba ndidikiwe, ndiye ndikhethe ukwenza enye into*				
I wish I wouldn't be anywhere but here *Ndinqwenela ukuba ndingangabikho kwenyindawo kodwa apha*				
I can tell my peer-facilitators here about my problems if I need to *Ndingayixelela ipeer facilitator apha ngengxaki zam xa ndifuna*				
I can really trust the other kids here *Ndiyabathemba ngokwaneleyo abanye abantwana apha*				
There are too many rules to follow here *Kunemiqathango emininzi elandelwayo apha*				
When I want to be alone, my peer-facilitators bother me *Xa ndifuna ukuba ndendwa, i-peer facilitator iyandihlupha*				
I have lots of friends here *Ndinabahlobo abaninzi apha*				
My peer-facilitators really listen to me when I have something important to say *i-peer facilitator yam iyandimamela ngokuqinisekileyo xa kunento ebalulekileyo endifuna ukuyithetha*				
I'm usually bored here *Ndiyendidikwe apha*				
I get to choose what I want to do here *Ndiyakhetha ukuba ndifuna ukwenza ntoni apha*				
The peer-facilitators are very strict here *i-peer facilitators zingqwabalala apha*				

II	Never Asoze	Sometimes Ngamanye amaxesha	Most of the times Ngamaxesha amaninzi	Always Ngalo lonke ixesha/ Rhoqo
I feel comfortable at Boxgirls *Ndiziva ndizinzile eBoxgirls*				
I feel I am part of Boxgirls *Ndiziva ndiyinxalenye yeBoxgirls*				
I am committed to Boxgirls *Ndizinikele kwi Boxgirls*				
I am supported at Boxgirls *Ndiyaxhaswa yiBoxgirls*				
I am accepted at Boxgirls *Ndamkelwe kwiBoxgirls*				

III	**Please check the box below that is closest to how you feel about Boxgirls.** *Khetha ibhokisi esondelene ngendlela oziva ngayo ngeBoxgirls.*			
	Never Asoze	Sometimes Ngamanye amaxesha	Most of the times Ngamaxesha amaninzi	Always Ngalo lonke ixesha/ Rhoqo
There are interesting activities at Boxgirls *Kunemisebenzi enikeza umdla kwiBoxgirls*				
The activities are fun at Boxgirls *Imisebenzi iyonwabisa kwiBoxgirls*				
I learn about new things at Boxgirls *Ndifunda ngezinto ezintsha kwiBoxgirls*				
I like coming to Boxgirls *Ndiyathanda ukuza kwiBoxgirls*				
There are rules I am expected to follow at Boxgirls *Kunemiqathango elindeleke ndiyilandele kwiBoxgirls*				
I feel safe at Boxgirls *Ndikhuselekile kwiBoxgirls*				
I feel like people are happy to see me here *Ndiziva ngathiabantu bayonwabela ukundibona apha*				
I tell my friends to come to Boxgirls *Ndiyabaxelela abahlobo bam ukuba beze kwiBoxgirls*				

F. Drop-Out Questions Girls

1. Why did you leave the program?

   Uyishiyelentoni lengqubo yeBoxgirls?

2. What could have been different to help you stay in the program?

   Yintoni into ibingenziwa ikuncedisana nawe kwenzele uhlale kulengqubo?

3. What did you like / not like about the program?

   Yintoni ongakhange uyithande noyithandileyo ngale ngqubo ye boxgirls?

4. What were your expectations before joining the program?

   Ubulindele ntoni ngoku ubuqala kulengqubo?

5. Were any of your expectations fulfilled? If so, which ones were and which ones weren't?

   Imingqweno yakho ingaba ifezekisiwe? ukuba kunjalo,zeziphi ezifezekisiweyo zeziphi

   ezinga fezekiswanga?

6. If you could change anything in the program, what would it be?

   Ukuba ungatshintsha into kule ngqubo,ingabayi ntoni?

7. What's your idea of a perfect program?

   Yintoni umbono wakho wengqubo entle?

8. Did anyone advise you to leave the program?

   Ukhona umntu othe yishiye lengqubo yeBoxgirls

9. Did you tell anyone that you wanted to leave in advance? If so, did anyone from Boxgirls

   counselled/advised you to stay in the program?

   Ukhona umntu obukhe wamxela ngoku hamba kwakho kwange xesha? Ukuba kunjalo

   Ukhona umntu kwi Boxgirls okukhuthazileyo ukuba uhlale?

10. Do you still feel that dropping out was the right decision for you?

    Usacinga ukuba wenze into elungileyo ngokuba uyishiye lengqubo?

G. Pre- and Post-Test Survey Teacher

Today's date: *UMhla wanamhlanje:*	65
What's your name? *Ngubani igama lakho?*	
What's the school's name that you are working at? *Yintoni igama lesikolo ofundisa kuso?*	
How long have you been teaching at this school? Please write down a year. *Unexesha elingakanani ufundisa kwesisikolo? Ngokuzithoba, bhala unyaka*	

Would you recommend the Afterschool Girls' Leadership Education program to other teachers?

Ungayi xhasa lengqubo yalamantombazana yokuphuma kweskolo kwabanye ootitshala?

_____
_____
_____
_____

In the following we kindly ask you to give information about eight girls that you teach, of whom four are part of Boxgirls and four who are not part of Boxgirls.

Ngezantsi, sicela usinike inkcukacha ngamantombazana owafundisayo kwaye nabayinxalenye yeBoxgirls nabanye abane bamantomabazana obafundisayo abangayonxalenye yeBoxgirls:

- #1: …………………………………………………………………
- #2: …………………………………………………………………
- #3: …………………………………………………………………
- #4: …………………………………………………………………
- #5: …………………………………………………………………
- #6: …………………………………………………………………
- #7: …………………………………………………………………
- #8: …………………………………………………………………

The information you provide should refer to the current situation and performance.

Ezinkcukacha osinika zona kufuneka zihambelane nesimo kunye nendlela abaqhuba ngayo kule emiyo

Girl #1/ Ntombazana #1

What's the child's name you will relate the following questions to? *Ngubani igama lentombazana ozakunika impendulo ngayo kulemiba ingezantsi?*

_____

Since when have you been teaching the girl? Please write down a year. U*qalenini ukufundisa lentombaza? Ngokuzithoba, bhala unyaka*.

_____

Which subjects do you teach to her? *Zeziphi izibhalo/izifundo omfundisa zona?*

_____

Work Habits / *Imikhuba yokusebenza*

Please rate the current classroom work habits of girl #1.
Nceda ukale isimo imikhuba yokusebenza komntwana #1 kwigumbilokufundela.

	Poor/ Iphantsi kakhulu	Average/ Uyazama	Good/ Kulungile	Excellent/ Kulungile ngokugqwesileyo
Follow classroom procedures *Ukulandela imigaqo yasegumbini lokufundela*				
Works well independently *Ukuzisebenzela yedwa*				
Works neatly and carefully *Umsebenzi ococekileyo kwaye nononophelo*				
Use time wisely *Ukusebenzisa ixesha ngokuhlakaniphileyo*				
Completes work promptly *Ukugqiba umsebenzi ngokukhawuleza*				
Keeps materials organized *Ukugcina i-materials ngendlela ehleliweyo*				

Social Skills with Peers – Class room behavior / _Izakhono zokuhlala nontanga - indlela yokuziphatha kwigumbi lokufundela_

In the following, please state how good girl #1 currently is at those skills.
Ngezantsi, dwelisa indlela eziphethe ngayo intombazana

	Poor/ _Iphantsi kakhulu_	Average/ _Uyazama_	Good/ _Kulungile_	Excellent/ _Kulungile ngokugqwesileyo_
Understanding others' feelings _Ukuvelana nemizwa yabanye abantu_				
Is socially aware of what is happening around her _Uqaphele okwenzeka ebomini bakhe_				
Accurately interprets what a peer is trying to do _Uqikelelo olululo olwenziwa ngabalingana bakhe_				
Refrains from responding over-impulsively _Uyazibamba ukuphendula engacingisisanga._				
Generates many solutions to interpersonal problems _Uza nezisombululo ezininzi kwingxaki sonxumelelwano_				
Is aware of the effects of her behavior on others _Unalo ulwazi lweziphumo zendlela aziphatha ngayo kwabanye abantu._				

Current School Performance / _Inkqubo womsebenzi wesikolo kule emiyo_

In the following, please evaluate the current performance of girl #1 in the following academic areas.
Apha ngezantsi, chaza indlela umntwana aqhuba ngayo #1 kwezi zifundo zilandelayo.

	Poor/ _Iphantsi kakhulu_	Average/ _Uyazama_	Good/ _Kulungile_	Excellent/ _Kulungile ngokugqwesileyo_
Reading/ _ukufunda_				
Oral Language _uLwimi (oluthethwayo)_				
Written Language _uLwimi (olubhalwayo)_				
Math / _izibalo_				
Social Studies _izifundo zentlalakahle_				
Science				

H. Post-Test Focus Group Peer-Facilitators

1. What did you think about the program in the beginning? Were your expectations met?

2. In relation to other programs that you know about how do you think Boxgirls is different?

3. What was your favorite part of the program? Why?

4. What was the most important thing you learnt in the project? Why?

5. Has the program changed you? If so, how?

6. What was the biggest success of the program?

7. What were the main challenges of the program?

    a. In relation to the school?

    b. In relation to the sponsor teachers?

    c. In relation to the girls?

    d. In relation to the other peer-facilitators?

    e. In relation to the curriculum?

    f. In relation to the homework session?

    g. In relation to administration (attendance registers, session reports)?

    h. In relation to the HC and the head quarter staff (communication-wise, stipend, safety, contracts)?

8. What were the main challenges that you personally faced (transport, apples, confidence to facilitate, report cards, safety)?

9. Which parts of the curriculum work better than others (diary, energizer, topic of the day, games, homework sessions)? What would be needed to be changed content-wise?

10. From your point of view, does the content of the program meets your girls' challenges?

11. What would you do different if you facilitated the program again (teaching techniques, psychological involvement, different contents of the sessions)?

12. What new things would you like to do/discuss as part of the program?