Theatre for a Change:  
A Project Evaluation of the  
Child Protection Program  

Theatre for a Change, Malawi  

Megan Wanless  
MSc, University of Edinburgh
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CHAPTER ONE: INTRODUCTION

1.1. Theatre for a Change

Theatre for a Change (TfaC) is a non-governmental organisation that was founded in 2003 and is currently operating in Malawi, Ghana and the UK. The organisation’s overarching goal is to improve the sexual and reproductive health of vulnerable and marginalised groups and their vision is to see these groups empowered with knowledge awareness and skills to positively transform their lives and the lives of others at local, national and international levels. TfaC’s methodology is rooted in the medium of interactive theatre and is dedicated to experiential learning using active and participatory tools. TfaC Malawi got its start in 2007 and has since taken on a number of different programs. Its most recent program, the Child Protection Program (CPP), works with sexually exploited children with the goal of improving their sexual and reproductive health and motivating them to leave sex work. The CPP will be the focus of this evaluation.

1.2. Importance and Intent

With the CPP being the newest addition to TfaC programming, TfaC is beginning to reflect on the progression of this program and re-assess where it stands in its third year of operation. As the initiative stemmed out of an identified need within the Alliance for Behaviour Change (ABC) program to create a separate program for children, it has largely been developed in a reactionary nature, where the rising needs of the participants have defined the trajectory of the program’s evolution. While the CPP began with a strong focus on empowering sexually exploited children through behaviour change workshops, after three years of programming it has developed into a much more comprehensive service.

The CPP is now working in alignment with the National Child Protection System (UNICEF, 2012) to identify, assess, and support sexually exploited
children that enter the TfaC program. TfaC provides psychosocial counselling, access to health services and HIV testing and counselling (HTC), conducts home assessments, performs outreach in identified ‘hot spot’ locations and helps refer cases on behalf of participants when needed. It has also developed a Back to School (BtS) Program where participants who finish the workshops are able to access funding to go back to school and continue to receive support through TfaC’s BtS Club.

With the rapid development of such a complex service, TfaC is now in the process of coming up with a clear strategy for the CPP moving forward. With the organisation having expanded beyond its original mandate, it is imperative to assess the program’s capacity in order to ensure that it remains effective, coordinated and sustainable. This project evaluation will be used to help initiate this assessment by looking at the contribution of the behaviour change workshops within the wider scope of the program as a whole.

1.3. Research Objectives

The objective of this research will be to provide an Impact Assessment on the three-month behaviour change workshop program that was conducted from February to April of 2013 in hopes of identifying the successes of the program as well as the challenges that still lie ahead. This analysis will be complimented with a short Follow up Study that was conducted with a group of participants that took part in the same workshops in 2012 in order to investigate the potential impacts on the participants’ lives from a more long-term perspective. It will then situate these findings within the larger scope of the CPP and make recommendations that can be translated into the Child Protection strategy that is currently being developed.
CHAPTER TWO: IMPACT ASSESSMENT

2.1. Overview

As part of Theatre for a Change’s (TfaC) Child Protection Program (CPP) participants partook in a three-month workshop program that aimed to improve the girls’ sexual and reproductive health through the promotion of HIV/AIDS knowledge, child and gender rights, reporting abuse, communication and assertiveness and self-efficacy. Workshops were conducted using participatory techniques such as improvisation, role-play and learning games in order to explore the different situations that affect the participants’ behaviour that put them at risk of sexual exploitation and HIV transmission. The workshops took place twice a week and were conducted by TfaC Child Protection (CP) Facilitators. While the report that follows is meant to assess the impact of the program during the span of the workshop period, one must keep in mind that the participants are part of the wider CPP and have received additional support and guidance within the year the workshops were conducted.

2.2. Research Methodology

2.2.1. Sample

During the time of the Baseline there were 22 participants taking part in the CP workshops, however as the program continued, seven dropped out and four joined partway through. In order to get an accurate depiction of the impacts of the program from start to finish, the data in regards to the participants selected for this report has only been taken from the 15 core members that participated in the entirety of the program from February 2013 to April 2013.
2.2.2. Data Collection Tools

Four main methods of data collection tools were used to compile the findings found in this report: Self-administered Questionnaires, Semi-structured Focus Group Discussion, River of Life Workshop and Key Informant Interviews.

2.2.3. Self-administered Questionnaires

- **Participant Questionnaires:** The questionnaires were created in line with the main goals and objectives of the CPP with the aim of assessing the impact the program had or did not have on participants. The participants were asked to fill out 38 questions at the beginning and end of the program.

- **Facilitator Feedback Questionnaires:** At the end of the workshop period three facilitators were asked to fill out a feedback questionnaire in relation to their personal thoughts regarding the workshops.

2.2.4. Semi-structured Focus Group Discussion (FGD)

The FGD was conducted with a selection of nine participants and took place after the program had finished. The goal was to provide a more in-depth understanding of the participants’ progress and insights moving forward.

2.2.5. River of Life (ROL) Workshop

The ROL workshop was conducted with 15 participants and took place at the end of the program. The ROL is a visual narrative method that aims to capture the impact of a program from the perspective of the participants involved by looking at participant’s lives before, during and after the program. The result of the workshop can be seen in the following picture.
2.2.6. Individual In-depth Interviews

In-depth interviews involved six participants who had not taken part in the FGD and were conducted after the program had finished. The main objective of the interviews was to collect qualitative data in a one-on-one format and addressed the same topics covered in the FGD.

2.2.7. Ethics

Written consent was obtained from all participants along with the participants’ parents or guardians before the data for this report was collected. In cases where participants did not have a guardian, written consent was gained through a local Traditional Authority (Chief) of the area. All participants were made aware that their identities and responses would remain anonymous, secure and confidential and consequently all data collected was labelled using numbers as opposed to participants’ names.

2.2.8. Study Limitations

Due to the age and vulnerable nature of the participants who took part in this research, responses run the risk of being manipulated by the participants perceptions of what answers are ‘right’ and ‘wrong’ or ‘good’ and ‘bad’. With
the CPP offering additional support to the participants as well as the opportunity for them to return back to school, respondents may have felt the need to answer correctly in order to appear 'changed' in the eyes of TfaC.

On a similar note, it must be acknowledged that the data collected for this evaluation can only be attested to by the participants themselves and the Facilitators within the workshops; therefore there remains no way of validating whether the girls behaviour will truly change when back in the privacy of their everyday lives.

In addition there was notable confusion and evidence of inaccurate responses amongst the participants during some sections of the questionnaire. Some information was inconsistent across the Baseline and Endline and was therefore either acknowledged during the report or not used within the analysis.

2.3. Results

Overall, the results of the Impact Assessment have revealed that after taking part in the CP workshops the participants have displayed an improved understanding of the indicators set out during the Baseline. By the Endline, the most significant changes were that participants had relocated to a safer living environment; stated they were no longer exchanging sex for money or gifts; showed interest in going back to school; were able to acknowledge their rights; and all but one had been tested for HIV. While the findings evidence a number of successes, the participants’ understanding of some topics covered throughout the workshops remains inconsistent and will be further emphasised throughout the report. The most notable weakness in the program was the participants’ understanding of condom use, with some of the indicators during the Baseline and Endline showing a negative correlation of knowledge.

These results will now be expanded upon below in order to provide a more in-depth analysis of the findings.
2.3.1. Socio-demographic Profile:

This research focused on 15 participants in the TfaC CPP who attended workshops consistently over a three-month period from February 2013 to April 2013. The respondents’ ages ranged from 13-17, with the average age falling at 15 years old. All of the respondents were female and additionally all reported to be unmarried. Of the 15 respondents, 13 (87%) reported to have no children, while two (13%) reported to have one child.

In terms of academic enrollment, two (13%) of the girls reported that they currently attended school at the time of the Baseline, while 13 (87%) said that they did not. When looking at academic experience as a whole, 85% of the girls had not gone beyond Primary School, and 15% attended some Secondary School. By the Endline however, participants displayed a substantial change in attitude towards attending school – with two of the girls having returned to school after the program and all remaining participants expressing interest in either going back or beginning for the first time.

Respondent I realised that I need education in my life, I feel the only important thing in one’s life is school; I feel sex work will not take me anywhere.

In regards to the respondents' living situations, at the beginning of the program 53% of the girls were living at home and 47% of the girls were living at either a bar (33%) or a rest house (14%). While at the end of the program, 93% reported to have been living at home, with six girls moving back home and one girl moving into the Social Rehabilitation Center (SRC) supported by TfaC. This change in circumstance shows that after the program was completed, the participants were able to change their living situation from a potentially dangerous location (a bar or rest house) to a safer environment (went back home, living at the SRC).
2.3.2. Sexual Relationships:

Sexual Debut

At the beginning of the program, 14 of the 15 girls stated that they had had sex, while one girl said that she had not. Of the respondents who answered that they had had sex, the age of their first sexual encounter ranged from 12 – 16 years old, with the average answer being 14 years old.

- 71% first slept with a boyfriend or boy their age
- 21% first slept with a man
- 8% first slept with men and boys.

Sex in Exchange for Money or Gifts

The average age in which the 14 girls who answered the question stated they had first had sex in exchange for money or gifts was 14 years old. Most of them were paid in cash ranging from 200 – 5000 kwacha, equivalent to approximately £0.50 – £10. When asked the reason respondents chose to have sex for this purpose:

- 9 responded to having had sex to support themselves
- 4 stated that they were forced to
- 1 did not respond

During the Endline, only one participant still reported to still be having sex in exchange for money or gifts. Of the remaining respondents, 12 stated that they were no longer doing so, and one did not respond. Consequently, throughout the program twelve respondents changed their attitude towards having sex in exchange for money or gifts and stated that they now ceased from doing so, evidencing an 86% change in attitude amongst the participants.

In regards to sustainability, with a high percentage of the girls answering that ‘supporting themselves’ was one of the key reasons for having sex in
exchange for money, when asked during the Endline, ‘If you have financial challenges in the future, can’t you go back and sleep with men again?’ the respondents displayed a dedication to holding true to their changed attitudes.

**Respondent** I can’t go back to my past life again. I met a lot of problems doing prostitution and I can’t go back. This is my destination for change.

Additionally, the girls evidenced a good understanding of why they did not want to return to sex work, indicating *not knowing the man’s status* and the *risk of HIV* and *unwanted pregnancies* as three examples. They were also able to address ways in which they would deal with such situations in the future, noting the use of their *body and voice* to protect themselves as well turning to *family or TfaC for further support or advice*. While these indicators cannot guarantee that the participants will not return to sex work, it does display that the participants are well aware of the risks involved and have a good understanding of techniques they can use to protect themselves in such situations as well as who they can turn to when they need help.

### 2.3.3. Knowledge of HIV/AIDS:

At the beginning and end of the program all of the girls reported to having heard about HIV/AIDS, however their knowledge and awareness of the subject varied.

**Myths about HIV/AIDS**

When the girls were tested on common misperceptions regarding HIV, two of the findings are especially worth noting. Firstly, during the Baseline, five (36%) girls responded that you could tell by looking at someone if they had HIV, with nine (64%) answering that you could not.

**Respondent** To be frank with you I didn’t know much about HIV. People used to tell me that an HIV person is always sick and that s/he is slim.
However, at the time of the Endline, only one respondent still held this belief. This is important as it leaves 93% of the girls having obtained the understanding that you cannot identify someone as having HIV by their appearance.

Secondly, in regards to the question ‘Is there a cure for AIDS?’ while the majority of the girls answered correctly with the response ‘no’ in both the Baseline and the Endline, the number of correct responses decreased over the span of the program. This shows that by the Endline a portion of the girls were still unclear as to whether or not there is a cure for AIDS and should therefore be considered when designing future programming.

**HIV Transmission:**

When looking at the Baseline and Endline data, one can see that throughout the program, the girls gained a better understanding of how HIV can be transmitted. The top three responses to the question, ‘How is HIV most often passed from person to person?’ is depicted in the graph below. While the girls had a satisfactory understanding of how HIV is contracted in the Baseline, the confidence in their answers was much more evident during the Endline, with nearly all of the girls choosing the three correct responses. In addition, the four participants who originally believed kissing could lead to HIV, by the Endline abandoned this thinking and chose a correct response, displaying an improved understanding of how HIV is transmitted and how it is not.
How to Protect Yourself from HIV/AIDS

When the respondents were asked, ‘How can you protect yourself from HIV/AIDS?’ in both the Baseline and Endline, the majority of respondents chose the three best answers (ABC: Abstain, Be Faithful and Use a Condom). While most of the findings were evidently consistent, a notable change between Baseline and Endline data shows that one respondent changed her belief within the program from not believing you could do anything to protect yourself from HIV/AIDS in the Baseline, to reporting in the Endline that she no longer believed this.

Respondent  Now I feel I have a brighter future. In the past I didn’t know much concerning how I could prevent myself from contracting diseases but now I know what to do.

While these findings show a good overall understanding of how one can best protect herself from HIV, it should be noted that even after the program one participant withheld the belief that she could protect herself from HIV/AIDS by praying, and one participant continued to believe that she could protect herself by avoiding kissing an HIV positive person. Perhaps these are two subjects that could be further explored, as evidently there is a small percentage (13%) that still remain unclear on these topics.
**Practicing Safe Sex: Condom Use**

During the Baseline Assessment, nine (60%) of the respondents said that the last time they had sex they used a condom, while six (40%) said that they did not. Further, in regards to how often they use condoms during sex:

- 53% stated ‘always’
- 13% stated ‘often’
- 27% stated ‘sometimes’
- 7% stated ‘never’

While in this data it is evident that many (47%) of the girls at the time of the Baseline were not practicing safe sex on a regular basis, as the respondents answered that they were no longer engaging in sex work at the time of the Endline, they requested not to re-answer this section of the questionnaire as they did not see it as relevant. While this could be viewed as a perceived success, judging it as such remains problematic. As even if the participants were no longer engaging in sex work, they still may have been sexually active and condom use would consequently still be very much applicable to their lives moving forward. Due to this gap in data however, this report cannot make any concrete conclusions about whether the girls’ condom use had indeed improved and a change in methodology should be considered for this section in the future.

If one looks at the girls’ level of understanding when it comes to myths and facts regarding condoms, the importance of understanding the level of condom use amongst participants can be further emphasised as their responses are varied and in some cases actually worsened after the program. While the girls adopted a good understanding of not being able to reuse condoms (86% answering correctly in the Baseline; 100% in the Endline) as well as of taking precautions during sex even when you know the person well (57% answering correctly in the Baseline; 100% in the Endline); in the Endline, one respondent took on the belief that it is okay to use a condom from 2002 and in regards to the use of female condoms to avoid getting HIV,
the number of respondents to answer correctly was higher in the Baseline than in the Endline with five participants still answering incorrectly.

2.3.4. Knowledge of Sexually Transmitted Infections (STIs):

While there was no data gathered for the participants’ knowledge of STIs within the questionnaires, throughout the Endline FGD and interviews it became clear that the information on STIs discussed in the workshops had a lasting impression on the participants.

Interviewer  What was the most interesting lesson since you started attending TFAC workshops?

Respondent  The most thing that I have benefited is knowing much about STIs because I was at risk of contracting it if I had not changed.

After the workshops the participants were able to identify STIs such as genital warts, gonorrhea and syphilis, how these infections are contracted and how to seek treatment if one were to contract an STI. It is also interesting to note that when the facilitators of the program were asked about which workshops were most successful, all three mentioned the workshop on STIs.

Facilitator  The most successful workshops were the ones on STIs and HIV/AIDS…we explored the topics in detail and that is when most of them totally stopped visiting bars.

Evidently, the workshops covering STIs seemed to have a major effect on the girls’ understanding of what having unsafe sex can lead to. While there was no emphasis put on this indicator during the Baseline questionnaire, these unintended findings can help improve the program in the future as it has proven to have a positive effect on the girls’ intended change of behaviour.

2.3.5. Stigma:

The majority of respondents demonstrated that one should not discriminate against someone with HIV/AIDS and appeared to be comfortable being in
contact with people who have HIV/AIDS during both the Baseline and Endline assessments. While this positive attitude was prevalent during the Baseline, after the program, data revealed that attitudes in regards to stigma continued to improve further in some areas. In the Endline assessment the number of girls willing to buy food from someone who has HIV/AIDS increased by three, the participants who believed that an HIV positive student should be able to continue studying increased by one and the number of participants who believed an HIV positive teacher should be able to continue teaching increased by four. The number of participants who would be willing to take care of a family member who contracted HIV also increased by one.

These small yet substantial changes show that the program was successful in creating awareness amongst the girls regarding their attitudes towards people who are living with HIV/AIDS and additionally, has increased their willingness to interact and support people suffering with this condition.

2.3.6. Facing HIV:

The graph above shows that throughout the program, five girls that had never been tested for HIV decided to get an HIV test. This is a significant accomplishment, as it shows that the girls are aware of the importance of
getting tested, have achieved the self-confidence to do so and are comfortable in dealing with the results.

**Interviewer** Explain how is it (HIV testing) important?

**Respondent** This is the only way one can know his/her status. If you are found HIV positive you realise that your life was in danger and make a decision to start ARVs immediately. When one is found HIV negative that is the best time to make a U-turn decision and stop sleeping around.

**Interviewer** Are you free to go for HIV test?

**Respondent** I am very free and am proud to say I had had an HIV test here at TfAC recently.

When trying to assess how the respondents would deal with HIV if they were to contract it, most respondents answered that if they were to contract it they would ‘*talk about it with the people they trust*’ and that they would go to a clinic to ‘*get treatment*’. This was consistent in both the Baseline and Endline data with a small positive change in both categories. No one in either the Baseline or Endline answered that they would ‘*kill themselves*’, ‘*do nothing*’ or ‘*hide it*’. Further, in regards to the respondents’ comfort level when talking about HIV, in the Baseline and the Endline, most of the respondents (13 in the Baseline; 14 in the Endline) said that they were confident in talking about HIV/AIDS in groups or with their friends.

Interestingly though, as the girls displayed confidence in speaking about HIV with friends or in groups, when it came to disclosing personal information regarding HIV, they were considerably more reserved about whom they would share that information with. The conversation below helps to further exemplify this:

**Interviewer** Suppose you are found HIV positive can you disclose this to your friends?

**Respondent** To my friends, no. Friends can spread this news in a wrong way… my friends I feel would be just talking about me anyhow thereby destroying my name. Some could even possibly start discriminating me.
One can infer through this dialogue that the girls, despite their confidence in speaking about and dealing with HIV after the program as well as their positive attitudes towards people who may have the virus, are still very much aware of the stigma that surrounds HIV and how it would affect their lives if others were to find out. This is a critical finding, as it shows the importance of not only educating the girls in the program itself, but also the importance of engaging with the broader community in order to create a more tolerant and accepting environment after the program has finished.

2.3.7. Your Rights:

**Gender Rights**

The majority of responses in both the Baseline and Endline data show a solid understanding amongst respondents regarding their gender rights both before and after the program. However, a substantial improvement in the amount of correct responses after the program (62% correct responses in Baseline; 86% in Endline) shows that the workshops were successful in addressing the gaps in knowledge evidenced during the Baseline effectively.

With that being said, it is important to note that while the girls overwhelmingly agreed that *housework is not only women’s work* (93%), that a *girl has the right to refuse to marry an older man who she is not interested in* (93%) and that *it is not okay for a boy to touch a girl’s bum or breasts* (100%), the girls were less confident in their responses regarding whether *boys and girls should be treated equally in the home, family and community* (73%) or whether *boys are more intelligent than girls* (66%). This shows that while the girls may have a good understanding of their gender rights, more attention should be paid to promoting equality and assessing how the girls view themselves in relation to boys. It should be noted that such gendered perceptions and beliefs are deeply ingrained within Malawian culture and will consequently take more time and effort to address; they should therefore be considered an ongoing focus throughout the program overall.
Dealing with Abuse

Throughout the FGD and interviews, abuse came up as an issue the girls were extremely familiar with:

ROL Respondent-I  I used to get beaten, my parents would scream at me and I used to do bad things.

ROL Respondent-II  I would get beaten I would get involved in fights, acting inappropriately.

In order to gain an understanding of how the girls deal with abuse, they were asked, ‘If an adult abused you, what would you do?’ Their responses can be observed in the graph below:

While in the Baseline, two respondents stated they would ‘keep it a secret’ or ‘ask for money to stay quiet’, in the Endline all respondents stated that they would report the abuse. It should also be noted that as the girls could answer as many of the choices given as they saw appropriate, while 27 answers were chosen in the Baseline, 41 were chosen in the Endline. One could draw the conclusion that after taking part in the workshops the girls became more confident in their answers, and therefore the number of correct answers saw
an increase in responses – leaving all participants with the understanding of their right to report abuse.

**Sexual Exploitation**

In regards to sexual exploitation, the participants demonstrated a clear transformation in attitudes in what should happen to an adult who is caught having sex with a child. As evidenced below, the workshops resulted in 100% of the girls believing an adult should be arrested for this behaviour, up from 73% choosing this response before taking part in the workshops. This change in attitude shows that all of the girls now have a clear ability to recognise sexual exploitation as a crime and understand the severity of punishment warranted for the sexual abuse of a child.

![Punishment for Sexual Exploitation](chart.png)

### 2.3.8. Peer Pressure and Healthy Relationships

Throughout many of the discussions, peer pressure arose as one of the key mechanisms that enabled the girls to enter sex work. While the results during the Baseline and Endline were not overly representative with only four respondents answering that they were ‘easily influenced by friends’ during the Baseline, and three answering the same in the Endline, when speaking with the girls, it continued to come up as an issue.
I don’t know what to do. I was changing but then there are some who are trying to make me relapse…I need to still try change, I should ignore them.

And how can that be achieved?

I shouldn’t talk to them anymore.

So they are influencing you because you are still friends?

Yes.

This discussion during the ROL workshop helps to reiterate the importance of providing additional support to the girls after the workshops have finished. Issues such as peer pressure are likely to persist, and therefore added ongoing support and counselling will assist the girls in staying on track and reaching the goals they have set out for themselves.

Looking more closely at the respondents’ abilities to build strong relationships that could in effect help support them to stay on track after the program, the participants’ responses were encouraging and showed a positive change in the relationships with friends and family members after taking part in the TfaC workshops.

I have changed greatly especially on how to interact with my friends. The way I used to talk to my friends then it’s different. For example I didn’t know to forgive and to apologise if I had wronged a friend but now I do say sorry when I am wrong.

What about the relationship with your family?

At first I was very rude to my family members. I think it was the influence of prostitution life that I was living but now I respect them. I value and respect their decisions, all this because of TFaC workshops.

### 2.3.9. Future Dreams and Aspirations

With the CPP burgeoning out of TfaC’s ABC program in response to the recognition that girls under 18 participating in sex work should not be considered ‘sex workers’ but ‘sexually exploited children’, the long term goal of this program is ultimately to get the girls out of sex work and help them
achieve their goals. That being said, when the girls were asked about their future plans, all of them showed interest in either going back to school or going to school for the first time.

**Respondent**  
Now I am thinking of going back to school so that I can become an important person in the future...I want to become a teacher... I want one day to teach and change someone.

Participants expressed that if they were able to go back to school they would become self-reliant, admired within their communities and able to take care of their relatives. Many of the respondents also mentioned that they had never considered going back to school before taking part in the TfaC workshops. By the end of the program, all participants demonstrated a strong commitment to staying away from sex work and 100% of the girls indicated that they wanted to return to school if given financial assistance.
CHAPTER THREE: FOLLOW UP STUDY

3.1. Overview

While the Impact Assessment helps give us a good understanding of the immediate effects of the behaviour change workshops, it is necessary to investigate how these impacts translate into the real lives of the participants once the program has ended. In order to achieve this, follow up interviews were conducted with participants from the Child Protection Program (CPP) in 2012; one year after the program had finished. In addition to finding out more about the participants' lives after the workshops, the follow up interviews will also speak to the relevance of the workshops in relation to the CPP on a whole – as reflections will be based on the entirety of the participants' experience with Theatre for a Change (TfaC) and not just the workshops in particular. Findings will help to situate the results from the Impact Assessment within the broader scope of participants' lives moving forward, and will contribute to the Recommendations section in Chapter Four in hopes of informing the upcoming Child Protection (CP) Strategy.

3.2. Research Methodology

3.2.1. Sample

A total of eight 2012 participants were selected to do follow up interviews in June 2013. Four participants (all males) were chosen based on the fact that they did not return to school after the program, and four (one male and three females) were chosen based on the fact that they did return to school through TfaC’s Back to School (BtS) Program.
3.2.2. Data Collection: Individual In-depth Interviews

Interviews were conducted with the eight selected participants in a one-on-one setting. Two sets of questions were used depending on whether the participant had gone back to school or not after the program had finished with little variation between the two. Interviews were done in Chichewa by a TfaC Facilitator.

3.2.3. Ethics

As all participants had already taken part in TfaC programming in the past, written consent had already been obtained before the interviews were conducted. All participants were reminded that their identities and responses would remain anonymous, secure and confidential and that if they were uncomfortable answering any of the questions they were free to refrain from doing so.

3.2.4. Study Limitations

While there are over sixty participants that have gone through the CPP outside of the most recent group, only eight were available to take part in follow up interviews. Therefore, the information extracted from this follow up can only be attributed to those who took part and cannot stand for all past participants in general.

3.3. Results

Throughout the eight interviews conducted, a clear difference arose between responses obtained from participants who had gone back to school and those who had not. Overall, the main findings showed that participants who returned back to school reported to be happy with their lives, were no longer being sexually exploited, had negotiated safe sex with a boyfriend or girlfriend and
were free to go for HIV testing. When looking at the participants that did not return to school, two of the four stated they were happy with their lives, all were still being sexually exploited through sex work, none had been successful in their attempts to negotiate safe sex and answers were unclear in regards to their HIV testing statuses. Both groups relayed that they are still dealing with peer pressure, and while less BtS participants reported to having experienced abuse since the program, not one of the participants in either group reported the abuse they were experiencing to the police.

These results will be expanded upon below in order to provide a more in-depth analysis of the findings.

3.3.1. Personal Lives:

When looking at the overall happiness levels reported by the participants, all four BtS respondents reported to being happy with their lives after the program. Reasons for being happy seemed to exclusively tie in to their experiences at school.

Respondent-I  I am happy because I was privileged to find an organisation to sponsor me back to school.

Respondent-II  What I like most is that I can be independent once I am educated. This school took away my ignorance.

In regards to the participants who did not return to school, two of the four interviewed stated that they were currently happy with their lives, while the other two stated that they were not. However, it is important to note that while this group did not return to school, other accomplishments arose as things that they were proud of in their lives and contributed to bringing them happiness. Such accomplishments included:

- Giving up beer and smoking
- No longer sleeping with prostitutes
- No longer speaking with sarcasm
Teaching friends about the things learned in the workshops

Reasons given for being unhappy included:
- No longer having the support of TFaC
- Forgetting things learned in the workshops
- ‘Backsliding’ into old forms of bad behaviour
- Not having anything to do

While all BtS participants reported to being happy, only two of the four reported to have good relationships with family and friends, with the same ratio of results reported amongst the participants not in school. Participants who did have good relationships with family and friends noted that they had changed groups of friends and that their family now trusts them as reasons for their improved relationships. Amongst those who did not have good relationships, participants stated that they were no longer living with their family, their family didn’t believe they learned good behaviour through TFaC and that they are continuing to deal with peer pressure as reasons for their unhappiness.

When looking at whether the participants are still dealing with peer pressure, all participants except one (87%) reported that they had experienced peer pressure since leaving the program. In regards to how they dealt with it:
- Two stated they avoided it by changing their group of friends
- Two stated they ignored it
- One stated they remembered the advice from the workshops
- One stated they went to church
- One stated they continue to be pressured and they have not changed

### 3.3.2. Sexual and Reproductive Health:

The results of the interviews identified a distinct difference between the sexual and reproductive health of past participants in relation to whether or not they returned to school after the workshop period was over. It became clear amongst the BtS participants that their new focus and drive to do well in
school was a guiding factor in their ability to remain out of sex work, with all BtS participants claiming that they were no longer being sexually exploited.

**Respondent**

I am now concentrating on school. I do not think of what I used to do in the past. I used to be a prostitute moving around in bars I had nothing to do. This program helped me to stop and go back to school.

Participants who did not return, however, all reported to be experiencing sexual exploitation in the form of having sex in exchange for money and noted having *nothing to do*, and the *need for money* as two of the main reasons for continuing to take part.

When looking at participants’ ability to negotiate safe sex, 100% of the BtS participants reported to have successfully negotiated safe sex with their boyfriend or girlfriend. In the case of the participants not in school, all four reported to have not been able to negotiate safe sex sufficiently. While participants remained aware of the risks involved in partaking in unsafe sex, the concern that the client would not pay them if they used a condom was the main reason for being unable to negotiate successfully.

**Respondent**

We have never discussed about using protection because they were telling us that if we use protection they will not give us money but if we do without they will give us.

In regards to HIV testing, all four BtS respondents stated they were free to go for HIV testing, and while all participants who did not return reported the same, one stated that he *had not gone since 2005 and was happy to not know his status*, one stated that he *doesn’t go because he has been using protection* and one stated that he *has ‘done a lot of things’ since he got tested*.

### 3.3.3. Dealing with Abuse:
When investigating if and how the participants are dealing with abuse, in the case of the BtS participants, three of the four respondents reported to not be dealing with abuse, with the remaining participant having dealt with abuse on her way to school and also at home. In the case of the participants who did not go back to school, while three of the four admitted to having dealt with abuse since the program, all four reported to still be involved in sex work, meaning that one participant does not consider sexual exploitation a form of abuse.

With abuse emerging as an issue half of the respondents interviewed admitted to be experiencing, it is interesting to note that none of these participants reported this abuse to the police.

**Respondent** Sometimes we do meet some boys on our way to school who beat us or even want to rape us.

**Interviewer** Have you ever reported the matter anywhere else?

**Respondent** No. I just leave it like that.

While in some cases, participants relayed that they turned to friends or family for support evidencing an ability to deal with personal problems, it remains clear that the confidence amongst participants to report abuse to higher authorities remains low.

**3.3.4. Participant Feedback:**

Needs that arose amongst the BtS participants included the need for a better place to study and more assistance with their school work; the need to reach out to more children within their villages; and the need to continue to meet with TfaC to continue to learn and gain support. The main needs identified by the participants not in school were the need for an alternative to school through technical and vocational skills and the need for ongoing support and encouragement from TfaC, as many reported to feel ‘useless’ and felt like they had nothing to do.
This report has evaluated the impact of the Child Protection Program (CPP) in hopes of contributing to the development of the upcoming CPP strategy. By looking at the results found in both the Impact Assessment as well as the Follow Up Study conducted, the findings have evidenced that while the behaviour change workshops overall were successful in improving the knowledge and awareness of its participants regarding predominantly HIV/AIDS, child and gender rights, reporting abuse, communication and assertiveness and self-efficacy, the Follow Up Study found that without ongoing support after the program has finished, participants struggle to use this knowledge to protect themselves from sexual exploitation.

This section will therefore conclude the report by making recommendations in reference to these findings in order to build upon the program’s successes and address the areas that are still in need of further attention. It will first focus on the workshop period in isolation from the rest of the program in order to underline specific outcomes that surfaced as a result of the Impact Assessment. It will then use a more holistic lens to examine the findings overall and indicate recommendations for the program more broadly moving forward.

4.1. Workshop Recommendations

4.1.1. Length and Frequency

- The issue of time came up throughout feedback sessions with both the Facilitators as well as the participants. Sessions such as the negotiation for a condom and practicing saying ‘no’ to sex were identified as being too short for the girls to sufficiently practice what they were learning. In addition, the Impact Assessment indicated that participants would benefit from more time during sessions in order to ensure that they are fully able to understand and reflect on what they
are learning, as in some categories there remained confusion amongst participants around certain subjects.

- Frequency of sessions also emerged as an area in need of improvement. Participants noted that sessions were not always happening when planned, and that they had wished they could meet more often.
- In regards to frequency of sessions, it was also identified that there is a great need to continue follow up sessions with past participants in order to continue to offer ongoing support and learning opportunities. While the Back to School (BtS) Club has been successful with the participants who have gone back to school, participants not in school have failed to receive any further support and have therefore stated that they have begun to revert back to their old ways.

4.1.2. Condom Use

- After analysing the data available in regards to participants’ personal use of condoms as well as their knowledge surrounding myths and facts about how they can and cannot be used, it was revealed that the workshops did not teach the girls about condoms or condom use sufficiently. As all of the participants in the program are identified as sexually exploited, it is highly recommended that condom education be implemented into the curriculum of the CP program.¹

4.1.3. Fear as Fact

- Facilitators should be wary of using fear as a device to inform participants’ decisions in regards to sex. A great deal of the feedback relayed participants’ understanding of material based on a learned ‘good’ versus ‘bad’ dichotomy. While this method can be effective in influencing the participants’ views on certain behaviours, a more unbiased and unguided approach will allow the participants the agency

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¹ In response to the findings that emerged during the production of this report, TFaC has addressed the issue by running a weeklong Condom Workshop offered to past and present participants of the CP program. The workshop was attended by 33 children and covered: male condoms, female condoms, negotiating condom use and how to say ‘no’ to unwanted sex.
to internalise what they learn independently and decide how they want to implement this learning into their own informed values and opinions free from any moral judgment.

4.2. Recommendations Overall

4.2.1. Strengthening Support Systems

- The importance of not only working with the children but also their families has come up in both Facilitator feedback as well as during home assessments. In order for the program to prove sustainable, Theatre for a Change (TfaC) has to ensure that when the program has finished the participants continue to gain support at home. Building strong relationships with family is one of the focuses during the workshops, but does not address the participants’ parents’ responsibility in maintaining this or nurturing their children’s newfound ambitions. Working more closely with the parents will add to the participants’ integration back into their everyday lives and will lessen the participants’ dependence on TfaC moving forward.

- Peer groups have also been identified as a group that would be beneficial to work with. Peer pressure has continued to be brought up as something the participants are dealing with and has been a major factor in influencing past participants to revert back to their old lifestyles. Participants themselves have also requested that TfaC work with other children in their communities, as they relay seeing other children who could also use TfaC’s support.

4.2.2. Advocacy and Outreach

- The lack of awareness surrounding the sexual exploitation of children within communities has been identified as a major factor in facilitating its continuation as well as the extremely low occurrence of such incidents being reported. With that in mind, TfaC has created four Community Child Protection Teams (CCPTs) in targeted communities in order to ensure that such incidences are properly understood and reported. With the small number of groups trained so far, TfaC has
already seen an increase in reported cases which has led to a number of vulnerable children gaining access to services and case management systems. With the success of this small initiative, this report would recommend an increase in CCPT groups as well as improved monitoring of groups already in existence. Building the capacity for communities to address and deal with cases of child exploitation will lead to earlier detection of abuse and allow vulnerable children the opportunity to access help and support as soon as possible.

- In regards to the need to raise awareness surrounding sexual exploitation, the implementation of more regular and frequent outreach sessions would be highly recommended. While the Alliance for Behaviour Change (ABC) program currently performs outreach sessions, a more concentrated effort is needed to ensure a more coordinated and efficient outcome from each performance. Outreach sessions could be paired with HIV testing and counselling (HTC) as well as the setting up of CCPTs.

4.2.3. Additional Activities

- Many of the participants, especially those not in schools after the program, relayed having nothing to do as a reason for falling back into old habits. Participants also identified singing and dancing as one of their favourite aspects of the workshops as it helped them to forget about their troubles. With these findings in consideration it is recommended that TfaC establish additional activities for participants both past and present in order to allow the children to develop in an encouraging environment free from the constant focus on their past or ongoing troubles. Implementing additional activities, such as games, arts & crafts, clubs and/or field trips that are separate from the behaviour change workshops would offer participants an opportunity to keep busy and develop their social skills and self-confidence in a setting that they feel safe and comfortable in.
- Such activities could be linked with implementing the involvement of peer groups, as selected activities could encourage participants to include their friends as well.

4.2.4. Safe Environment
- While it is imperative to work on building the capacity of participants’ families to support them back home after the program, it is also necessary to be conscious of the situations where the participant is not able to return home. Currently, if this is the case, the participant is supported to stay at the Social Rehabilitation Center (SRC), which is funded by the Ministry of Gender, Children and Social Welfare. However, throughout the analysis of this evaluation the capacity as well as the safety of the SRC has brought forth concerns regarding its suitability for the CPP participants. Issues of further abuse, violence and stigmatisation have surfaced as factors affecting the participants' well being when brought to the SRC. Already, the program has seen past participants run away from the SRC due to these issues, emphasising the increasing need to prioritise this matter moving forward.

4.2.5. Data Collection
- While TfC’s programming is highly participatory, it is recommended to incorporate more participation into the collection of data in order to address the misunderstandings and discrepancies found during the questionnaire as well as dispel the power inequalities found between the Monitoring and Evaluation team and the participants.
  - Methods such as journaling, free-writing, reflective note-taking, a collective wall and/or more ongoing analysis as a group throughout (See: Cahill, 2007) would bring out deeper understandings of the participants’ personal accounts and would engage them in the process of determining how to analyse their own progress.

4.2.6. Exit Strategy
Back to School Club: The BtS program has emerged as one of the key factors affecting the participants’ long-term success evidenced in the follow up study in Chapter Three. This aspect of the CPP must be acknowledged for its importance and be prioritised in future funding schemes. Amongst participants who entered back to school, issues of study space as well as additional support have emerged as areas that could be further improved upon. Having ‘study’ or ‘extra help’ sessions available to the children at designated times throughout the week would help the students who have identified that they are struggling with school work as well as those who have complained about not being able to work at home. As many of the children are enjoying school, when looking at their progress, many are falling behind in terms of their grades. In order to ensure the long-term sustainability of the BtS program, it is essential that the students be given the support they need in order to be successful academically.

Vocational Skills Training: While the BtS program has seen much success, it is imperative to draw attention to the participants who reject the idea of returning back to school. For many participants, their draw to sex work revolved around their socio-economic situation and they have therefore developed a reliance on sex work as a means to an income and consequently a livelihood. All participants interviewed that did not return to school asked for assistance in developing skills and training in order to find an alternative means of income generation. If TfAC is to offer a sustainable program to all of its potential participants, an alternative to school where participants are given the opportunity to work on skills or access job opportunities would be beneficial and decrease the probability of participants returning to sex work due to financial constraints.

- An alternative option to vocational skills could be developing a cash transfer system, wherein participants who agree to go back to school are given a small stipend in order to sustain their financial needs, therefore allowing them to further their studies without the worries of financial disempowerment.
CHAPTER FIVE: BIBLIOGRAPHY


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