SOUTH AFRICA
VIOLENCE PREVENTION MODEL AND ACTION PLAN
CONTENTS

Acknowledgments 4
Acronyms 5
Executive Summary 7

Chapter one: Introduction 10
Chapter two: Overview of the proposed model 29
Chapter three: An overarching framework 39
Chapter four: Arenas for action 50
Chapter five: Strategies that work 81
Chapter six: Measuring change 97
Chapter seven: Way forward 111

Table one: Summary of case studies 8
Table two: Arenas for action 72
Table three: Sources of funding 79
Table four: GL GBV Capacity building statistics 88
Table five: GL Cyber dialogue statistics 103

Figure one: Reported rape cases, 2001-2007 13
Figure two: What happens to reported rape cases 14
Figure three: Prevention, response and support 24
Figure four: GBV Prevention Model for SA 31
Figure five: The ecological model 35
Figure six: Case studies against Motsei’s model 52
Figure seven: GL GBV and Media Model 70
Figure eight: Soul City’s Edutainment Model 83
Figure nine: Soul City’s Formative Research 84
Figure ten: GL website statistics 103
Figure eleven: GCIS tracking 104

Annexes:
A. List of interviews 114
B. Scope of work 118
C. Summary of case studies selected 119
D. Checklist for review of case studies 122
ACKNOWLEDGEMENTS

The National Prosecution Authority (NPA) on behalf of the Inter Department Management Team (IDMT) and United Nations Children’s Fund (UNICEF) with support from the Royal Danish Embassy commissioned this research undertaken by Gender Links (GL).

Pernille Bengtsen, Winifrida Korosso and Cheryl Blakenberg from UNICEF and Thoko Majokweni and Pumeza Mafani from NPA SOCA Unit managed the research.

A reference group comprising Nicola Christofides, Medical Research Council; Rabbuh Raletsemo, Engender Health; Musa Ngubane who represented Behind the Mask & 07-07 campaign helped to shape the research.

Several individuals and officials from the case study organisations gave generously of their time to amplify information on their work which is at the heart of this study. The case studies include: Ekurhuleni Metropolitan Municipality (Deputy City Manager's office), Gender Links (Gender and Media Programme), Hope World Wide, IMAGE Study RADAR project at the University of Witwatersrand, GEM Project (Felisia to get surname), Iso Labantwana (Child Welfare Department in Gauteng and Western Cape), Men as Partners (Engender Health), Project Ndabezitha (NPA-SOCA Unit), Soul City, Saartjie Baartman Centre for Women and Children in Cape Town and Stepping Stones (Eastern Cape). A full list of those interviewed is attached at Annex A.

Members of the research and management team also wish to thank representatives of the IDMT and of the case study organizations who participated in a review meeting of the first draft of the research. These include: Lulu Ndhlouv, IMAGE Study; Ellie MacPherson, IMAGE Study; Stephen Blight, UNICEF; Aadielan Maker, Soul City; Esther Maluleke, Dept of Health; Thoko Makokweni, NPA-SOCA Unit; Phikolomzi Qwalela, KAS; Rochelle Davidson Mhonde, GL; Irma Maharaj, Sartjie Baartman Centre; Deng Mahlangu, Dept Correctional Services; Pernille Bengtsen, UNICEF; Nhlanhla Mathabathe, Ekurhuleni Metro; Mmabatho Ramagoshi, SABC; Tsholokelo Moloi, Dept of Social Development; Bronwyn Pithey, NPA-SOCA Unit; Pumeza Mafani, NPA-SOCA Unit; Cheryl Blakenberg, UNICEF; Maggie Tserere, NPA-SOCA Unit, Joyce Maluleke, Dept of Justice and Constitutional Development; Julianna Lindsey, UNICEF; Angelica Pino, CSVR; Logan Govender, SAPS; William Letswalo, M, Hope World Wide;

GL Deputy Director Pamela Mhlanga, Gender Justice Manager Loveness Jambaya and intern Mariette van Dijk together with and research associates Jan Moolman and Rochelle Davidson conducted the research. Loveness Jambaya compiled the research report. GL Executive Director Colleen Lowe Morna edited the final report.
<table>
<thead>
<tr>
<th>ACRONYMS</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC (model)</td>
<td>Abstinence, Be faithful, Condoms</td>
</tr>
<tr>
<td>ABY</td>
<td>Attitude and Behaviour Change for Young People</td>
</tr>
<tr>
<td>ADAPT</td>
<td>Agisanang Domestic Abuse Prevention and Training</td>
</tr>
<tr>
<td>AGP</td>
<td>Abalingane Gender Programme</td>
</tr>
<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
</tr>
<tr>
<td>CAB</td>
<td>Community Advisory Board</td>
</tr>
<tr>
<td>CASE</td>
<td>Community Agency for Social Enquiry</td>
</tr>
<tr>
<td>CAT</td>
<td>Community Action Teams</td>
</tr>
<tr>
<td>CBO</td>
<td>Community Based Organisation</td>
</tr>
<tr>
<td>CS</td>
<td>Court Services</td>
</tr>
<tr>
<td>CSW</td>
<td>Commission on the Status of Women</td>
</tr>
<tr>
<td>CTCWS</td>
<td>Cape Town Child Welfare Society</td>
</tr>
<tr>
<td>CWSA</td>
<td>Child Welfare South Africa</td>
</tr>
<tr>
<td>DFID</td>
<td>Department for International Development</td>
</tr>
<tr>
<td>DOH</td>
<td>South African government’s Department of Health</td>
</tr>
<tr>
<td>DSD</td>
<td>Department of Social Development</td>
</tr>
<tr>
<td>DSS</td>
<td>Department of Social Services</td>
</tr>
<tr>
<td>DVA</td>
<td>Domestic Violence Act</td>
</tr>
<tr>
<td>GBH</td>
<td>Grievous Body Harm</td>
</tr>
<tr>
<td>GBV</td>
<td>Gender Based Violence</td>
</tr>
<tr>
<td>GCIS</td>
<td>Government Communications and Information Systems</td>
</tr>
<tr>
<td>GEM</td>
<td>Girls’ Education Movement</td>
</tr>
<tr>
<td>GL</td>
<td>Gender Links</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
</tr>
<tr>
<td>ICRC</td>
<td>International Convention on the Rights of the Child</td>
</tr>
<tr>
<td>IDMT</td>
<td>Inter-Departmental Management Team</td>
</tr>
<tr>
<td>IHDC</td>
<td>Institute for Health and Development Communication</td>
</tr>
<tr>
<td>IPV</td>
<td>Intimate Partner Violence</td>
</tr>
<tr>
<td>JCPSC</td>
<td>Justice, Crime Prevention and Security Cluster</td>
</tr>
<tr>
<td>MAP</td>
<td>Men as Partners</td>
</tr>
<tr>
<td>MoU</td>
<td>Memorandum of Understanding</td>
</tr>
<tr>
<td>MRC</td>
<td>(South African) Medical Research Council</td>
</tr>
<tr>
<td>NGO</td>
<td>Non Governmental Organisation</td>
</tr>
<tr>
<td>NHTL</td>
<td>National House of Traditional Leaders</td>
</tr>
<tr>
<td>NNVAW</td>
<td>National Network on Violence Against Women</td>
</tr>
<tr>
<td>NPA</td>
<td>National Prosecuting Authority</td>
</tr>
<tr>
<td>NQF</td>
<td>National Qualification Framework</td>
</tr>
<tr>
<td>PLA</td>
<td>Participatory Learning and Action</td>
</tr>
<tr>
<td>PPASA</td>
<td>Planned Parenthood Association of South Africa</td>
</tr>
<tr>
<td>PPP</td>
<td>Private-Partner Partnerships</td>
</tr>
<tr>
<td>SABC</td>
<td>South African Broadcasting Corporation</td>
</tr>
<tr>
<td>SAPS</td>
<td>South African Police Service</td>
</tr>
<tr>
<td>SAQA</td>
<td>South African Qualifications Authority</td>
</tr>
<tr>
<td>SBCWC</td>
<td>Saartjie Baartman Centre for Women and Children</td>
</tr>
<tr>
<td>SC</td>
<td>Soul City</td>
</tr>
<tr>
<td>SEF</td>
<td>Small Enterprise Foundation</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>SFL</td>
<td>Sisters For Life</td>
</tr>
<tr>
<td>SIDA</td>
<td>Swedish International Development Agency</td>
</tr>
<tr>
<td>SOCA</td>
<td>Sexual Offences and Community Affairs Unit</td>
</tr>
<tr>
<td>SS</td>
<td>Stepping Stones</td>
</tr>
<tr>
<td>STD</td>
<td>Sexual Transmitted Decease</td>
</tr>
<tr>
<td>TASO</td>
<td>The Aids Support Organisation</td>
</tr>
<tr>
<td>TCC</td>
<td>Thuthuzela Care Centre</td>
</tr>
<tr>
<td>TCP</td>
<td>Tšhomišano Credit Programme</td>
</tr>
<tr>
<td>UN</td>
<td>United Nations</td>
</tr>
<tr>
<td>UNDAW</td>
<td>United Nations Division for the Advancement of Women</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organisation</td>
</tr>
<tr>
<td>UNHCR</td>
<td>United Nations High Commissioner for Refugees</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
</tr>
<tr>
<td>UNIFEM</td>
<td>United Nations Development Fund for Women</td>
</tr>
<tr>
<td>VAW</td>
<td>Violence Against Women</td>
</tr>
<tr>
<td>VCT</td>
<td>Voluntary Counseling and Treatment</td>
</tr>
<tr>
<td>VOMS</td>
<td>Victim Offender Mediation Sites</td>
</tr>
<tr>
<td>WHO</td>
<td>World Health Organisation</td>
</tr>
</tbody>
</table>
Despite its progressive Constitution and laws against gender violence, South Africa has among the highest rates of such violence in the world. In line with the call by the UN Secretary General, the country has adopted a National Action Plan to End Gender Violence. The Kopanong declaration that emerged from the ground breaking conference to develop this plan highlights the need to shift emphasis to prevention.

This study is a mapping of successful and promising strategies for preventing gender-based violence (GBV) in South Africa that is used to construct a model and action plan for addressing gaps and scaling up prevention initiatives. The study arises from a realisation that while there are three dimensions to the national response to GBV - prevention, response and support - the approach has been far more reactive than proactive.

The United Nations Childrens Fund (UNICEF) and the National Prosecution Authority (NPA) that leads the Inter Departmental Management Team (IDMT) on gender violence in government commissioned the research. Gender Links (GL), working with the management team and a reference group formulated the research question as:

“What would a primary gender violence prevention model for South Africa consist of; what are the gaps and what examples are there of interventions in the key areas that could be scaled up, with government support, to make such a model effective?”

To inform the study and selection of case studies, the researchers conducted a desk top review of international best practices that demonstrate the effectiveness of a well designed prevention strategy, including the HIV and AIDS campaign in Uganda and the “Say No” to domestic violence campaign in Australia.

GL also studied the South African campaign to popularise the Constitution, regarded in communication for development literature as one of the most successful contemporary campaigns. The desk top research led to the selection of 11 GBV case studies in four provinces that focus on the individual and family; community; and society at large. Several straddle the different levels. Three of these are government and eight NGO initiatives. Table one provides a summary of the case studies.
<table>
<thead>
<tr>
<th>Case Study</th>
<th>Province</th>
<th>Govt</th>
<th>NGO</th>
<th>Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual/family</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. IMAGE</td>
<td>Limpopo</td>
<td>X</td>
<td></td>
<td>University of Witwatersrand, London School of Hygiene and Tropical Medicine, Small Enterprise Foundation (SEF), Dept of Health</td>
</tr>
<tr>
<td>2. Saartjie Baartman Centre for Women and Children</td>
<td>Western Cape</td>
<td>X</td>
<td></td>
<td>Department of Social Development, Athlone After-hours, Child Abuse Centre, Childline/Lifeline Jobstart (from May 2005-May 2006), Kazak Khululeka, Muslim AIDS Programme W C, Rape Crisis Cape Town, SANCA, The Healing Business, Trauma Centre for Survivors of Torture and Violence, Triple Trust, Western Cape Network on Violence Against Women</td>
</tr>
<tr>
<td>3. Stepping Stones</td>
<td>Eastern Cape</td>
<td>X</td>
<td></td>
<td>Medical Research Council (MRC), Planned Parenthood Association of South Africa Eastern Cape Branch (PPASA)</td>
</tr>
<tr>
<td><strong>Community</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Hope Worldwide</td>
<td>Gauteng</td>
<td>X</td>
<td></td>
<td>Engender Health, Sonke Gender Justice, Medical Research Council, Planned Parenthood Association of South Africa (PPASA), Peacecorp, Dept of Health, Department of Arts and Culture, Department of Social Development</td>
</tr>
<tr>
<td>5. GEM</td>
<td>National</td>
<td>X</td>
<td></td>
<td>Department of Education, UNICEF, Barclays Bank</td>
</tr>
<tr>
<td>6. Isolabantwana</td>
<td>Western Cape/National</td>
<td></td>
<td></td>
<td>Child Welfare South Africa, Department of Social Development, Department of Justice, SAPS</td>
</tr>
<tr>
<td>7. Project Ndabezitha</td>
<td>National</td>
<td>X</td>
<td></td>
<td>National House of Traditional Leaders, Department of Justice and Constitutional Development, National Prosecution Authority</td>
</tr>
<tr>
<td><strong>Society at large</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. NERINA – One Stop Youth Justice Centre</td>
<td>Eastern Cape</td>
<td>X</td>
<td></td>
<td>Department of Social Development, SAPS, Department of Justice,</td>
</tr>
<tr>
<td>9. Gender Links</td>
<td>National</td>
<td>X</td>
<td></td>
<td>GEMSA, GCIS, POWA, NISAA Institute for Women Development; at least 40 other NGOs</td>
</tr>
<tr>
<td>10. Soul City</td>
<td>National</td>
<td>X</td>
<td></td>
<td>Nine regional radio stations, SABC TV, National Network on Violence against Women (NNVAW), 18 training organizations</td>
</tr>
<tr>
<td>11. Ekurhuleni 365 Days of Action to End GBV</td>
<td>Gauteng</td>
<td>X</td>
<td></td>
<td>Department of Social Development, Department of Community Safety, Department of Health, Department of Education, GEMSA, Gender Links</td>
</tr>
</tbody>
</table>
A Compendium of Case Studies, with full descriptions and details of each, accompanies this report. The report itself focuses on developing a gender violence prevention model based on lessons from international experience and the case studies. The model consists of:

- **An overarching national framework** or campaign that provides an enabling environment for initiatives in all spheres and at all levels of society. This builds on the 365 Days of Action to End Gender Violence, with the annual Sixteen Days of Activism campaign as a way of heightening awareness as well as enhancing accountability for targets set.

- **Understanding the relationship between prevention, response and support.** While the focus is on primary prevention, the model emphasises that good response and support mechanisms should also contribute to prevention. For example, tough laws and their implementation should serve as a deterrent to GBV. Shelters should not only provide temporary refuge but empower women to leave abusive relationships, thus preventing secondary victimisation. Working in unison, prevention, response and support strategies can both reduce and GBV and ensure redress for those affected.

- **Stepping up targeted primary prevention interventions at three key levels:** in the home (women, men, children and the family); the community (traditional leaders; religion; schools and sports); and the broader society (the criminal justice system; media and political leadership). Again, if well designed, these initiatives should form a continuum. An initiative to empower abused women should also seek to change the way that their families, communities and society addresses GBV and vice versa.

- **Identifying approaches and strategies that work,** based on communication for social change theories and using these in the design of future interventions.

- **Developing more effective monitoring and evaluation tools,** bearing in mind that up to now most of the data available concerns outputs rather than outcomes. Ultimately, prevention campaigns must be able to demonstrate that their impact moves beyond information and awareness to create knowledge, wisdom and behaviour change. This in turn should lead to a quantifiable reduction in GBV.

The report comprises seven chapters as follows:

- **Chapter one** covers the context, background to the research, objectives and methodology.
- **Chapter two** gives an overview of the model.
- **Chapter three** called “An overarching framework”, concerns the overarching framework.
- **Chapter four,** called “Arenas for action”, explores the interlinking sites (home, community and society) for driving the prevention campaign.
- **Chapter five** identifies the strategies found to have worked best.
- **Chapter six** explores how progress can be tracked more effectively.
- **Chapter seven** summarises conclusions and recommendations; and proposes a process plan for implementing the model and highlights key funding issues.
Chapter one: Introduction
CHAPTER ONE: INTRODUCTION

“Violence against women and girls continues unabated in every continent, country and culture. It takes a devastating toll on women’s lives, on their families, and on society as a whole. Most societies prohibit such violence — yet the reality is that too often, it is covered up or tacitly condoned”. — UN Secretary-General Ban Ki-Moon, 8 March 2007

A story is told1 of a woman who, while washing her clothes by the riverside, saw someone being swept downstream struggling to keep their head above water. The woman jumped in, grabbed the person, and helped them to shore. The survivor thanked her and left. She dried herself and continued washing clothes.

Soon she heard another cry for help and saw someone else being swept downstream. She immediately jumped into the river again and saved that person as well. This scenario continued all afternoon. As soon as the woman returned to her washing, she would hear another cry for help and would wade in to rescue another wet and drowning person. Finally, the woman said to herself: “I can’t go on like this. I’d better go upstream and find out what is happening.”

Prevention strategies as a way of responding to GBV imply taking a proactive stance to stop people from falling into the stream and possibly drowning, whilst at a reactive level making sure that if they do fall in the stream, they are rescued and there is support to ensure that they do not fall back in.

The old adage: prevention is better than cure is as relevant in the fight against GBV as in any other social or health-related ailment. Violence prevention programmes need to be holistic and build on evidence targeting those at risk (primary prevention) or those who have been victims or offenders in order to reduce re-victimisation or re-offending (secondary prevention).

This study is about moving upstream to the source of the problem, rather than waiting to rescue drowning bodies in the downstream. The report should be read in tandem with the Compendium of Case Studies that accompanies this report with full details of the eleven promising prevention models studied in South Africa from which the insights and arguments are drawn. This first chapter covers the country context; causes of gender violence; key challenges facing the country; objectives of the study; methodology and its limitations.

Context
The starting point for identifying ‘good’ models for preventing gender violence is a working definition of this human rights violation. The 1993 UN Declaration on the Elimination of Violence Against Women, Article 1, provides that gender based violence is “any act of gender based violence that results in, or is likely to result in, physical, sexual,

or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life”².

This broad definition suggests that prevention strategies must focus on risk, environmental and other system related factors that enable or create a propensity towards gender based violence; the ultimate focus is to prevent gender based violence from initially occurring. The nuanced nature of gender based violence must be factored into the approaches, such that specificity is introduced into each area of work. For example, approaches to domestic violence and public gendered violence will vary, but are underpinned by the need to address the violence at multiple levels.

The Declaration on the Elimination of Violence Against Women, a UN General Assembly resolution passed in 1993, extends the definition of gender-based violence beyond physical or sexual violence. It encompasses equally insidious forms of violence against girls such as economically coerced sex, sexual harassment, demeaning language that undermines self-esteem, including assigning girls to perform domestic tasks at school while others study (UN General Assembly, 1993). Gender based violence therefore is a term that broadly incorporates behaviours that manifest as physical, sexual, or psychological damage to women or girls.

Violence against women and girls is a global scourge of pandemic proportions. At least one out of every three women around the world has been beaten, coerced into sex, or otherwise abused in her lifetime — with the abuser usually someone known to her. Perhaps the most pervasive human rights violation that we know today, it devastates lives, fractures communities, and stalls development.³

On 8 March - International Women’s Day- this year, UN Secretary General Ban Ki-moon launched the global “Say NO to Violence against Women” campaign. The aim is to mobilise public opinion to ensure that policy makers at the highest level work to prevent and eradicate violence against women.

South Africa has one of the world’s most progressive constitutions that guarantees gender equality. Yet violence against women and children persists. A 1994 study based on World Bank data found that out of about ten selected risk factors facing women, rape and domestic violence rated higher than cancer, motor vehicle accidents, war and malaria.

² The definition encompasses a broad range of abuses physical, sexual, psychological in the private and public spheres, and includes traditional practices harmful to women, sexual violence related to exploitation, trafficking in women and forced prostitution. The expanded definition, resulting from the 1995 Beijing Platform for Action, includes systematic rape, sexual slavery and forced pregnancy; and recognizes the vulnerabilities of women belonging to minorities such as the refugee and migrant women, indigenous women and others.
³ UN Say No to Violence against women campaign: Facts and Figures on Violence against women http://www.unifem.org/campaigns/vaw/facts_figures.php
**Sexual offenses**

The graph below of rape cases reported to the South African Police Service (SAPS) shows that there has been a decline from about 55,000 cases a year in 2004/2005 to just over 51,000 cases in 2006/2007. However, studies by the Medical Research Council suggest that only one in nine rape cases are reported in South Africa (hence the “One in Nine Campaign”).

**Figure one: Reported rape cases, 2001-2007**

![Graph showing reported rape cases, 2001-2007](image)

Figure two, based on official statistics, shows that of the reported rape cases, only 7.7% result in a successful prosecution. A high proportion of cases are withdrawn before they go to court or after they get to court. Of those that get to court, about half fail to secure a guilty verdict often as a result of insufficient evidence. What these figures suggest for the vast majority of rapists are either never taken to court or convicted: they get away with rape.
Figure two: What happens to reported rape cases

For rapes that are reported, CJS statistics indicate that rape has several large areas of exit of cases

Nationally in 2000, a guilty verdict was achieved in 7.7% of all reported cases of rape of victims of all ages, 16.8% of rape cases referred to court, and 48.9% of rape cases finalised

Rape Case Progress through the Criminal Justice System, 2000 (All Ages)

<table>
<thead>
<tr>
<th>Cases Reported</th>
<th>Cases Withdrawn before Court</th>
<th>Untraced</th>
<th>Unfounded</th>
<th>Under Investigation</th>
<th>Referred to Court</th>
<th>Withdrawn in Court</th>
<th>On Trial</th>
<th>Alternative Completion</th>
<th>Not Guilty</th>
<th>Guilty</th>
</tr>
</thead>
<tbody>
<tr>
<td>52,975</td>
<td>10,059</td>
<td>15,767</td>
<td>13,657</td>
<td>7,950</td>
<td>8,380</td>
<td>4,227</td>
<td>4,000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The numbers reported above are a “snapshot” of the number of cases recorded at each stage at the time. It does not, therefore, provide a means of tracking a case from start to finish. “Under Investigation” and “On Trial” are balancing figures used to cater for the time lag in the flow.

Source: Crime Information Analysis Centre (CIAC), Rape and Attempted Rape Statistics, June 2001; Monitor Analysis

These so-called contact crimes usually occur between people who know each other (e.g. friends, acquaintances and relatives). Yet the courts, police and society at large still find it very difficult to understand how a woman can be raped by a person she knows.

Domestic violence

The South African Police Service (SAPS) does not have a separate crime category for domestic violence. Most of such cases are included under indecent assault. The statistics prompt many more questions, and too few answers. For example, of the 226 942 cases of “assault with the intent to inflict grievous bodily harm” in the period 2005/2006, how many of those were men who were abusing their partners in a domestic relationship?

The link with HIV and AIDS

Several studies have revealed increasing links between violence against women and HIV and AIDS. A survey among 1,366 South African women showed that women who were beaten by their partners were 48 percent more likely to be infected with HIV than those
who were not (UNAIDS, UNFPA, et al (2004)) as there is a correlation between risky sexual behaviour and violence. As any form of coerced sex carries a high risk of HIV infection, sexual assault is a major contributory factor to the pandemic.

**Hate crimes**

The last few years have witnessed an increase in “hate crimes” often directed at lesbians. Examples include the 2007 killing of two lesbian women in Soweto, and before that the glass bottle thrown at the neck of a young woman during the annual gay pride parade. Disabled women also experience gender violence in particularly painful and perverse forms.

**Femicide**

National figures for intimate femicide (men's killing of their intimate female partners) suggest that this most lethal form of domestic violence is prevalent in South Africa. In 1999, 8.8 per 100 000 of the female population aged 14 years and older died at the hands of their partners - the highest rate ever reported in research anywhere in the world (Mathews, Abrahams, Martín, Vetten, Van der Merwe and Jewkes, 2004). Put differently, one woman every six hours or four women every day are killed by an intimate partner in South Africa.

Fifty per cent of women in this study were killed by partners with whom they cohabited, 30% by men they were dating and 18% by the men they were married to (ibid). No other South African studies examine the effect of relationship status on domestic violence. Theories attempting to explain this association between relationship type and violence in intimate relationships have not been advanced either. One may speculate that this vulnerability to violence is perhaps linked in part to the inferior legal status of cohabiting relationships, with women in such domestic partnerships enjoy few legal protections. Poverty and unemployment have also been cited as additional key reasons why women remain in relationships where men chose not to marry them (Mathews et al, 2006).

Statistics show that four times more men than women kill their partners; only 8 percent of these men are sentenced to more than 21 years in jail while most women receive sentences in excess of 21 years, and women who hire hit men to kill their abusive partners while they sleep receive the harshest sentences of all.

---


6 The Star, 26 September 2005.

Children
Although most forms of GBV have common roots in the power that men have over women and children in society, it is important to distinguish between violence against women and children. Clearly, it’s a complex matter and there are many points of intersection. Domestic violence inevitably impacts on children, directly and indirectly.

The girl child in our society is the most vulnerable both to gender violence and HIV AIDS. A difficult question is when exactly does a girl become a woman? The age of majority is 18. But most girls experience their first sexual encounter long before this; and in a high proportion of cases this is coerced.

Yet when women and children are lumped into the same camp, it sends home the patronising message that women never quite grow up to be full adults.

At the end of the 2004 Sixteen Days of Activism campaign, Star columnist Nicole Fritz in her article “Sentimental campaign another blow to women” (6 December, 2004) raised a valid point in this article, and at a subsequent debate before the start of the 2005 about the need to distinguish between women and children. She argues that children are the responsibility of society and they must be cared for. Women, on the other hand, are adults who primarily deserve not our pity or care, but their right to bodily autonomy.

Still, the statistics are staggering. Child protection services estimate that more than 40 children are raped everyday in South Africa and that one in three girls and one in five boys will suffer sexual exploitation in one form or another. The department of Home Affairs launched a child pornography hotline in December 2004. The following statistics reflect the economic vulnerability of children in South African society:

- The Survey of Activities of Young People (SAYP) commissioned in 1999 by the South African Department of Labour found that more than half a million children between five and 14 years of age work for long hours, mainly collecting wood or water.
- Close to 400,000 children do night work;
- 183,000 do three or more hours a week of paid domestic work and 137,000 work with or close to dangerous machinery or tools.
- About 19,000 children (0.1%) beg for money or food in public for three or more hours a week.
- More than 70% of children work to help their families, either willingly or unwillingly.
- According to the 1995 October Household Survey, 42 percent of children live with their mother only, and this pattern is most common for African (46 percent) and coloured (37 percent) children.
- The 2001 census indicated that 2.03% of households were headed by children below the age of 20.
Activists argued that their right to communicate and to be heard is an equally important, complementary right.

**Schools**

School-related gender violence can be broadly clustered into two overlapping categories: explicit gender (sexual) violence, which includes sexual harassment, intimidation, abuse, assault and rape, and implicit gender violence, which includes corporal punishment, bullying, verbal and psychological abuse, teacher’s unofficial use of students for free labour and other forms of aggressive or unauthorised behaviour that is violent (Akiba et al, 2002).

School safety is a major education problem in South African secondary schools, and many students have reported feeling unsafe in the school environment (Human Rights Watch, 2001).

A study conducted by the South African Medical Research Council (MRC) (2003) for the Department of Health, entitled, The 1st National South African Youth Behaviour Survey provides statistical data of violence in schools. The landmark study established a baseline for future studies by providing information on the unsafe school environment. The study consisted of 23 schools in each province, which sampled 14,776 learners. The quantitative report revealed the following:

- 17 percent of students carried weapons,
- 41 percent of students were bullied,
- 14 percent belonged to gangs,
- 15 percent had been forced to have sex,
- 15 percent had been threatened or injured on school property,
- 19 percent were injured in fights and
- 32 percent felt unsafe at school (MRC, 2003).

Another study revealed that 50 percent of students had experienced violence either as victims or perpetrators.

---

8(Akiba et al., 2002) conducted a study on school violence in 37 nations, based on TIMSS data. This report viewed school violence largely in terms of delinquency, youth crime and classroom disruption. Although figures on rape are provided, there was no attempt to distinguish sexual violence from other forms of school violence.

9 Swart et al (2002) conducted a study on the prevalence of violence in teenage dating relationships.
Young women at risk
A female learner aged 14 (grade 9) was forced into an arranged marriage for one month. After being locked in a room, forced to hide from visitors and forbidden to speak her ‘husband’ eventually allowed her to return to school. She immediately went to the Life Skills teacher and reported what had happened to her.

The authorities were called and a case was filled against the aunt and the man. Apparently the uncle was not aware of the arrangement and wept bitterly when he heard the news. The case was heard in court; the man (husband) was charged with assault, and the learner was released back into the custody of her uncle.

During an interview once she was back in school and receiving some counseling, though still living with her uncle and aunt, she said:

“My uncle traveled abroad for a few months and my aunt arranged for me to be married to a complete stranger, a 43-year-old man living in a village 100 kilometers away. One day after school this man came to get me from school and told me to come with him; that he was my husband; and my aunt made all the arrangements. I try to tell him that I must go and get my things, because I was thinking it would give me time to run away, but he said no and forced me into the car. I was afraid and knew I had my rights. They taught me in GEM to speak out. Before GEM I would have been afraid and ashamed to tell what happened to me, but now I know it is not my fault, and I have my rights.”

No other action or charges were filed against the aunt. When asked about the fact that the child was returned home, the Life Skills Coordinator responded: “Where else could she go, she wanted to return home. She has three years of schooling left, hopefully she will make it.”

-14 year old female learner, Limpopo

Causes of GBV
Several studies have attempted to identify the root causes of GBV in South Africa. These comprise a complex web of factors that have conspired to make GBV an accepted norm. To un-root this scourge it will take a fundamental transformation of societal attitudes and mindsets cemented over generations and every day reinforced by culture, tradition, religion, popular culture and the media, to mention but a few.

Social and cultural factors
For a start, all of South Africa’s 11 ethnic groups are steeped in patriarchal traditions. As Constitutional Court judge Albie Sachs once put is, “the only truly non-racial institution in South Africa is patriarchy.”

Men expect to be dominant and many women accept the perception that women are subservient to men in relationships. Rules and prescriptions relating to gender roles and relations are mainly applied to women; the work they must do, the role they must play in family and society, who they may associate with, their movements, and so on. These rules aim to “keep women in their place”.

A study of domestic violence in four villages in Moretele District in South Africa revealed that:

There is a layered development of rules over the various stages of a woman's life. The regulation of a woman's contact with members of the opposite sex— and related thereto her movements, dress and even her relationships with other women— are consolidated over these life phases. From childhood, a girl is groomed and prepared for marriage, and the role through which she— and her family— will be realised. A young woman who fulfils her domestic responsibilities and duties, and follows prescripts on movement and behaviour (being obedient, respectful, dressing modestly etc.) is respected, and similarly, is perceived to be showing respect for herself, her elders and her parents. The reputation and integrity of a family stands or falls according to the extent to which its members have schooled their daughter to be a good, obedient and respectful wife. This is because women are described as the property of the family, especially of the father as head of the family. Preserving their integrity by raising a respectable wife for a man brings status to a family, and ‘protects magadi’— that is lobola.

Because the locus of authority over a young girl is her father— and the daughter is the property of the family, and the father more specifically— the condemnation of the violence perpetrated by a boy dating a girl is related to the violation/damage of the property belonging to the father. The boy is disrespecting the father— overstepping his position and therefore challenging the powers of the legitimate holder/s of authority— if he beats the girl. For example one of the respondents from the focus groups said ‘No man is allowed to touch my daughter unless she is married to that person. He is disrespectful of me if he beats her. He clearly shows that he will abuse her if he marries her. You can discipline your wife not someone you are not married to and did not pay ‘magadi’ (lobola) for’.

Where there is disagreement between and within focus groups on violence in dating relationships, the differences centred more on whether boys have a ‘right’ to discipline girls. Beating a woman is a ‘right’ or prerogative earned through marriage. Participants in seven of the focus groups condemned young men for beating their girlfriends. In five of the groups participants reasoned that the young men have not paid magadi and therefore have ‘no right’ to beat the girl, suggesting that some participants believe that married men are permitted to beat their wives. (Hargreaves et al, 2006)

This is confirmed by (Strebel A, et al 2006, pg 518) in research conducted in Western Cape, South Africa. Among all the key informants there was clear recognition of

---

traditional gender roles in communities, which involve women staying at home to raise the family and men going out to work to provide for the family. Women were expected by men to be submissive to their husbands and men were expected to be the decision makers.

**Gender roles**

The following comments made during the research conducted in the Western Cape underscore perceptions of gender roles in South African society:

- If you are a woman, you are supposed to look after the house while the man goes out to work ... men think they are bosses, they think whatever they say a woman must agree with even if it is wrong - woman respondent, social worker.
- As men we are supposed to care for the family, that’s our role ... once you start a family it is your responsibility as a man to ensure that your family is provided for - male respondent, church leader.
- For me it’s (the cause of gender based violence) the power problem you know, men want to be seen as ‘I am in charge’ and secondly for me it’s the problem of unemployment that results in men abusing women. So sometimes what would happen is that I am not working and wife is working, so the wife is bringing the salary into the home ... the calls comes out and they start fighting. Even when they are both not working and hunger a man may still expect food on the table from the wife and “he will fight her because he’s sometimes drunk...unemployment plays a big role- respondent.
- A Xhosa women was abused, she was burnt... but still she said she can’t leave her husband because her family and his family had to first talk together... culture plays a role, you feel sorry for her, but culture holds her back” - Coloured woman respondent.

In a report entitled “Love is a dangerous thing: micro-dynamics of violence in sexual relationships of young people in Umtata” (1998) Katherine Wood & Rachel Jewkes conducted 30 in-depth semi-structured interviews with young people between the ages of 16-26 years in Umtata, Eastern Cape. One of the key findings was the broader context of violence in the community:

- Physical violence between same-gender peers resulting out of intense competition for sexual partners.
- Sexual threat and bullying on the streets by gangs of tsotsis (unemployed school drop-out armed with knives and occasionally guns who smoke marijuana and drank alcohol.
• Violence in the home by being beaten by parents as the normal form of punishment and even witnessing father beating mothers.
• Beating at circumcision school with sticks by their elders and this physical punishment is accepted as a necessary part of their transition to manhood. Also, even though corporal punishment was outlawed in 1994, it still continues in schools.

In this context, GBV is seen to be normalised. Violence appeared to be a result of female partners breaking certain rules of engagement (i.e. having other boyfriends or being unfaithful) or resisting male attempts to enforce these rules. Essentially the men felt that they had to enforce these rules of male sexual entitlement if they were ever challenged by their female partners.

<table>
<thead>
<tr>
<th>Where do I go for a positive role model?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following description by a male gender activist of how he struggled to find a positive role model is a reflection of how deeply ingrained sexism is in South African society:</td>
</tr>
</tbody>
</table>

“I attended a workshop in which there was an activity looking at positive role models for me, and participants mentioned Mandela and people like that. The facilitator asked us to ‘bring it home’ and to think of role models in our own lives. And I couldn’t find any in my life.

I thought of my father, I thought of my uncle, I thought of the men around me, and I was blown away because I could not come up with a man as a positive role model. That challenged me a lot. It was very hard to think that I might be associated with the bad image that men have – as perpetrators and so on. I was really impacted by the bad image of men as the perpetrators of violence, men are the rapists.

So I said, I want to change, I want to make a difference, I want to play a positive role in other young boys’ lives”.

- Sgidi Sibeko, MAP coordinator at Hope Worldwide (EngenderHealth, 2005 in Peacock, 2005)

<table>
<thead>
<tr>
<th>Historical factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural and societal factors are compounded by the country’s history of apartheid. Some individuals and communities internalised the brutality experienced in that era such that it became a way of life.</td>
</tr>
</tbody>
</table>

Black men who had been belittled at work or imprisoned would come home angry and take out their anger on those over whom they had power- their families. White men who learned to glorify violence also took their violent habits back into the home. All this compounded the glorification of brutality and male violence in South Africa's macho culture.

<table>
<thead>
<tr>
<th>Economic factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>The legacy of apartheid worsened the socio-economic conditions of women as they remained at home while men went to work as migrant labour. Women were and continue to be heavily depended on their partners for their livelihood making it difficult to leave abusive relationships.</td>
</tr>
</tbody>
</table>
While gender violence cuts across class, race and ethnicity, there is no doubt that poor women and children are far more vulnerable to violence, and have less access to recourse, than those who are economically empowered.

**Poverty, violence, HIV and AIDS**

Sekhukhuneland District is located in the Limpopo Province, in northern South Africa. Limpopo is home to over 5, 4 million people and is considered as the most rural province in South Africa comprising mainly of poor communities, ((2008) SSA)\(^{12}\) In per capita income terms, the province is the poorest (SSA, 2003a). 60% of households live below the poverty line and only one third of the population has access to employment. In Sekhukhuneland the poverty rate is higher than the provincial average and is estimated to be 79.1% (Kalie Pauw (2005) Provide Project: A profile of the Limpopo province: Demographics, poverty, inequality and unemployment).

The impact of poverty in the area is compounded by high levels of unemployment (almost 40%) and labour migration to neighbouring cities. Women are the most affected as they have to stay at home to fend for the family while the men go to look for employment. It was also observed that culture and tradition in the area help perpetuate the subordinate status of women and gender based violence is widely accepted as a social norm.

Links between poverty, gender based violence and HIV were identified as important points of intervention through observing obstacles to existing health sector approaches

The IMAGE study used a cluster randomised trial design to test the hypothesis that combining a microfinance based poverty alleviation program with participatory training on HIV risk and prevention, gender norms, domestic violence, and sexuality can improve economic well being, empower women and lead to reductions in intimate partner violence (IPV).

Substance abuse is also a factor which exacerbates violence against women and children within communities. The high rate of unemployment and other socio-economic problems fuel this problem as people tend to substance abuse to get even temporary relief from life stresses. Feelings of inferiority, inability to effectively communicate, broken homes that lead to emotional neglect, isolation, relation problems, anger etc all lead to violent behaviours.

**Popular culture, advertising and the media**

Popular culture, advertising and the media every day reinforce gender roles and stereotypes in society. Various gender and media studies conducted by Gender Links, the Media Institute of Southern Africa (MISA) and the Media Monitoring Project (MMP), discussed in greater detail in the Compendium of Case studies, show that women constitute about one fifth of all media sources. They are portrayed in a limited range of roles, most often as sex objects or victims of violence.

---

The Gender and Media Baseline Study (GMBS, 2003) showed that even on the subject of gender violence, men’s voices are more likely to be heard than women. Part of the reason for this is that the majority of GBV stories emanate from the courts. Court reporters are predominantly male and court processes are male dominated.

As the collage of GBV articles shows, stories on gender violence are often sensationalised and not told from a human rights perspective. They accentuate the bizarre, with little regard for women’s experiences. In addition to the collage in the graphic opposite, examples of headlines from a GL monitoring project on gender violence in 2004 include: “Henpecked hubby terrified of cops – so lies to cops”; “Community hand over sex-bid man”; “Spouse-killer rewarded robbery with sex”; “Battered woman in coma, accused on bail”; “Wife bashers: try love and sex instead”.

Insensitive language compounds the problem. For example a tabloid newspaper recently referred to the penis of an alleged rapist as the “spear of the nation” and justified this by saying this is township taal (language).

Perpetrators are often exonerated, and victims blamed. For example in femicide stories it is common to get headlines like “he loved her so much that he killed her”. It is common to find stories suggesting that women deserve to be beaten or killed because they have not performed their wifely duties.

Research by the MMP shows that gender violence is often covered as an individual assault or rape case, and not in the context of gender based violence. The passing of the Sexual Offences Bill that took ten years often fell off the agenda. Such a topic, according to SABC reporter Sandy Mc Cowen, is not considered “sexy” by the media.

There are proportionately very few stories on the work of organisations that work to end gender violence and provide support to survivors of violence. These stories do not carry details on how the organisations can be accessed. Invariably survivors of gender violence say that they do not know where to go for help.

Where GBV is reported journalists still often identifying the victims without obtaining consent. According to MMP researcher Sandra Roberts this is because: “Some journalists do not follow the ethical code of conduct, while others simply do not know the law regarding the identification of victims.” This results in secondary victimisation.

**Conspiracy of silence**

The above factors all contribute to an effective conspiracy of silence around GBV. This starts in the home, with women and children being discouraged by everyone around them (including other women, like mothers and mother-in-laws) from reporting violence.
Those who do report get a cold response from the criminal justice system: the police tell women it is a private matter that should be resolved at home; cases are poorly investigated; files are lost and male judges are inclined to see things from the perspective of alleged perpetrators. Popular culture and the media at best reinforce gender stereotypes; at worst glorify gender violence. It is little wonder, within this milieu, that GBV continues to thrive.

**Prevention under the spotlight**

As those involved in the struggle against GBV realise that they seem to be fighting a losing battle, it has become apparent that there is need for a fundamental shift in strategy from tinkering with the symptoms to tackling the root causes.

**Figure three: Prevention, response and support**

Every department needs to be involved to address these problems

> Our response to rape has focused on Response and Support. Prevention has largely been sporadic with limited involvement from other departments.

Figure three represents the prevention, response and support framework used by the IDMT in its work. To the left of this graphic are the government departments represented in this structure. Most of them are oriented towards response and support. To the right are all the other departments, including education, transport, sports, recreation etc. The graphic reflects the paradigm shift that has been taking place over the last few years. As stated: “our response to rape has focused on response and support. Prevention has largely been sporadic with limited involvement from other departments.”
In May 2006, the South African Government and a broad cross-section of partners adopted a multi-sector 365 Day National Action Plan to End Violence against Women and Children. Among its several commitments, the Kopanong Declaration placed at the top of its list the commitment to “strengthen and place far greater emphasis on prevention.”

The 2007-2011 UNICEF and South African Government Country Programme Action Plan has a specific programme addressing the protection of Orphans and Vulnerable Children, and a specific focus on the Prevention of Violence Against Women and Children. This focuses on community partnerships, particularly targeting men, traditional leaders, community and faith-based organisations and integrates interventions from the education and adolescent development programme.

**Objectives**

This research, commissioned by the NPA and UNICEF sought to:

- Conduct a mapping (a comprehensive review) of a minimum of 8 (researchers studied 11) “promising” violence prevention models in use in South Africa in order to design a model for prevention of violence and abuse against children and women to be taken to scale by the Government of South Africa. Priority is to be given to “promising” programmes that represent comprehensive or integrated models of prevention, especially those that target young children.
- Identify “promising” programmes/interventions.
- Design - after identification of corrective actions and lessons learnt - a comprehensive model(s) for violence prevention integrating primary, secondary and tertiary violence prevention and develop a plan for scale up.

**Process**

The scope of work is attached as Annex B. In summary, the research followed the following steps:

- Desk review of prevention models in use in South Africa (October to November 2007).
- Desk review of international best practice models of violence prevention (October to November 2007).
- Reference group meeting to identify and involve key stakeholders at national provincial and district level including: justice, health, social development and education counterparts, traditional leaders, civil societies, educational institutions, children and women clubs and groups, multi-sector service providers (December 2007).
- Field work took place from January to February 2008. This made use of a mix of methods to collect qualitative and quantitative data through:
  - Sample surveys- Target population will be children (0-18 years) and women benefiting from the programmes directly or secondary.
  - Rapid appraisal using a range of methods as appropriate incl. focus group, semi-structured interviews with key informants, case studies, participant observation or secondary resources.
The team will ensure that interviews are conducted in local languages where necessary.

Review of studies, assessment for ‘promising’ prevention initiatives in South Africa (February to March 2008)

On 19 March 2008 the NPA and UNICEF convened a workshop to review the draft report; assess and quantify impacts; identify corrective actions and policy lessons and develop a comprehensive model for scaling up prevention of GBV.

The next step will be to finalise the report and disseminate the findings widely.

Methodology

Research question
The research question, as agreed during the December 2007 reference group meeting is:

“What would a primary gender violence prevention model for South Africa consist of; what are the gaps and what examples are there of interventions in the key areas that could be scaled up, with government support, to make such a model effective?”

Criteria for selection of case studies
The reference group agreed on the following criteria for the selection of case studies summarised at Annex C.

✓ Must clearly illustrate one of the different areas of intervention in Matshilo Motsei’s adaptation of the ecological model (see Chapter four).
✓ Geographical diversity (per TOR must cover at least four provinces).
✓ To include urban and rural examples.
✓ Given limited time and budget for collecting primary data, must be already well documented, and preferably have had some evaluation done.
✓ Must have a track record and demonstrated impact, or demonstrated potential impact.
✓ Must demonstrate the principles of communication for social change including a high degree of community participation and ownership; cultural relevance; use of appropriate messages and technologies.
✓ Must have a potential for replication.

Criteria used for selection of comparative and international case studies
In addition to the local case studies, the research drew on the comparative case of the Constitutional Assembly to make the new South African constitution known and the Uganda HIV and AIDS campaign. These case studies, all frequently cited in communications for social change literature, were chosen for the following reasons:

✓ The Constitutional Assembly campaign, demonstrates how information can be disseminated far and wide if approached strategically; with the sufficient resources and political will. As the most famous communications for social change case study in South Africa, it made sense to see what lessons could be drawn from this.
The Uganda HIV and AIDS case study is one of the best known and most frequently cited internationally because it has demonstrated actual impact in the form of behaviour change and a reduction in the incidence of HIV and AIDS. As the ultimate objective of any social change prevention campaign is to change behavior, the Uganda case is clearly of interest to this research.

**Quantitative versus qualitative methods**

Quantitative methods are useful for drawing conclusions that are valid for the broader population under study. They are particularly appropriate for measuring the frequency of a problem. Surveys are often used to obtain information about people’s opinion and behaviour; for example through Knowledge, Attitude and Practices (KPA) surveys. Random sampling techniques make it possible to survey a sample of the population and draw extrapolations based on that. If a survey is limited to a particular community it may be possible to survey the whole community.

The main disadvantage of quantitative methods is that they often provide fairly superficial information and may not contribute much to understanding complex processes or their causes. Qualitative methods are more appropriate for obtaining depth.

Most research objectives are best achieved through a combination of qualitative and quantitative methodologies, and then a process of triangulating these. For example the results of survey research can be complemented by in-depth interviews or focus groups.

Research techniques differed for each case study, because some are more micro and other more macro in size. All researchers combined quantitative and qualitative techniques and used the checklist at Annex D to guide them. Quantitative research was mainly be based on secondary sources (existing evaluations) due to time and budget constraints.

Researchers mainly used a mix of qualitative research methods, including interviews and focus groups using the following guidelines:

**Guidelines for case studies**

Researchers were asked to ensure that each case study drew on:

- In-depth interviews with at least one informant responsible for the programme (director, programme manager).
- Focus group of 4-6 people with beneficiaries; possibly conduct male and female focus groups separately.
- Two focus groups of 4-6 people with broader community; women and men separately on their perceptions of the programme.
- Round table meeting with partners in the project.
- At least one in depth interview /profile of a beneficiary that can be used to give a “human face” to the project and elucidate key points. Information provided by individuals in profiles should be triangulated with that provided by those who manage the project; focus groups of beneficiaries/communities.
Limitations

Key limitations included:

- **Resources**: The budget did not allow for primary research to be conducted on all case studies. Much of the information used for the study relies on secondary data made available to the researchers.
- **Lack of documentation on some projects**: Many communities are running good prevention programmes but a lot of the information is not documented and is often verbally available. While proposals and concept documents would often be available but implementation and impact evaluation documentation would not be available.
- **Time available for research**: Obtaining information of this kind is often time consuming and mired by bureaucracy.

Areas for further research

It is important to underscore that the research is a mapping, not an audit of prevention initiatives in South Africa which would have gone well beyond the scope and budget of this research. To be able to say definitively what needs to be scaled up it is necessary to establish in much greater depth what actually exists. This report should therefore be seen as primarily an attempt to develop a model and approach to preventing gender violence rather than an audit with recommendations of what should be scaled up. The latter would be a logical sequel to this research.

Presentation

Because of the wealth of information obtained in the mapping exercise, the case studies are (on the advice of the reference group and management team) packaged by sector, in a compendium that accompanies this report. The case studies are drawn on in a cross sectional way in this report that focuses on the model and action plan to enhance clarity of purpose and outcome. The reader is encouraged to read the two together, especially for contextual information and details on the case studies that are presented in summary form in the main report.
Chapter two: Overview of the proposed model
A standard question in opinion surveys that gauge where a nation stands with regard to its attitudes towards women is how citizens respond to a woman strolling down the streets in a min-skirt. In South Africa, studies show that a high proportion of men and even some women believe it’s an invitation to rape.

In March 2008, such attitudes were brazenly paraded before the nation’s eyes when the Sowetan reported that a young woman was stripped and sexually assaulted for wearing a mini skirt at the Noord Street taxi rank in busy central Johannesburg.

Radio 702 talk show host Redi Direko broke down and cried as she remembered the daily humiliation she suffered as a teenager taking taxis until she could afford a car. Female reporters daring to go to the scene were warned to go away, and one had her bottom pinched, just to make sure she got the message.

Understandable skepticism hung over a meeting called by Firoz Cachalia, Member of the Executive Committee (MEC) for Safety and Security for Gauteng province with the top brass of the police, taxi associations, women and human rights groups to come up with an action plan to end taxi violence.

Yet, as the conversation progressed, bright lights began to go on in the room. The presence of Mayor Gwen Ramokgopa of Tshwane made the point that local government is at the frontline of the fight against gender violence. As the taxi driver associations engaged, they realised that rather than being part of the problem, they could become part of the solution.

The taxi industry in South Africa, with its proud history of defying the apartheid regime, has among the widest reaches in the country. In the absence of good state public transport, taxis transport millions of South Africans every day. Often commuters spend many hours in these taxis listening to talk shows and music. CDs using songs and popular culture could be used to challenge gender stereotypes.

Imagine, for a moment, if every taxi in South Africa carried a message of respect for women’s rights? Imagine if every sector of society that has been identified as contributing to gender violence could become a champion of women’s rights? If this were possible, a world without GBV would not be beyond imagination.

This chapter presents a GBV prevention model tailored to South Africa’s situation (see figure four). It covers what is meant by prevention and the relationship between prevention; response and support; the need for an overarching framework; the arenas for action as well as short, medium and long term actions to be taken; communication for social change theories that should underpin any action as well as measuring progress to advance from information to behaviour change. Subsequent chapters will examine each of these aspects in detail.
### National Campaign: 365 Days of Action To End GBV

**Arenas for action**

<table>
<thead>
<tr>
<th></th>
<th>Communication for social change strategies</th>
<th>Measuring change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Society at large</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political leadership</td>
<td>Targeted messages</td>
<td>GBV a key political issue</td>
</tr>
<tr>
<td></td>
<td>GBV mainstreamed into programmes</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice System</td>
<td>Tough laws</td>
<td>Concerned as much with prevention as response</td>
</tr>
<tr>
<td></td>
<td>Training for personnel</td>
<td></td>
</tr>
<tr>
<td>Media</td>
<td>Increased media coverage</td>
<td>Prevention agenda</td>
</tr>
<tr>
<td></td>
<td>More sensitive coverage</td>
<td></td>
</tr>
<tr>
<td>Sport</td>
<td>Individual sportspersons take up cause</td>
<td>GBV mainstreamed in sports training.</td>
</tr>
<tr>
<td></td>
<td>Teams take up cause at big events</td>
<td></td>
</tr>
<tr>
<td><strong>Community</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td>Mobilise community to create safe spaces.</td>
<td>Zero tolerance for GBV in communities</td>
</tr>
<tr>
<td></td>
<td>Public education &amp; awareness campaigns</td>
<td></td>
</tr>
<tr>
<td>Traditional leadership</td>
<td>Training</td>
<td>GBV a key local issue</td>
</tr>
<tr>
<td>Schools</td>
<td>Increase security in schools</td>
<td>Behaviour Change</td>
</tr>
<tr>
<td></td>
<td>Challenging gender stereotypes</td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td>Spread the word</td>
<td>Lead the campaign</td>
</tr>
<tr>
<td></td>
<td>Review own practices</td>
<td></td>
</tr>
<tr>
<td><strong>Individual/ family</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abusive men</td>
<td>Stop violence</td>
<td>Lead the campaign</td>
</tr>
<tr>
<td>Abused woman or child</td>
<td>Shelter and temporary life skills</td>
<td>Economic Empowerment</td>
</tr>
<tr>
<td></td>
<td>Join the campaign</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Secondary housing</td>
<td></td>
</tr>
</tbody>
</table>

**Figure four: GBV Prevention Model for SA**
The model presented in figure four brings together the ecological model that identifies a number of “arenas” in which GBV is reinforced or can be challenged from the individual, to the community, to society at large within the context of the prevention, response and support model used in its work by the IDMT. The model also recognizes that interventions can be short, medium or long term, and that one may be necessary for the other. It further recognizes that the ultimate objective of any intervention is to progress from information, to awareness to changes in attitude to behaviour change.

**Prevention, response and support**

Prevention takes place within the circular prevention-response-support framework of the justice cluster. This therefore forms the “outer rim” of the model. An important starting point is to understand what is meant by prevention; as well as how this relates to response and support.

There are three categories of prevention intervention that can be adopted, namely:

- **Primary prevention**, which are interventions that are aimed at addressing gender-based violence before it occurs, in order to prevent initial perpetration or victimization, targeted action aimed at behavioral issues and risk producing environments
- **Secondary prevention**, that happens immediately after the violence has occurred to deal with the short term consequences, e.g. treatment, counseling.
- **Tertiary prevention** focuses on long term interventions after the violence has occurred, in order to address lasting consequences, including perpetrator counseling interventions.

As with other social problems, GBV has largely been addressed and understood through responding to the aftermath of such violence. Prevention efforts, to the extent they have existed, have largely been driven by the women’s movement. These have focused on changing social norms, building individual empowerment and addressing underlying structures that perpetuate VAW. The primary focus, however, has been at the level of response.

Response efforts focus on developing crisis services, law enforcement interventions, and judicial sanctions. In contrast, primary prevention focuses on education and includes efforts to change individual attitudes and social norms- what a community regards as acceptable behaviour from its citizens.

There is often, however, a fine line between prevention and response. Each can enhance the effectiveness of the other. For example, strong laws and sanctions against GBV can have a preventive effect. Strong rehabilitation programmes for perpetrators of GBV can help to ensure that they do not become repeat offenders. Programmes of support for women that include economic empowerment can help to ensure that women do not become repeat victims, as illustrated in the case study below:

---

14 Oregon Violence Against Women Prevention Plan; Oregon Department of Human Services; Office of Disease Prevention Epidemiology.
The continuum between response, support and prevention

The Saartjie Baartman Centre for Women and Children [SBCWC] is a ‘one-stop’ centre for women and children who experience domestic and/or sexual violence. Though primarily a response-support initiative, the centre serves a preventive function in that women are empowered to leave their abusive relationship. The centre also plays an important awareness raising function against GBV.

The surrounding area of the SBCWC, the Cape Flats and Manenberg have particularly high incidence of domestic violence and gang-related rape (Maharaj, 2005). Established in 1999, the SBCWC aims to support women and children who have experienced gender-based violence and prevent secondary trauma all under one ‘roof’ through four programme areas: a shelter, jobs skills training project; legal advice and research.

The Centre houses organisations with which it has forged strategic partnerships to provide comprehensive intervention programmes to both the Shelter residents and local communities. “The overall aim of the Centre is to develop a replicable model of a one-stop centre for women, which is sensitive to gender, ‘race’ and sexual orientation” (Maharaj, 2006, p. 9). The intervention programmes include counselling, support, and training in fields such as trauma, rape, substance abuse, HIV/AIDS, contraception, and parenting skills (2006, Maharaj).

Approximately 981 women have come in and out of the Shelter between August 2001 and December 2007. The SBCWC has intervened and prevented secondary trauma (for periods of time spent at the Shelter) for approximately 1000 women. Between 2003 and 2007 alone, over 700 children have benefited from the SBCWC’s vision to serve women and their children who have been abused and are at risk of female homicide.

15 “Saartjie was a local Khoisan woman who in 1810 was persuaded by an English doctor to travel to England to exhibit her body, supposedly for financial gain. A mere 20 years old, she was dubbed the Hottentot Venus and became renowned (and ridiculed) for her uniquely African anatomy. Taken to Paris in 1814, she was subjected to scientific and medical research in which European ideas about black female sexuality were based. When she died at the age of 25 in 1816, the Museum of Man in Paris made a plaster cast of her body, removed her skeleton and pickled her brain and genitals in jars. There were displayed in the museum until 1985. After much negotiation, Saartjie’s remains were returned to Cape Town in 2002, and she was buring in her home land of the Eastern Cape. By naming our Centre after Saartjie Baartman, we are honouring a woman who is an icon to the Khoisan people, as well as to all women who experience abuse, discrimination and oppression” (SBCWC Brochure).
For the children, staying at the Shelter, they witness a different mother; one who becomes empowered to make good and safe decisions for her life and theirs instead of one that was oppressed and battered—this is a kind of primary prevention that allows the child to see alternatives to violence.

Clearly all three areas of work reinforce each other. However, one cannot be at the expense of the other. What the research shows is that there has been inadequate attention to primary prevention.

**Key elements of an integrated primary intervention approach**

Primary prevention strategies generally incorporate theories of child development and social learning and are targeted at specific stages of the life span, such as early childhood, adolescence or adulthood. While a range of interventions is needed, programmes targeted to reach young children and their families (for example home visitation services and parent training show greater potential for preventing GBV than those directed at adolescents and adults). Early childhood intervention can shape the attitudes, knowledge and behaviour of children while they are developmentally more open to positive influences. It has been shown that childhood exposure to GBV is associated with increased risk of victimization or perpetration later in life.¹⁶

If strengthening primary prevention is to be achieved, it implies adopting approaches that take account of:

- Multiple spheres of influence, including norms, practices, beliefs about gender equality and women and men’s role and status in society
- Events, conditions, situations, or exposure to influences (risk factors) that result in the initiation of gender based violence
- Individual, relationships in the domestic and other settings, community and societal links (ecological model) and how, programmatically, a response can be designed so that it overlaps these areas
- The community, thereby removing the burden from individual action or leaving the work to gender based violence advocacy groups.

In terms of intended target groups, programmes may be designed to raise the issues with entire or selected populations whether they are at risk or not, and could address either individual, relationship, community and societal factors that increase the likelihood of being a victim or perpetrator or increase the risk of gender based violence. This could range from targeted education to address beliefs and myths about sexuality and rape, a school programme that promotes gender equality e.g. sexual harassment, communities stepping up environmental safety programmes including community action to prevent abuse, promote programmes in institutions that focus on gender based violence prevention such as rape and sexual harassment.

¹⁶ Ibid, page 5
**An overarching framework**

No social change campaign has ever been effective without key political mobilization, targets and indicators expressed in a national campaign that inspires all stakeholders, especially at the local level. South Africa learned in the “Know your Constitution” campaign that with the necessary mobilisation it is possible to get the message across. The concerted Uganda HIV and AIDS campaign has yielded tangible results in the form of a substantial decline in new HIV and AIDS infections.

The argument made in Chapter three is that South Africa already has a framework in the 365 Days of Action to End Gender Violence campaign and action plan that is bolstered every year.

**Arenas for action**

The WHO, Centres for Disease Control and Prevention and the Pan American Health Organisation increasingly use the ecological model to understand the complexity of GBV. The model draws from the science of human ecology which focuses on the inter-relationships between human beings and their environments. According to the model, the individual acts within the concentric spheres of relationships, community, institutions and society.

The model is premised on the notion that prevention strategies should include a continuum of activities located at multiple levels of the model. These activities should be developmentally appropriate and conducted across the lifespan. This approach is more likely to sustain prevention efforts over time than any single intervention.\(^\text{17}\)

**Figure 4: The ecological model**

“The linkages between the causes and consequences of all forms of violence against women need to be further highlighted…One useful tool in this respect is the conceptualization of violence against women as a continuum across a number of dimensions - this makes it possible to both highlight the links and connections between the forms of violence against women, whilst allowing for variations in contexts and cultural meanings’ (UNDAW 2005:6)

**Individual**

The first level identifies biological and personal history factors that increase the likelihood of becoming a victim or perpetrator of violence. Some of these factors are age, education, income, substance use, or history of abuse.

**Relationship**
The second level includes factors that increase risk because of relationships with peers, intimate partners, and family members. A person's closest social circle—peers, partners, and family members—influences their behavior and contributes to their range of experience.

**Community**
The third level explores the settings, such as schools, workplaces, and neighborhoods, in which social relationships occur and seeks to identify the characteristics of these settings that are associated with becoming victims or perpetrators of violence.

**Societal**
The fourth level looks at the broad societal factors that help create a climate in which violence is encouraged or inhibited. These factors include social and cultural norms. Other large societal factors include the health, economic, educational, and social policies that help to maintain economic or social inequalities between groups in society.

South African gender activist Mmatshilo Motsei has adapted the ecological model to South Africa's situation. This is discussed in greater detail in Chapter four. The ecological model and Motsei's model are the basis for the three broad **arenas for action** that are identified in this model:

- Home;
- Community and
- Society at large

The concentric circle begins with the disempowered woman or child who is surrounded by different layers. Often the problem begins within the family itself, with an intimate partner. In-laws and close family tell the woman there must be something wrong with her; she must go back and make things work.

These messages are reinforced by culture, tradition, and religion; even the schools. The broader society is of little help. The criminal justice system and media are loaded against women. Politicians do not regard GBV as a political issue.

As much as each of these “layers” reinforces GBV, each one, if turned around, has the ability to be a powerful force for preventing GBV. Any national strategy has to involve each one of these arenas. The interventions can be short term, but should have a medium and long term vision. For example:

- A shelter (such as the one in the SBCWC case study above) provides refuge and temporary life skills (short term) but can assist women in obtaining secondary housing and eventually becoming sufficiently economically empowered to stand on their own.
- Strategies to involve men may aim initially to stop the abuse but in the longer term to get abusers to join and eventually lead the campaign (as in the case of the members of the taxi associations in the anecdote at the beginning of this chapter).
- Religious bodies need to spread the word (as they often do during the Sixteen Days of Activism campaign). But they also need to look inward at their own teachings and
practices that directly and indirectly fuel gender violence, including the perpetuation of gender stereotypes.

- School authorities must set immediate targets for ending violence in schools including by disciplining teachers. But in the immediate to long term they have a key role to play in challenging the stereotypes that fuel gender violence through their curriculum and school practices.
- Traditional leaders require training to factor gender violence into their mediation and conflict resolution. But in the medium to long term they need to re-examine harmful traditional practices and become key drivers of the campaign, given their influence at local level.
- Communities may mobilize in the first instances to create safe spaces (such as in the case of the taxi ranks sited above) but such initiatives should be elevated to year long campaigns that eventually lead to an attitude of zero tolerance for GBV.
- The immediate objective of engaging with the media may be increased coverage but in the longer term the objective should be more sensitive coverage that sees the media become part of prevention campaigns.
- Sports initiatives may begin with individual sportspersons taking a stand. They need to progress to GBV campaigns being integrated into major sports events like Soccer 2010 and eventually to gender awareness training being built into all sports.
- Tough laws passed by the criminal justice system will have a short term deterrent effect. But they are only as good as personnel receive gender sensitivity training and begin to see their role not just as fire fighting but putting in place systems to ensure that fires never break out in the first place.
- Political leaders may begin with ad hoc, media-catching campaigns during events like the Sixteen Days of Activism. They need to progress to mainstreaming gender violence into all their public utterances as part of ensuring that GBV is placed squarely on the political agenda.

Communication for social change

While various strategies may be employed for each of these interventions, they need to be guided by principles of communications for social change. The traditional understanding of the role of communication in development is that one seeks mainly to change individual behaviours. Communication for social change on the other hand is defined as a process of public and private dialogue through which people define who they are, what they want and how they can get it. The approach moves away from:

- People as the objects of change and on to people and communities as the agents of their own change.
- Designating, testing and delivering messages, to supporting dialogue and debate on the key issues of concern.
- Conveying information from technical experts to placing that information into the dialogue and debate.
- Focus on individual behaviours into social norms, policies, cultures and a supportive environment.

---

• Persuading people to do something to negotiating the best way forward in a partnership process.
• Technical experts in outside agencies dominating and guiding the process, to people most affected by the issues playing a central role.

<table>
<thead>
<tr>
<th>Five pillars of communication for social change</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Community participation and ownership.</td>
</tr>
<tr>
<td>• Language and cultural relevance.</td>
</tr>
<tr>
<td>• Generation of local content.</td>
</tr>
<tr>
<td>• Use of appropriate technology.</td>
</tr>
<tr>
<td>• Network and convergence.</td>
</tr>
</tbody>
</table>

Researchers referred to communication for social change indicators in the selection of case studies. The indicators are also integrated into in the draft checklist for assessing the case studies at Annex D.

Measuring change

Typically prevention campaigns have been measured according to their information outputs (how many pamphlets, radio programmes etc). A few studies, such as the GCIS survey on the Sixteen Days of Activism campaign, have started to measure awareness. There have been sporadic attitude surveys. But very few measure behaviour change. And indicators on the extent of GBV- the ultimate test of behaviour change, are extremely patchy. The argument made in this model is that there is urgent need for a standard set of indicators covering:
• Information
• Awareness
• Attitude change
• Behaviour change
• GBV broadly

Only then will it be possible to say if the various interventions are making a difference. The chapters that follow discuss in greater depth the five key elements of the GBV model, namely, the overarching framework; arenas for action; communication for social change strategies; as well as monitoring and evaluation.
Chapter three:
An overarching framework
After the landmark negotiations that led to the adoption of a democratic constitution in 1996, South Africa embarked on a massive seven week campaign to Make the constitution known with adverts like “Securing your freedom”, “Securing your rights”, and “One law for one nation”.

With empowering slogans like, “You've made your mark, now have your say”, and “It's your right to decide your constitutional rights”, the campaign took the form not just of masses of information, but local level engagement, hearings and submissions that ensured a two way conversation about the country’s new democracy.

In Uganda’s National campaign to combat HIV and AIDS, the entire population was mobilised in the fight against HIV and were made aware of the consequences that risky behaviour could have for their country. In the early stages of the epidemic, the government responded swiftly, giving out simple messages about abstaining from sex until marriage, staying faithful to one's spouse, and using condoms. The key message was "Zero Grazing", which instructed people to avoid casual sex. More complicated messages about risky behaviour and safer sex were not spread until later, when there had already begun to be a decline in HIV figures.

While other countries proceeded in denial, effectively stigmatising and hiding away those most affected, in Uganda people living with AIDS took the lead in the campaign. An important pioneer in communication about AIDS was Philly Lutaaya, a popular Ugandan musician who announced in 1989 that he was HIV positive. Through his music and educational tours Lutaaya spread understanding, compassion and respect for people living with HIV, and encouraged others to come forward to confront the disease.

The AIDS Support Organization (TASO) founded in 1987 by Noeleen Kaleeba who lost her husband to HIV and AIDS as a result of a blood transfusion, provided emotional and medical support to many thousands of people and helped to fight the stigma. Thanks to the strong political leadership provided by President Yoweri Museveni, Ugandans united in an unprecedented fight that witnessed major shifts in behaviour as well as reductions in HIV infections from 17% in the early 1990s to about 6% in 2005.

What emerges from the detailed study of these two best practice campaigns is that central to any quest for social change is an overarching campaign that has a vision, targeted messages, slogans and branding around which people can be inspired, mobilised and develop their own local level campaigns. The Uganda case study also demonstrates the enormous importance of having those most affected at the front of the march, particularly in circumstances where their victimisation is compounded by silencing, and conversely where their voices are the most convincing in advocating for change.

As an essential first step in the elaboration of the GBV prevention model outlined in Chapter two, this chapter concerns an appropriate overarching framework or campaign for GBV prevention in South Africa. The model builds on work in existence that has had a national mobilising effect with regard to GBV: notably the Sixteen Days of Activism campaign that led to the 365 Days of Action to End Gender Violence conference. It explores how this idea has been taken up at different levels, especially at the local level.
Concluding that any efforts to scale up prevention strategies should take place within the framework of the 365 day initiative, using the Sixteen Days as a period to heighten awareness and enhance accountability, the chapter ends with recommendations on how this approach could be strengthened.

**The Sixteen Days of Activism campaign**

Over the years the Sixteen Days of Activism campaign has provided a rallying point for the South African government and NGOs to mount campaigns aimed at raising awareness, influencing behaviour change and securing high level political commitment to end gender violence.

Though often branded as a UN campaign, this is not the case. The sixteen days are actually the days between two UN dates - International Day of No Violence Against Women on 25 November, and Human Rights Day on 10 December (Human Rights Day). There are several other key dates for women’s rights in the intervening days. These are:

- 1 December: World Aids Day;
- 3 December: International Day for the Disabled;
- 6 December: Anniversary of the Montreal Massacre, when a man gunned down 14 women engineering students for allegedly being feminist.

Gender activists in Latin America first came up with the idea of claiming the whole period as one for highlighting gender violence in its many different forms. Over the years, organizations like the Centre for Global Leadership at Rutgers University have played a coordinating function at a global level, serving as a one stop centre for information and ideas on the campaign. In Southern Africa, gender activists first took up this campaign seriously after the Fourth World Conference on Women in Beijing in 1995.

**How has Sixteen Days gained momentum in South Africa**

Each year since the advent of democracy in 1994 the government, spurred on by NGO efforts, has increasingly taken ownership of the campaign. In 2004, the government enthusiastically took up the idea of the peace pledge mooted by an NGO, with organizations like the South African Revenue Service (SARS) distributing this far and wide.

In subsequent years, the Office of the President charged the Deputy Minister of Justice (later Correctional services) and after she left government the Deputy Minister of Provincial and Local Government (DPLG) to become the political patron of the campaign. DPLG, as the lead department, is working closely with the Special Programmes Directorate in the Presidency as well as other government departments. In addition, strategic partnerships between government, civil society and business, have been established to broaden the potential impact of the campaign. Besides the collaborative events, NGOs and the private sector also conduct parallel activities some of which create a platform to hold government to account.

A Sixteen Days Secretariat has been established within DPLG with a budget and officers to oversee the campaign. A National Coordinating Committee convened by the Sixteen Days
secretariat has been constituted to facilitate coordination of the campaign across sectors. Representatives of key government departments, NGOs, FBOs, traditional leadership, business sector and other stakeholders sit on the committee. The committee draws up the calendar of events, contributes to selecting the theme and looks and feel of each year’s campaign. It is also responsible for drawing together the national calendar of events and acts as an information sharing platform.

Symbols and messages

The government symbol for the campaign is the bearing drums to which was later added the strap line “Act Against Abuse.” In 2007, government added to this the “don't look away” concept illustrated in the graphic. Government refers to the campaign as the “Sixteen Days of Activism Against Women and Child Abuse” and promotes use of the white ribbon, internationally the symbol of protest against gender violence.

NGOs have come up with their own variants to the theme and messaging. In 2004, NGOs chose to call the campaign “Sixteen Days of Peace” with the strap line “Imagine a world free of gender violence, HIV and AIDS.” In 2005, some chose the slogan, “peace begins at home” arguing that this is a simple and positive message that easy to translate into many languages.

A point of departure has been in the promotion of the red and white as opposed to just the white ribbon. The red ribbon is the symbol for HIV and AIDS. Nisaa Institute for Women and Development pioneered the red and white ribbon campaign in South Africa as a way of raising awareness on the link between gender violence, HIV and AIDS.
Themes and activities
The United Nations usually announces a global theme for Sixteen Days which is then locally adapted. For example last year’s theme was: Demanding Implementation, Challenging Obstacles: End Violence Against Women, which was dedicated to calling on all stakeholders to move beyond promises to actual implementation. The South African theme was “Don’t Look Away” calling on all to act on abuse instead of turning a blind eye.

Government coordinates an overall calendar of events. National, Provincial and Local Government representatives in the National Gender Machinery prepare sector-specific, rural- and urban-based activities for the campaign. This information is fed into a national calendar of events, overseen and managed by the Government Communication and Information System (GCIS). GCIS also produces and distributes the Sixteen Days National Communication Strategy throughout the provinces. GCIS and the broader media also play a key strategic role in employing a media strategy for the campaign. The GCIS is to develop a 365 Days communications strategic plan that includes the activities on the Implementation Plan for the 16 Day of Activism Campaign mentioned above.

NGOs have often coordinated their work and campaigns to have a specific theme for each day of the Sixteen Days. Some of the themes adopted for different days include: Media: part of the problem or of the solution; Gender violence and Sexual Orientation; Trafficking; Role of Local Government in Ending Gender Violence; Imagine a world free from gender violence and HIV and AIDS, Peace begins at home; Empowerment of women and children; Child support and maintenance; Gender Violence and the Workplace; Role of Men and Boys; Gender Violence in Schools; Economic Costs of Gender Violence and Speaking out on Gender Violence.

Community Based Organisations (CBOs) have taken up the campaign in different ways to ensure participation. For example ‘Take Back the Night’ campaign which in the last two years has been coordinated by NGOs in collaboration with local government to reclaim unsafe spaces. DPLG in collaboration with other government departments go out to communities and hold Izimbizo or community meetings with traditional leadership and community at large to raise awareness on gender violence.

For the last three years (see Gender Links case study in the Compendium of Case Studies) GL has worked with GCIS, local government, the Gender and Media Southern Africa (GEMSA) network and several NGO partners in running cyber dialogues. These chat rooms provide an anonymous space for those most affected to talk to officials and experts and hold policy makers accountable especially for commitments they would have made throughout the year.
**Speaking out: The I Stories**

An important dimension of the Sixteen Days of Activism campaign is the space it has provided for survivors of gender violence to speak out. Since 2004 to 2007 GL, in partnership with the Nisaa Institute for Women’s Development, People Opposed to Women Abuse (POWA) and ADAPT has worked with 46 women who have suffered abuse and six men who are ex-perpetrators of gender violence to write first hand accounts of their experiences.

These stories are contained in three volumes of “I” stories published in booklet format and also distributed through the GL Opinion and Commentary Service. Writers of the stories are also frequently called to give radio and TV interviews. They speak on panels and events during the Sixteen Days, including opening and closing events.

The “I” stories demonstrate the importance and value of those most affected being at the forefront of any GBV campaign. They receive media pick up; generate discussion and debate; and on the whole are empowering to the women concerned.

Nicole Johnston, editor of the Monitor supplement in the Mail and Guardian, believes the “I” Stories work for journalists because “they are about real people.” Johnston recalls, “In 2006 we published the two stories of the lesbian women. I believed they were really good and interesting. Too often NGO’s want to write about policy, while readers are interested in real stories. The trick is to write about policies, by mixing it into a real personal story.”

SABC reporter Sandy McCowen’s noted that her news items featuring “I” Story participants always prompted a response: “I have had many women phone me at SABC over the years asking for help. After listening to their story I would refer them to the right NGO’s.”

Susan Smuts, Deputy Managing Editor of the Sunday Times, added: “The I Stories are amazing. The feedback I have received has been very positive. People recognise themselves and their family members and friends in the stories because they are about human beings. They make us see what the real impact of domestic violence is, in ways that statistics and analysis cannot do (not that there is not room for those types of stories too).”

Follow up research on those who have participated in the “I” stories and related processes shows that speaking out is deeply empowering and can be the turning point from victim to survivor. Maleshoane Dabile’s, a 2006 I Story participant, now works as a councillor at POWA. After the publication of her I Story, Dabile gave a radio-interview, after which listeners could phone in and ask questions.

Dabile recalls, “One man asked me why I had stayed in the relationship for so long. I didn't feel offended at all and explained how difficult it was to leave and that everyday I searched for a reason to stay, also for my children. He was sorry for me and was compassionate. Another man phoned in and said it was good we talked about it, because men also get a
chance to learn and understand how abuse affects women. Other practical questions came from women, asking me how long I was in the relationship, how I got out etc.”

Sweetness Gwabe, a 2007 participant, said the process “has changed me tremendously. I realise who I am, a woman of multiple talents. I became myself and not what I have been told I am: useless. I am now a role model to my children. I walk in front of them and am confident, because I know that children who grow up in an abusive home often lack confidence. The way I feel now, I wish I had not hidden my name.”

Martha Seloane, a 2004 participant, says she is “no longer a victim but a survivor”. At the time she was in an abusive relationship she was not working and fully dependent on her husband. Now she is divorced and works as a senior personal officer at the Department of Justice. After Seloane’s I Story was published during the 16 Days of Activism, she appeared on radio and two television shows.

When friends and colleagues told her they had seen her on TV, she would initially joke, saying, “that wasn’t me, but my sister.” Soon women from her community would come to her house for help. Seloane recalls, “They explained about their abusive relationships, and that they didn’t know where to go for help. They also wanted to leave and tell their story on radio or television, but didn’t know how to approach this. I would refer them to Gender Links or Nisaa. Therefore I believe the I Stories are powerful, because they open up the eyes of women, who before not always realised they were in an abusive relationship or did not know where to get help.”

Outreach and impact
Monitoring of the Sixteen Day campaign by the GCIS has shown that awareness has grown from 16% in 2003, 26% in 2005 and 33% in 2006. During the actual Sixteen Days campaign period, awareness is even higher: 23% (2003); 31% (2005) and 41% (2006) with the 2007 results still unavailable. This shows that the Sixteen Day campaign has gained significant profile and is an important building block for future prevention efforts.

Stretching the Sixteen Days to 365
However, as the campaign has gained in stature, so too questions have been asked regarding the efficacy of the campaign. In 2005, GL conducted an audit of all the commitments made by government during the cyber dialogues in the 2004 campaign. The audit concluded that while some progress had been made there were still glaring gaps; for example the Sexual Offences Bill had not been passed. The audit recommended that all stakeholders come together to develop a National Action Plan to End Gender Violence that would set specific targets and indicators against which progress would be measured each year.
365 Day National Action Plan to End Gender Violence

Convened by the NPA and UNICEF, the Kopanong conference in May 2006 adopted as its logo and theme GEMSA’s “Sixteen Days for Life” with the strap line, “365 Days of action against gender violence” and side bar “equality is key.”

The messages capture several key issues about this approach:

- The shift from a campaign to an action plan;
- The need to sustain the momentum generated by Sixteen Day campaigns over the whole year;
- The need to start addressing root causes, rather than just tinkering with the symptoms. In other words, unless equality is achieved, the fight against violence will constantly hit a brick wall.

This National Action Plan, launched by Deputy President Phumzile Mlambo Ngcuka in May 2006, is a multi-sector framework and approach for ending gender violence over the period 2007 - 2009. As is apparent in the priority actions (see box) the plan places a strong emphasis on prevention.

### 365 Day National Action Plan at a Glance

**Vision:** A South Africa free from gender based violence where women, men, girls and boys can realise their full potential.

**Mission:** To devise a comprehensive and concerted plan for ending gender violence with measurable targets and indicators to which South Africans from all walks of life, in all spheres of government, and at all levels of society can contribute.

**Goals:**

1. To mount a sustained prevention and awareness campaign that extends the Sixteen Days of Activism into a year long campaign; involves women and men across the country; and has a measurable impact on attitudes and behaviour.
2. To ensure that all relevant legislation is passed, budgeted for, thoroughly canvassed and implemented.
3. To reduce cases of rape by seven to ten percent per annum in line with the SAPS target.
4. To ensure that South African Police Service (SAPS) crime statistics provide particulars on domestic violence and that there is significant reduction of domestic violence each year.
5. To increase conviction rates by 10 percent per annum, including through the roll out of more Sexual Offences Courts.
6. To ensure comprehensive treatment and care for all survivors of gender violence, including the provision of Post Exposure Prophylaxis (PEP) to reduce the chances of HIV infection; treatment for the possibility of STD’s and pregnancy as well as counseling.
7. To provide support and empowerment for victims through places of safety, secondary housing and employment opportunities as well as rehabilitation of offenders.
8. To ensure coordination and communication among those involved in the implementation of the plan including through the establishment of appropriate institutional mechanisms.
9. To set targets and indicators that are regularly monitored, evaluated and reported on.
10. To ensure that the plan is widely canvassed and adapted for implementation at all levels: national, provincial and local.

The plan is in recognition that no single sector, government ministry, department or civil society organisation is by itself responsible or has the singular ability to address this challenge. It is envisaged that all the South African government departments and civil society organisations will as stakeholders use this National Action Plan as the basis to develop their own strategic and operational plans to ensure unity of purpose and cohesion of efforts to achieve maximum impact in the process of eradicating this scourge.

The plan envisages that the Sixteen Days of Activism will be used to raise the tempo of a year long campaign, not just through the usual set of activities, but by conducting audits, taking stock, and calling all stakeholders to account. These reviews would then result in the fine tuning of the plan, to be adopted each year on 8 March- International Women’s Day, also the anniversary of the launch in 2006.

Since the launch of the action plan, coordination mechanisms, particularly between NGOs and with government, have left much to be desired. But the 365 day idea has sparked the imagination of the nation. It has become the mantra of politicians, is quoted in editorials by the media, and has becoming a rallying cry for the business sector.

Of particular significance, the 365 day call has been taken up by local government. In 2006, the South African Association of Local Government (SALGA) held a conference on localising the National Action Plan for its 13 member councils. Some of these councils have gone on to develop their own local 365 day action plans. The meeting resulted in guidelines for local councils that wish to formulate action plans. They include designing local level campaigns like the “Take Back the Night Match”; securing public places like parks, bus stations and derelict grounds; reviving police community forums and providing places of safety.
Localising the 365 Day campaign

In July 2007, the Ekurhuleni Metropolitan Municipality (home of the Kopanong Declaration) committed itself to stretching the Sixteen Day campaign into a year long campaign through addressing all aspects of gender violence: prevention, response and support. In line with the National Action Plan, the vision is one of a municipality free from gender based violence where women, men, girls and boys can realise their full potential.

The mission is to devise a comprehensive and concerted plan for ending gender violence with measurable targets and indicators to which South Africans from all walks of life, in all spheres of government and at all levels of society can contribute. Key objectives include:

- To raise public awareness in an effort to promote and protect the rights of women and children.
- Encourage women to continuously break the silence against all forms of abuse
- Partner with the Public and the Private Sector in the fight against gender based violence.

As part of the 2007 Sixteen Days of Activism campaign, Ekurhuleni Metro partnered Gender Links (GL) and Gender and Media Southern Africa Network (GEMSA to coordinate the “Take back the Night” march. This global campaign, ideally suited to local government, is about reclaiming spaces that have become unsafe as a result of GBV.

On 24 November, the eve of International Day of No violence Against Women over 600 women and men from Ekurhuleni and surrounding areas reclaimed the night in Germiston. The march was led by Minister of Safety and Security Ms Susan Shabangu, the Executive Mayor of Ekurhuleni Duma Nkosi and councilors who reaffirmed their commitment to ensuring safety of women and children in their locality. They also led the candle light ceremony.

Some of the activities that have been carried out since the launch of the local campaign include:

- Structured programmes for the young South African Women in Development (Young Sawidians). These focused on gender violence during the Sixteen Days of Activism in 2007
- Victim empowerment programmes have been conducted with the launch of the Victim’s Charter taking place in the Metro.
- The constitution of Community Safety Forums which will seek to create safer neighbourhoods
- There will be school visits in April and May 208 targeting girls from the age of 14 years to talk to them about peer pressure, esteem, promoting role models etc.
Conclusions and recommendations

This chapter shows the importance of having an overarching vision within which various initiatives are taken to end gender violence. It shows that South Africa already has a well established tradition of conducting Sixteen Day campaigns and that recently this campaign has been stretched to a 365 day campaign through the National Action Plan initiative. A logo and slogan have been adopted. While the coordination mechanisms from the plan have been weak, the 365 day idea has inspired various sectors and groups, most notably at local level.

The relationship between the Sixteen Days and the 365 Days is also better understood: one is a campaign whereas the other is programmatic. This existing framework is a promising one in the context of the proposed GBV Prevention Model for SA in that it establishes that prevention is not a once off event. The momentum generated by the Sixteen Days has to be sustained. The branding for both is now increasingly well established in the public mind. Local councils, the business sector an others are initiating their own campaigns within this framework.

However, some are still confused by the multiple logos and symbols for the Sixteen Days and 365 day initiatives, emanating both from government and NGOs. To the extent that there are coordination and operational weaknesses in the 365 Day initiatives, these hamper implementation as well as the multiplier effective so important to making it a success. No special effort, for example, has been made to market the 365 Day initiative nationally or at local government.

The key recommendations to emerge from this chapter are therefore that there is need to:

- Review, harmonise and agree the messaging and branding of the Sixteen Day and 365 Day campaigns.
- Mount a concerted campaign, akin to the Constitution campaign, to get these well known.
- Market the plan with all key sectors, especially at local level; develop tools and templates for stakeholders to understand how they can become part of the process.
- Scale up involvement of survivors of GBV to lead the campaign.
Chapter four: Arenas for action
Can women’s economic empowerment help to prevent gender violence? This is what the Intervention with Microfinance for Aids and Gender Equity (IMAGE) Study seeks to find out.

Image is a five-year study involving 850 women and 4 000 young people from the rural Sekhukuneland district of South Africa’s Limpopo province.

A joint initiative between Johannesburg’s University of the Witswatersrand, the London School of Hygiene and Tropical Medicine, and a microfinance provider called the Small Enterprise Foundation, the project targets disadvantaged women and their households.

IMAGE combines poverty-targeted micro-finance with a participatory learning and action curriculum (Sisters for Life) that together aim to strengthen individual client agency and to improve household well-being, communication and power relations. IMAGE emphasises the importance of the environment in which sexual behaviours, gender-based violence and HIV infections are occurring.

Women participating in the programme registered half the level of sexual violence than a control group of women from villages not involved. The research showed evidence of changes in women's empowerment - greater self confidence, more influence over household decisions, and the challenging of traditional gender norms.

This is an example of the different models studied in the mapping exercise and described in greater detail in the Compendium of Case Studies that accompanies this report. It is also an example of one of the “arenas for action” in the model proposed in Chapter two: that of empowering women at an individual level.

This chapter probes these “arenas for action” in greater depth. It begins with a brief summary of the case studies chosen using Mmatshilo Motsei’s adaptation of the ecological model. Strengths and gaps are analysed for each of the three key arenas: individual and family; community and society at large drawing from the insights gained from the case studies and the desk top research.

The gaps are assessed against the desired short term, medium term and long term outcomes in each of the arenas identified in the model. The chapter ends with a summary of key actions for addressing the gaps identified as well as stepping up promising initiatives.
Figure 6: Mmatshilo Motsei’s model
Mapping the case studies

Figure 6 illustrates the different “arenas for action” identified in Mmatshilo Motsei’s adaptation of the ecological model, as well as the case studies identified for in-depth research in each of these. These arenas for action form part of the model described in Chapter two. They are the sites where change has to take place; starting from the individual, to the community, to the broader society.

While each case study fits within the designated ecological realm, often the case studies straddle several different arenas. Briefly, the case studies may be summarised as follows:

IMAGE, sited at the beginning of this chapter, is primarily concerned with preventing gender violence through empowering women, but it stretches beyond the individual to whole communities:

- **Individual women** participate directly in IMAGE through involvement in income generating activities, loan centre meetings, and the Sisters for Life training sessions conducted during fortnightly meetings.
- **Households** participate in IMAGE since economic activities almost always involve household members beyond the loan recipient. Furthermore individuals in the household might experience the effects of the training indirectly through communication, role modelling or mentorship.
- **Communities** are the central unit at which the intervention operates.

IMAGE offers rural women access to microfinance so that they can set up businesses and become economically self-sufficient, as well as gender and HIV education, to help them negotiate sexual relationships and challenge negative attitudes within their community.

The aim is to provide women with small loans to start a business and gain greater financial independence through the Tšhomisišano Credit Programme (TCP), a community-level, poverty-targeted microfinance programme administered by the Small Enterprise Foundation (SEF), Tzaneen, South Africa).

IMAGE empowers women to stand up against violence, stay safe from HIV and change the way they are perceived by their families and communities through the Sisters for Life (SFL) programme. This comprises two phase participatory learning and action and community mobilisation programme for TCP participants.

Phase I comprises a structured series of 10 one-hour training sessions based on principles of Participatory Learning and Action (PLA). Topics include gender roles, gender inequality and
cultural beliefs, sexuality and relationships, and domestic violence, as well as topics relating to HIV prevention.

Phase II is an open-ended program that aims to support participants in developing and implementing responses to gender based violence and HIV infection that are appropriate to their own communities.

Community mobilisation, where SEF officers held door to door campaigns to enrol women from the targeted eight villages into the microfinance credit schemes, played a key role in communication on the project. Interested parties enrolled into the IMAGE study. Regular community feedback takes place through the community liaison board.

The research measured the past year’s experience of intimate partner violence and nine indicators of empowerment. Among women participating in the intervention, their experience of physical and/or sexual violence reduced by half, relative to a control group of women from villages that were not recipients of the intervention. When trends were examined over time levels of intimate partner violence consistently decreased in all four intervention villages whereas they stayed the same or increased in the four control villages.

The Saartjie Baartman Centre for Women and Children [SBCWC] is a ‘one-stop’ centre for women and children who experience domestic and/or sexual violence in the Cape Flats (see also Chapter two). The SBCWC four key projects are:

- The Saartjie Baartman Shelter [Shelter]: The Shelter is a ‘short-term’ (3 months) residence for women and their children who are looking for an immediate place of safety. The Shelter has a 24 hour emergency hotline that operates seven days a week. Shelter residents receive various services from counselling to job skills training. “Shelter residents equip themselves with invaluable life and job skills to reintegrate into the world as healthier and more productive citizens within an average of three months” (SBCWC Brochure) The Shelter also manages 10 ‘second-stage’ homes which are transitional houses for women and their children who need extended accommodation of safety, for a R350 per month. Most ‘second-stage’ residents stay up to one year but each case is dealt with uniquely based on the needs of the family.

- Job Skills Training Project: As a part of the comprehensive services provided at the SBCWC women are able to become economically empowered through this training programme. Programmes include: life skills, Chef assistant, office administration skills, cleaning of offices and meeting rooms at the Centre. The Manager of this project, along with partners of the SBWCS, then assists women to obtain placements for trainees with other organisations and businesses.

- Legal Advice: There are two legal advisors on-site that assist women with protection orders, maintenance and divorce issues and court preparation. This project is also involved with training and advocacy around legal issues pertaining to gender-based violence.

- Research: This involves the monitoring and evaluation of the SBCWC and its partners. The researcher has also conducted research on the economic empowerment of women and the replication of such one-stop centres. The work of this department ahhs been presented to national and international forums on gender-based violence.
The SBCWC has been internationally and nationally recognised in its 9 or so years of functioning as a successful intervention strategy of a one-stop centre for women and children who experience gender-based violence. Approximately 981 women have come in and out of the Shelter between August 2001 and December 2007. The SBCWC has intervened and prevented secondary trauma (for periods of time spent at the Shelter) for approximately 1000 women. Between 2003 and 2007 alone, over 700 children have benefited from the SBCWC's vision to serve women and their children who have been abused and are at risk of female homicide.

**Stepping Stones**[^19] [SS] is a programme for HIV prevention that aims to improve sexual health through building stronger, more gender-equitable relationships with better communication between partners. The case study was selected to demonstrate the importance of engaging with men in the fight against GBV.

Research shows that young men who perpetrate violence against women also engage in higher levels of risk behaviour than non-perpetrators; more severe violence is correlated with higher levels of risky behaviour (Dunkle et al, 2006). Thus any primary prevention strategy on gender based violence must also address HIV risk and misogynistic constructions of masculinity. (Jewkes et al, 2007).

Originally developed for use in Uganda, SS has, and over the last decade, been used in over 40 countries, including South Africa, adapted for at least 17 settings, and translated into at least 13 languages. SS aims to give men in the study (who disclosed themselves as perpetrators of violence with either an intimate or non-intimate partner) new ways of communicating that do not involve violence. (Jewkes et al, 2006a).

In the thirteen sessions of the programmes, there are three peer group meetings and two community meetings, and an introduction to the course with the community. Key features of Stepping Stones are that it:

- Uses participatory learning approaches, including critical reflection, role play, drama.
- Facilitated by project staff of the same sex and slightly older age than participants.
- Delivered to groups over several weeks.
- Sessions mainly held in schools.
- Final meeting with whole community, including presenting a special request.

An evaluation of the project notes that: “The improved communication was coupled with a new realisation that violence against women was wrong. Some of the women had seen it as so normative before that they had not thought to act on it. Several of the men spoke of new awareness: ‘I saw that thing that it is not a right thing. I mean when I beat a girl now you see at my age that means that I will beat my wife, if I continue beating girls this time, so I decided that I must stop it’” (Jewkes et al, 2007, p. 3).

**Hope Worldwide** is a faith based international organisation whose vision is to bring hope and change the lives of the worlds poorest the sick and the suffering. Since 1991, Hope Worldwide has been involved in community-based HIV/AIDS care, support and prevention

[^19]: The first edition of Stepping Stones was developed by Alice Welbourn from work in Uganda and published by Strategies for Hope.
efforts, initially in Côte d'Ivoire, then South Africa, Nigeria and Kenya. Currently Hope Worldwide Africa has representation in 25 African countries, with over 12000 Hope Worldwide volunteers in more than 40 sub-Saharan cities from Freetown to Gaborone.

Hope Worldwide was selected as a case study because it demonstrates the potential multiplier effect of men’s organisations partnering with religious networks that have a wide reach. Hope Worldwide has been implementing the Men as Partners (MAP) since 2002.

Engender Health and the Planned Parenthood Association of South Africa initiated the MAP Programme in 1998 to:
- “challenge the attitudes, values and behaviours of men that compromise their own health and safety as well as the health and safety of women and;
- to encourage men to be come actively involved in preventing gender based violence as well as in HIV/AIDS related prevention, care and support activities” (Peacock, 2005).

The MAP programme historically consisted of workshops that explored gender roles. However, it has expanded and now broadly works to promote gender equality and reduce the spread and impact of HIV and AIDS.

Hope Worldwide programmatic areas are HIV/AIDS prevention, community capacity development, and care and support services for adults and children. The implementation of the MAP programme contributes towards the organisations’ primary objective of preventing the spread of HIV and AIDS.

Hope Worldwide programmatic areas

Willie Letswalo, one of two MAP National Coordinators at Hope Worldwide notes: “The focus at Hope Worldwide had been on HIV and AIDS. MAP was the missing link by bringing together HIV and AIDS and gender; bringing an analysis of how men and women interact. MAP challenged beliefs which oppress women and... ideas of what being a ‘real’ man is” (interview, 27 February 2008).

Hope Worldwide’s MAP programme has grown into the Abalingane Gender Programme. The principles MAP are also integrated into all programmatic areas. The Abalingane Gender Programme or ‘AGP toolbox’ includes:
- The Men as Partners Programme.
- Ubuntu Bamadoda – a mentoring programme
- The partner reduction programme – which discourages men from having multiple sexual partners
- The One Man Can Campaign (in which Hope Worldwide participates)
- A research project being undertaken in collaboration with the Medical Research Council, and
- A workplace project which offers services such as gender sensitivity training, amongst others to companies. To date Hope Worldwide has trained staff at South African Airways, the Department of Arts and Culture, Coca Cola, BIC, amongst others. Significantly, this training sometimes resulted in companies sponsoring the work of the Abalingane programme.

As Hope Worldwide mainstreams the MAP approach and principles into all its programmes, the numbers of people who are exposed to MAPs principles is increasing. An example is the care and support programme. Letswalo argues that it is essential that men become more involved in care and support: “We know that the majority of carers of those infected are women. But some men don’t feel comfortable being taken care of by women for example, when they need to be bathed. Feeling uncomfortable and anxious then affects their CD4 count and they feel worse. It is important that men can take care of other men” (interview, 25 February 2008).

Peer educators make up the largest of the 52 MAP implementers: “Hope Worldwide has always works on the ground, in communities. We do the same with MAP. This is why we have many peer educators. The MAP objectives and approach fits glove in hand with the lifestyle promoted by Hope Worldwide [as a faith-based organisation]. MAP is about a way of living. It is about personal change” (interview with Willie Letswalo, 27 February 2008).

Deep-rooted patriarchal and conservative attitudes – amongst men and women – require that peer educators are able to respond to attitudes that work against these ideals. The issue of marital rape is one such issue which Hope Worldwide (and other) MAP implementers confront during their work.

“When we start to talk about marital rape, it is very difficult. Many men do not even accept that this is possible [that a husband can rape his wife]. ‘She is my wife; it is part of her duties,’ they say. Also, when a woman gets married, she is told ‘we do not want returned soldiers.’ So even if her partner is abusive, it must be tolerated. The MAP manual provides peer educators with tools they can use to challenge the ‘cultural’ issues in society which oppress women. Sometimes it is not even about culture, but about men not being willing to see women as equals,” (interview with Willie Letswalo, 25 February 2007).

In It is estimated that some 19 80020 have been through the programme. In a recent evaluation, participants of the MAP workshops felt that the interaction with other members of their community, which continued after the workshop allowed them to see that attitudes were indeed changing. As Tsepo says: “If you have attended, you understand the terms such as abuse, violence, coercion... they ring in my mind [when I am in certain situations]”.

---

20 Based on the following calculation by Willie Letswalo: 12 workshops a month x 25 participants a workshop x 11 months x 6 years.
Participants also spoke about practicing safe sex and an increase in their knowledge about HIV and AIDS since their participation in the workshops. “I use a condom correctly and consistently,” said Thabo (workshop participant).

The Girls’ Education Movement (GEM) is a school/community intervention model created to make schools safe environments conducive to children’s learning, with a particular focus on the extent to which GEM is able to combat violence against girls in schools. The content of this case study is drawn from a study conducted in secondary schools South Africa in (June-July and September-October) 2007 through a series of observations, review of records, crime reports, school attendance records, programme materials and interviews of teachers, school administrators, and learners to assess the efficacy of the GEM initiative21.

Gender-based violence in schools compromises the learning environment and educational opportunities for girls. Girls are disproportionately the victims of physical and sexual abuse at school and experience rape, sexual assault, abuse, and sexual harassment at the hands of their male classmates and sometimes by their teachers.

““My teacher promised me a passing mark if I had sex with him. So when people asked about my studying, I just say why should I study when all I have to do is lift my skirt.”
17-year-old female student, Western Cape

GEM aims to:

- Give girls equal access to education
- Improve the quality of education, especially in disadvantaged schools,
- Make the school curriculum and school books gender responsive,
- Create schools that are safe and secure for children, especially girls, work with boys as strategic partners,
- Reduce gender based violence
- Abolish harmful cultural practices such as early marriage for girls (UNICEF, undated)

GEM was launched in Uganda 2001 and is an African child-driven grassroots movement, through which students in schools and communities employ strategies to bring positive change in the lives of girls and boys (UNICEF, undated).

Then Minister of Education, Kader Asmal, launched the South African chapter of GEM in Parliament in 2003. The United Nations Children's Fund (UNICEF) and the South African National Department of Education collaborated to institute GEM in all of the country's nine provinces. Although gender equity is a national priority, the Gender Equity Unit of the South African Department of Education, which is the lead implementer of the programme, did not have the resources or funds to roll out GEM in every province universally.

GEM has been rolled out in provinces over a period of three years, and has reached the goal of having programme sites in each of the nine provinces by 2006. Since 2003 the programme

---

21 The study was undertaken by Felicia Wilson as part of research towards a Dual Phd in Education Policy & Comparative and International Education at College of Education at Penn State University, State College, Pennsylvania. Thanks to Felicia Wilson for sharing the findings of the study. For more information on the full study contact Felicia Wilson at wilsonsparrow@verizon.net.
has been implemented in the provinces as follows; Eastern Cape, Kwa-Zulu Natal, Limpopo, Mpumalanga, Free State, North West, Northern Cape, Western Cape, and Gauteng. The Department of Education and UNICEF have supported 164 primary schools and 53 secondary schools in establishing the GEM programme.

In July 2006 GEM and UNICEF received a donation of R4 million from Barclays Bank to support the GEM programme in Eastern Cape, Limpopo and KwaZulu-Natal. Barclays CEO David Roberts pledged the funds because he believed in the mission of empowering girls through life skills and other training to reduce their vulnerability to abuse, and promote higher achievement levels for girls in school (UNICEF, Media Centre 2006).

In South Africa, GEM forms part of a broader UNICEF and South African government ‘Child Friendly School Plus Programme which encourages schools to become ‘centres of care and support orphans and other vulnerable children’ (UNICEF, undated).

The theoretical impetus of GEM is that culture is acquired through socialisation. The programme places emphasis on children being primary contributors to solving conflict in the educational environment and community. GEM encourages student participation and empowerment by giving children the opportunity to work together to find solutions to problems affecting their lives.

GEM views boys as a key proponent in dispelling inequality and violence in schools. As boys are often perpetrators of violence, it is through the educational and social transformation of values, cultural beliefs and prejudice that boys can become advocates for change, therefore creating a mind-shift in South African schools/communities.

The GEM programme is implemented in schools through school-based clubs. The clubs consist of students ages 7-19 and range in size. While some clubs are co-ed and others single sex, all clubs include boys as ‘strategic partners’ in gender transformation (UNICEF, undated). In the schools in which it is functioning, GEM is a network for improving girl’s education with boys and adults as allies.

The learner led clubs equip children with skills and information to address issues of access to education, clean and safe school environments, the importance of good communication amongst peers, HIV prevention, equal opportunities in math and science, life-skills and the importance of personal development. This is done through youth leadership and community workshops. The workshops focus on enhancing learners’ abilities to be creative leaders who contribute to the development of their own schools and communities.

In primary schools, the GEM club’s are lead by the upper grade students and are actualised through drama, music and sporting events. At the secondary level, the clubs orchestrate activities that are more diverse. For example, some have produced community radio and TV programmes. GEM clubs have grown into drama groups who perform skits on related school and society issues, to peer counseling groups that meet to discuss learners’ concerns about curriculum, violence, and traditional community practices. Other examples of GEM activities include: Teams of girls and boys cleaning their school yard on a regular basis so an attractive learning environment is created for all; a suggestion box at school in which children can anonymously report cases of sexual abuse (UNICEF, undated).
“These activities keep us busy with something positive, so we are not on the streets exposed to other harmful or negative things. Before GEM, I use to smoke and drink and make trouble in class. Now I understand that I have value and what I have as a woman is special. I feel empowered and can make choices for my future.”

14-year-old female learner, Free State

Learners reported having knowledge of multiple cases of rape, assault, and sexual harassment of girls committed by teachers and male students, as well as theft and gang violence. The learners spoke of how girls were raped in school toilets, encountered abuse in empty classrooms and hallways, and even on the way to and from school. The study also revealed findings of sexual abuse through fondling and belligerent sexual advances, and being verbally put down at school.

Girls also mentioned other forms of violence including being required to provide cleaning and maintenance services for the school, while teachers and boys use the time for academic work or leisure. They also reported that they were sometimes made to sit at the back of classrooms and not called on to participate in classroom discussions.

GEM teaches girls that they have rights, encourages them to be active participants in class and urges them to speak up and defend their right to learn. Despite this however, the day-to-day experiences of girl learners reveals that their ability to apply the skills they gain through GEM is limited. When asked if they had encountered problems, they stated that they did not feel safe to report incidents because there was no protection. The practical application of the skills acquired through participation in the GEM clubs and activities therefore depends on the tenacity of the teachers and learners.

While it is clear that GEM has had impact of the lives of participants, much needs to be done before it becomes the grassroots movement that UNICEF and the South African National Department of Education, Gender Equity Unit would like to see take form. Provinces and local schools face many challenges in the replication of GEM. There is no standard “tool kit” for GEM and each club operates at a high level of autonomy. While this autonomy is beneficial to a certain degree as it allows for localisation of the GEM programme, some ‘standardisation’ of the way in which the programme operates would help guide GEM facilitators and ensure that activities contribute towards the overall objective of the programme. Currently, the effectiveness of clubs are highly dependent on the GEM coordinator at the school level and the mindset of the GEM student leader.

In order to ensure that the programme meets its full potential, the South African National Department of Education and UNICEF would need to undertake capacity building, training and allocate and distribute resources at the provincial and local school level. The potential that GEM holds will not be met unless implementation is supported by sufficient and appropriate funding.

*Isolabantwana (Eye on the Child)* is a community based child protection programme that advocates the collaboration of communities and formal resources when protecting children
against abuse, neglect and exploitation. The programme further seeks to educate and enlighten communities about various social problems.

Adult volunteers who have compassion for children are recruited, screened and trained to assist social workers in the prevention and management of child abuse. The end result is a 24 hour child abuse, community-based service to vulnerable children and families by trained Child Welfare volunteers. Volunteers identify, support and counsel families and children at risk of abuse intervening when necessary by providing a safe environment for children.

Volunteers receive support and guidance through the strong infrastructure of The Welfare in South Africa and member organisations. Volunteers interact meaningfully with children and families in need, assisting them to develop strategies to resolve difficulties. When necessary they are available to intervene when children are being placed in dangerous situations; for example they are mandated by the court to remove children to places of safety when necessary. Volunteers receive both one on one and group supervision from professional social workers to aid them in their interventions. Social workers are also available to provide casework and statutory services when necessary.

In sum, volunteers at community level are recruited, trained and assigned three types of duty namely:

- **Eyes**, who are trained to be able to identify children who are vulnerable and in crisis situations and who reported to be abused, remove the children if necessary and place them with safety parents, who are trained in the Programme.

- **Safety Parents** mentioned above, open their houses for these children in a crisis for least 48 hours, until a Social Worker can intervene.

- **Management Committee** manages the Project with the assistance of the Social Worker at the Organisation, or Social Workers of the Department of Social Development.

These volunteers work as “Authorised Officers of the Court” and are granted authority by the Commissioner of Child Welfare, at the local Children’s Court, to remove children from abusive situations, when necessary, until the case is referred to the social worker who will manage the case further. Trained volunteers also create awareness in communities; provide preventative and early intervention services for children and families at risk, and for the interim management of referred suspected cases of neglect and abuse under guidance of professional staff.
Profile of the Knysna centre

Knysna Child Welfare Society launched this project for the protection of children for the first time in the Garden Route on 13th January 2004, in the disadvantaged community of Oupad, near Nekkies. The project focuses on the entire community's participation to eliminate child neglect and abuse in high-risk areas.

At the opening ceremony, project leader, social worker, Michelle Heynes together with Ronnie Davidson and Chris Muller, staff of Knysna Child Welfare, related the scheme to the spectators and invited people to tell their own stories.

The idea behind the "Eye on the Child" project is to solve the underlying problems that may lead to behavioural misconduct, by involving community volunteers who have been thoroughly screened and undergone a comprehensive training programme with the guidance of our qualified social workers.

They have attended lectures, passed tests and graduated with certificates to the position of volunteer, (the "eyes") after which they are able to ascertain which problems to look out for and are prepared to handle difficult situations.

Attention is also given to teaching children new skills and involving their parents in reporting difficulties within their families to the volunteers in their area who, if necessary, report back to Child Welfare.

Benjamin Sigcu, who was a street child himself and is being trained as a volunteer, has already done a lot to motivate children in his community. His home in Oupad is open to them all and he organises video evenings and football matches for the kids, after he comes home from work.

With more people like Benjamin and others in Oupad, who are proud to be part of the project, it is sure to have positive effects on the disadvantaged children in this area.

Resulting directly from this program we have had a number of "day care Mothers" Come forward who are currently looking after 67 children who previously had no Daily care whilst their parents were working.


An evaluation in 2003/2004 cited the programme as a child centred model in that the programme's primary purpose and achievement is to reach, serve and protect children as a way of primary (and secondary) violence prevention strategy. The report shows that Isolabantwana limits the number of children who are removed from parental care and this is achieved through timely interventions of the ‘Eye’ volunteers trained and supported by Child Welfare.
**Project Ndabezitha** was launched in July 2004 and forms part of the Domestic Violence division of the National Prosecuting Authority’s Sexual Offences and Community Affairs Unit (NPA-SOCA). The word ‘Ndabezitha’ is a Zulu traditional greeting used to traditional leaders in recognition of the inherent honour and respect attributed to their social standing and position of authority.\(^{22}\) The project aims to:

- Create a pool of registered Skills Facilitators and Assessors on domestic violence within the traditional leadership sector.
- Empower traditional leaders at large with appropriate skills required for the proper integrated management of domestic violence complaints in a manner that promotes restorative justice system.
- Raise public awareness on domestic violence within the rural communities where traditional leaders are based.
- Promote Restorative Justice principles with the aim of contributing to the reduction of the rates of offending and re-offending in domestic violence.
- Encourage information sharing, coordination and support amongst the Parties and other relevant role-players.

The South Africa country report to the Commission on the Status of Women (CSW) shows that not enough work is taking place with men in rural parts of the country or with traditional leaders. Much of the work taking place with men occurs in urban and peri-urban areas leaving rural areas where 40% of South Africans live. In these areas, traditional leaders play a particularly important role and oversee the traditional justice systems and structures which, in rural areas, continue to be used more regularly than the formal criminal justice system\(^{23}\).

Yet many traditional leaders have little understanding of the concept of domestic violence. Equally important is the need to create a referral system between them and prosecutors because in rural areas it is often traditional leaders who are the entry-point into the criminal justice system. The project is in three phases:

- **Phase One**: Development of a pool of Skills Facilitators and Assessors on Domestic Violence comprising traditional leaders and prosecutors.
- **Phase Two**: Mass Domestic Violence Training by the trained Traditional Skills Facilitators & the Ndabezitha Imbizo Campaign (those trained in the first phase become facilitators and assessors)
- **Phase Three**: Establishment of the Victim Offender Mediation Sites (VOMS) - based on Restorative Justice Principles.

Out of the 834 traditional leaders, some 80 women and men were targeted in the initial phase to receive training. One had to have already been involved in GBV work or showed a passion to be involved to be selected into the programme. The Provincial Houses of Traditional leadership in the provinces identified the learners who would be the first to receive training based on the criteria and names were forwarded to the National Office. These together with prosecutors from the NPA would attend learning sessions which were based in each of the six provinces identified.

\(^{22}\) **Kambula, T.** Project Charter: Draft For Capacitation & Victim Offender Mediation Services Project, Project Ndabezitha

Traditional leaders speak out

In interviews for this research, traditional leaders involved in Ndabezitha attested to the importance of this approach:

“The programme is excellent because it is reminding us of things that we sometimes forget, like the values that have been lost. It has (also) shifted my mindset a lot. I understand the Domestic Violence Act better now especially the provisions that I was not aware of. For example I did not know that one can obtain a Protection Order (which prevents violence from reoccurring if order is upheld). The fact that there were going to be certificates issued made us happy. Project Ndabezitha will definitely have an impact on my community because if one has information they become equipped. Now we can spread the word that domestic violence is a crime and one can be reprimanded by the law. A lot of people in South Africa do not know about the Act and only become aware of it when they get into trouble. Now every committee meeting I hold I am going to tell them about the Act. When people come to me to report family matters I will be able to point them that it is wrong and that will lead to prevention (secondary prevention).” Chief Tshabalala, Durban.

“Levels of reporting of gender violence are low in my community despite the higher level of incidence. However the family or victim in which it is happening may not be aware that it is gender violence. This could be because culture makes it difficult for people to understand GBV bringing in the antagonism between customary law versus statutory law. For example if a husband demands his food to be served by wife and she responds by saying that she is tired it could cause friction and eventual abuse of the woman by the man. This is despite that everyone has rights including to feel tired. Project Ndabezitha encourages confidence as a traditional leader. I can now differentiate between customary law and statutory law as well as respect for women’s rights. It was not clear to me that if you force your wife to do something it is actually abuse. Traditional leaders will now be able to go and teach traditional councilors hence a multiplier effect.” Chief Mboneni Mjoli, Durban

The Nerina One Stop Youth Justice Centre also works with the criminal justice system, but in this case to try to divert young people from breaking the law. This intervention is, in this sense, a primary prevention strategy that also seeks to start by targeting young people and to do so in a way that strengthens families.

The general target of one-stop youth justice centres are children under the age of 17 who come into conflict with the law. The concept of a One-Stop Youth Justice Centre was first launched as a pilot project in Port Elizabeth in August 1997, as a result of the work of the former Inter-Ministerial Committee [IMC] on Youth at Risk. Because of the success of the Centre in Port Elizabeth, the other two centres were rolled out in Bloemfontein (in Mangaung); Port Nolloth (in the Northern Cape). The Centre in Port Elizabeth was moved to a brand-new child-friendly building in May 2007 called the “Nerina One-Stop Child Justice Centre“ [Nerina].
Since the centre was known as “Stepping Stones” for almost ten years, most people in the community still refer to it as “Stepping Stones.” For the purpose of this report the new name, Nerina, will be used to discuss the past and present state of the Centre.

Nerina emphasises the involvement of families of youth and significant others in service delivery. It attempts to ensure empowerment of their client system by utilising diversion programmes to avoid the criminal prosecution of young people.

The Correctional Services Amendment Act (no 17, 1994) amended section 29 of the Correctional Services Act so that children under 14 awaiting trial could not be held for longer than 24 hours, and those over 14 (but under 18) charged with serious offences could only be held for 48 hours.

A situation analysis of state owned and run residential facilities or ‘Places of Safety’ undertaken by the IMC from May to September 1995 found that the majority of the young people were still awaiting trial. Almost a third were placed in facilities in provinces other than the province in which they ordinarily lived. Many of the young people were either awaiting designation to either a community based placement option (i.e. foster care) or other residential facilities or their families. Specific findings included:

- The service system has been fragmented between and among Ministries, Departments and disciplines
- The community plays little or no part in decision-making either before or after placement
- The emphasis has been on statutory intervention rather than on prevention or early intervention
- Services are under-developed in rural areas
- The human resources are inadequate
- The financial support structure for the child and youth care system is experienced as being inappropriate and unequally distributed.

The primary strategies of the transformed justice system for children, which are illustrated at one stop justice centres such as Nerina, include the following:

- Active participation of young people and their families
- Reframing the negative experience of young people of being in conflict with the law and going through court processes as a learning experience and opportunity to make positive changes
- Pre-trial intervention strategies including diversion strategies where a child will be diverted away from formal criminal procedures, including the Responsible Living Programme, the Youth Offenders Scheme which is a life skills programme, the Victim Offender Mediation Programme and Family Group Conferences
- Post-sentence intervention strategies through which youth at risk are referred to as part of a sentence option including monitoring and supervision services, education and therapeutic services (which may include young people and their families), a parenting skills course and the Say-Stop programme (developed by NICRO)

During the period of 15 August 1997 to 31 Dec 2002, 17 867 children received services at the Centre (Stepping Stones Youth Justice Report, 2003). Approximately 265 young people are
arrested each month, which would mean that since its inception up until last month, January 2008, approximately 34 000 young people have been given a second chance at Nerina One-Stop Child Justice Centre.

After working for NICRO for 9 years and being based at the NERINA centre as a diversion officer, one official noted that throughout his extensive experience the diversion programmes are a critically successful and effective part of restorative justice (personal communication).

Benefits for the broader society include
- Decrease crime amongst young people;
- The unique South African model contributes to the country being seen as leaders by other countries in the field of integrated youth Justice System for young people;
- A decrease in the number of young people that needs institutionalisation (cost effective) savings measure because through assessment it is ensured that young people that do not belong in prison, places of safety, children’s homes, schools of industries and reformatory schools are not sent there;
- The involvements of the community and business in taking/sharing responsibility for youth, so that not all of the responsibility falls on the Government. There is more confidence in the Justice system as they are being utilised as parties of the problem-solving process;
- Inter-sectoral team approach and centralisation of services, cost effective, resources, equipment, building, and running cost are shared – cut out duplication of services;
- The responsibility of child rearing are given back to the parents;
- A culture where parents are again looked upon as primary care givers is encouraged. Where parents are absent, communities are encouraged and are already taking responsibility for some of these children;
- The rights of children is protected and carried out. (Stepping Stones Youth Justice Report, 2003, p. 7).

Two one-stop centres: Bloemfontein (in Mangaung); Port Nolloth (in the Northern Cape) have been up-scaled because of the success of Nerina. This suggests that there is potential for up-scaling and replicating this project throughout the country.

Soul City Institute for Health and Development Communication (SC IHDC) is a social change project seeking to make an impact at the individual, community and socio-political level. It is an NGO established in 1992 with a view to promoting health from a holistic standpoint, based on advocacy through “edutainment”24, which is a mixture of education and entertainment. The success in this approach lies in the fact that the mixed media used by SC IHDC is accessible at different levels, and powerfully persuasive as it is rooted in community experiences, as well as successfully responding to complex social and health issues. The information provided impacts on social norms, attitudes and practices, aimed at the individual, community and socio political environment. Violence prevention and children’s life skills development are some of the key areas of focus.

SC IHDC has eight programme areas. The Soul City Series (1-8) is an entertaining drama that is broadcast on both television and radio and has reached more than 16 million South

---

24 Defined as ‘the art of integrating social issues into popular and high quality entertainment formats, based on a thorough research process’
Africans, and has also been aired all over Africa, the Caribbean and South East Asia. The Series has tackled a number of key social development and health issues, including HIV and AIDS, hypertension, violence against women, and ensuring children’s entitlement to social security. The Soul Buddyz series which is designed to promote the health and well being of children between 8 and 12 years old.

The advocacy programme runs simultaneously with and informs the Soul City Series. Examples of campaigns undertaken under the advocacy programme include the speedy and effective implementation of the Domestic Violence Act, a road safety campaign, and one for the promotion of schools as nodes of care for vulnerable children. The education, training and development programme, includes training media on various issue such as children's rights. The Marketing and PR programme implements SC IHDC’s marketing strategy aimed at generating audiences, profiling all the various products including ensuring that Soul City, for example, becomes a premier brand.

The case study focused on SC IHDC’s work in addressing violence against women, as well as establishing a dynamic children’s empowerment initiative. Whilst their work in preventing violence against women could be classified as secondary in nature (through the Soul City Series), the model can be used to develop a primary prevention strategy. The children’s empowerment model, Soul Buddyz, has enormous potential to proactively prevent violence against women before it starts, in that it teaches children life skills, including positive role modeling and anti-violence.

Soul City 4 was preceded by formative research, which revealed a gap in facilitating women abused in the domestic sphere to seek help and realize their rights. The Domestic Violence Act (DVA), a ground breaking piece of legislation was passed in 1998, and widened the opportunity by abused women to use the law to protect themselves. However, according to SC IHDC, ‘there were unacceptable delays in the implementation of the new DVA’. This prompted the organisation, together with the National Network on Violence Against Women (NNVAW) to embark on an advocacy partnership that aimed to contribute towards closing this gap. The advocacy campaign used a range of tools, including lobbying, news media, and social mobilisation.

In 1999 Soul City conducted a joint advocacy campaign to raise awareness of the Domestic Violence Act, and also ensure its speedy implementation (see also “Information blitzes” in chapter five). This was based on an understanding and appreciation of the human rights framework informing this issue, including the fact that it is a major barrier to social and economic development, and the need to address this in the context of South Africa, which has high levels of domestic violence.

Soul City 4 series, which dealt with this issue, had a far reaching impact. Thus although the violence prevention strategy aimed at secondary prevention, it overlaped significantly with a primary prevention approach in its ability to model positive empowering behaviour from a gender perspective, and demonstrating the negative impact of GBV, thereby motivating non recurrence of violence.

25 In 2000 SC IHDC produced a resource for journalists titled ‘Children’s Rights and the Media’ linked to the Soul Buddyz series

26 Soul City Series 4 was, amongst other issues, aimed at ensuring that the Domestic Violence Act was enforced.
Soul Buddyz is designed and developed with the SABC Education, and has had support from several other agencies and institutions, including UNICEF, UNESCO and the department of Health. The partnership base also includes nine of South Africa’s regional radio stations, as well as the Sunday Times, the Burger, the Sowetan and the Ilanga. A key aspect of the partnership process is that Soul Buddyz clubs are school based, and the schools are part of the community.

The members of the Soul Buddyz clubs make an effort to conduct some community based activity, for example, maintaining a garden used to support members of the community feeling the impact, directly or indirectly, the of HIV and AIDS. Soul Buddyz clubs also serve a point of reference and positive model of community building for other children, thereby creating a multiplier effect.

An off shoot of the Soul Buddyz clubs is Soul Buddyz on the Move. It is a reality programme developed for children, and it is anchored by two Soul Buddyz actors and the content of the programme is investigated by ordinary children. Each week the crew travel around the country visiting the clubs that will host the show, and also identifying issues that are relevant to their communities.

By 2005 there were a total of 2080 clubs and facilitators established in primary schools and libraries in all provinces across the country, with 41 600 members. An evaluation that year which involved engaging with the children to gauge the impact of the programme, particularly knowledge and attitudes towards HIV and AIDS, youth sexuality, environment, and substance misuse, showed that the clubs have had a positive impact. They have a wide reach, and children want to belong to the clubs.

Gender Links works with the mainstream media in South Africa and across the SADC region on improving the quantity and quality of coverage of gender violence. There are three legs to the work: mainstreaming gender into media coverage; mainstreaming media into gender activism; and building bridges between the two through the Opinion and Commentary service - notably the “I” stories in which survivors of gender violence tell their own stories.

Through its “Making IT work for Gender Justice” campaign, including the innovative cyber dialogues, GL has also used information technology to empower women, work more efficiently with the media, and broaden the reach of its work.

Although the media does not have a prevention agenda per se, heightened awareness of the issues is a prerequisite for all prevention strategies. It is no coincidence that in the Government Communication and Information Services (GCIS) survey of the Sixteen Days quoted elsewhere in this study, the vast majority of those interviewed said that they get their information from the mainstream media. As SABC reporter Sandy McCowen put it in an interview for this research, “the only way to deal with rape in this country is to get it out there.”

Increased sensitivity by the media in way gender violence is reported reduces the secondary victimisation that can often occur through callous reporting. The “I” stories have helped to empower survivors of gender violence by giving them a direct voice. Participating in the “I” stories has also often given them the courage to leave abusive relationships.

Viewed in the context of the ecological model for ending gender violence, work with the mainstream media falls within the broad societal ambit. But in the way GL has designed its gender justice programme, work with the mainstream media feeds back to the individual level by empowering women to speak out in the matters that most concern them.

Sexist attitudes and stereotypes fuel gender violence and remain one of the major impediments to the achievement of gender equality. Mass media, which can either challenge or reinforce these stereotypes, plays a key role in shaping public attitudes.

The importance of the media in any societal campaign is underscored by GCIS monitoring statistics on where the public get their information from on the Sixteen Days of Activism campaign. The 2007 monitoring report found that 81% of respondents got their information from TV; 46% from radio stations; 18% from newspapers and 12% “word of mouth”; that is from family members & friends. Only 1-2% of respondents sited magazines, pamphlets and outdoor media as their main source of information.

Yet the Global Media Monitoring Project, conducted before the Fourth World Conference on Women in Beijing in 1995, showed that women constituted 17 per cent of news sources, that is those whose views and voices are consulted and relayed in news reports. Five years later, that had increased by a mere one per cent to 18 per cent, and ten years later (in 2005) to 21 per cent.

In South Africa, women sources have increased from 19% in the 2003 Gender and Media Baseline Study (GMBS) conducted by GL and the Media Institute of Southern Africa (MISA) to 26% in the 2005 GMMP; still just half of the actual representation of women in society! Even more shocking, the GMBS found that while black women constitute 41% of the population, they only comprise 7% of news sources.

Formed in March 2001, GL began its work with a strong focus on “promoting gender equality in and through the media.” This work has two facets: research, training and advocacy for achieving greater gender sensitivity and balance within the media and in its editorial content; as well as strategic communication skills training for gender activists and women in decision-making to better access and influence media content.

Recognising that the media is often part of the problem yet has the potential to be part of the solution where gender violence is concerned, GL has throughout its existence had a strong focus on coverage of this particular topic.
As illustrated in the graphic above, key elements of the GL strategy are as follows:

- Working directly with the mainstream media, through research, training, developing gender policies, continuous engagement, and providing useful links, contacts etc.
- Working with gender activists to develop strategic communication skills and package their issues more effectively to ensure media coverage.
- Providing bridging services between activists and the mainstream media through the Opinion and Commentary service, especially working with survivors of gender violence to tell their own stories, providing content that is often difficult for the media to access due to lack of trust, time and skills constraints.
- Using IT to maximise impact, build skills and capacity.
- Ensure through these campaigns and media publicity that politicians are put under the spotlight and make gender violence a political priority.

Research shows that there has been a marked improvement in media awareness and coverage of the issues during this period, particularly during the Sixteen Days of Activism. This in turn has helped to put gender violence squarely on the political agenda: when the media gets going, so do the politicians!

**The Ekurhuleni Metropolitan** is one of the few local government authorities that have taken steps to localise the 365 National Action Plan to End Gender Violence by launching a local plan that is costed and resources have been committed to implement the plan. This case study demonstrates both the importance of political commitment and of leadership at the local level.
The United Nation's Secretary General’s study on Ending Violence Against Women: From Words to Action (October 2006) stressed that: “the most effective weapon to fight violence against women is a clear demonstration of political commitment, such as statements by high-level government officials, backed by action and the commitment of resources by the State.”

In May 2006, at the 365 Days of Action to End Gender Violence Conference held in Kopanong, the delegation committed to a joint multi-sector national campaign for eradicating gender based violence. The National Action Plan to end gender violence was launched on 8 March, International Women’s Day, 2007 by the Deputy President.

The plan will be reviewed during 2008 and all succeeding Sixteen Day Campaigns, with plans for the forthcoming year presented every International Women’s Day until such time that gender violence has ended. Hence, each year the Sixteen Day Campaign against gender violence will become a platform both to heighten awareness and take stock of gaps and achievements, to ensure sustained, measurable efforts to end gender violence.

The Kopanong Conference Centre that hosted the 365 day conference is in the Ekurhuleni Metropolitan Municipality. Mayor Duma Nkosi has committed to stretching the Sixteen Day campaign into a year long campaign launched in July 2007 through addressing all aspects of gender violence: prevention, response and support.

Its vision to see Ekurhuleni free from gender based violence where women, men, girls and boys can realize their full potential. The case study, discussed in greater detail in Chapter three on an overarching framework for the preventive strategy, is viewed as promising because it is a tangible example of action at the local level with a budget allocated. Local government is strategic in the prevention of gender violence because it is the sphere of government that is closest to the people.

**Strengths and gaps**

The mapping should not be confused with an audit. The researchers did not have the time nor budget to conduct a comprehensive survey of all prevention initiatives underway in South Africa (a recommendation made at the end of this chapter). However, the desk top research conducted in identifying the case studies, as well as the in-depth case studies conducted, offers some insight into the strengths and gaps within and between sectors.

Table two, taken from the model in Chapter two, is a reminder of the key bases from which the struggle to eradicate GBV must be fought as well as the short, medium and long term vision for each. Strengths and gaps are assessed against this.
### Table two: Arenas for Action

<table>
<thead>
<tr>
<th>Arenas for action</th>
<th>Communication for social change strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Short Term</td>
</tr>
<tr>
<td><strong>Society at large</strong></td>
<td></td>
</tr>
<tr>
<td>Political leadership</td>
<td>Targeted messages</td>
</tr>
<tr>
<td>Criminal Justice System</td>
<td>Tough laws</td>
</tr>
<tr>
<td>Media</td>
<td>Increased media coverage</td>
</tr>
<tr>
<td>Sport</td>
<td>Individual sportspersons take up cause</td>
</tr>
<tr>
<td>Work place</td>
<td>Sexual harassment policies</td>
</tr>
<tr>
<td><strong>Community</strong></td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td>Mobilise community to create safe spaces.</td>
</tr>
<tr>
<td>Traditional leadership</td>
<td>Training</td>
</tr>
<tr>
<td>Schools</td>
<td>Increase security in schools</td>
</tr>
<tr>
<td>Religion</td>
<td>Spread the word</td>
</tr>
<tr>
<td><strong>Individual/ family</strong></td>
<td></td>
</tr>
<tr>
<td>Families</td>
<td>Become supportive</td>
</tr>
<tr>
<td>Abusive men</td>
<td>Stop violence; rehabilitate offenders</td>
</tr>
<tr>
<td>Abused woman or child</td>
<td>Shelter and temporary life skills</td>
</tr>
</tbody>
</table>

On the positive side, the case studies reflect a bouquet of innovative strategies and their impact. These will be explored in greater depth in the Chapter five (Strategies that work) with a view to determining how there can be a greater cross fertilisation of ideas at the level of methodology. The concern here is with the location of these initiatives: have all arenas been covered? If not what is missing? What kind of synergies are being created between existing initiatives to maximise impact? To what extent are these initiatives, when viewed in their totality, achieving short, medium and long term objectives, essential to a successful preventive strategy?

**Missing arenas**

Looking at the table, the first observation to be made is that there are some bases in South Africa that are still not covered at all. These include:
• **Families:** Most initiatives identified focus either on women, children or men. Very few seem to focus on families; either the nuclear or extended family. Ironically, research has shown that 60% of women turned to family members for assistance after the most serious incident of abuse. Only 20% sought help from a religious person after the most serious incident of abuse. This suggests that initiatives that target the family as the “first port of call” both in response and prevention strategies need to be devised and stepped up. These initiatives should particularly target close female relatives, like mothers and mothers-in-laws who are often part of the conspiracy of silence that leads to domestic violence that might be nipped in the bud escalating. The short term objective is to get families to become part of the prevention campaign. In the longer term, initiatives targeted at families need to focus on new approaches to parenting and socialisation.

• **The workplace:** A serious gap in this mapping exercise, both because of resource constraints and as there are few obvious best case examples, is the workplace. The work of the Sexual Harassment Project (SHEP) shows that GBV is rife in the workplace and has serious consequences for women’s self confidence as well as economic empowerment. A largely hidden form of GBV, the work place should be a key arena for action in exposing the violence that exists in the workplace, as well as supporting women who may be experiencing violence in their homes. Put differently, in so far as those who work spend one third of their day at work, this must logically be a key arena for action. Strategies may begin in the short term with ensuring that every work place has a sexual harassment policy. In the medium term every work place should become part of the national campaign to end gender violence. Ultimately, there should be zero tolerance for GBV in the work place.

• **Sport:** Researchers made numerous unsuccessful efforts to locate best practices on using sports in GBV prevention campaigns in South Africa. Other than the occasional sports team of personality endorsing the Sixteen Day campaign (like the rugby team in 2005) such examples are few and far between. The examples from Liberia and Australia show how sports can be used in the fight against GBV:

**Scoring for peace**

Following Liberia’s civil war a semblance of stability now exists. Sports is one of the mechanisms being used to build peace and development to the country. The Special Adviser to the UN Secretary-General on Sport for Development and Peace, Adolf Ogi, and the President of Liberia, Ellen Johnson-Sirleaf, have jointly launched a Sport for Peace tournament aimed at encouraging Liberians, especially the youth, to embrace and use sport in promoting peace, reconciliation and development. In a media statement Mr. Ogi expressed the hope that the tournament would be sustained across Liberia to motivate community leaders to fully support community initiatives that promote peace, reconciliation and recovery, as well as create awareness on HIV/AIDS, rape, sexual exploitation and other forms of gender-based violence.²⁸

---
Napoleon Jaeploe, Deputy Secretary General of the Liberian Football Association working to bring former combats together working to bring peace through out Liberia. Events such as the FIFA’s World Cup are the mere tip of the iceberg when it comes to the impact and influence that the game has around the world. It is becoming increasingly used as a vehicle in the promotion of peace. Civil unrest until 2003 16 indigenous ethnic groups was torn apart now social stability. “We were carrying guns. One point that turned upside down is when I took a ball and threw the ball out, the guns were laid down on the side and they began to play. Right here now you have a football team of more than 12 different tribes playing on one team. Doesn’t it bring you together? It does ... all of us become team mates. We have become one... Various communities now have got more self respect because of the game and based on this the respect has come back and discipline. It keeps them busy and they concentrate on their well being...”

Developing new models and techniques of conflict resolution we can use in schools and in the family can be an important means not only of living happier lives, but also can be one way of challenging destructive gender norms. It is a way of building self-awareness, teaching practical skills, creating trust and building a safe environment, and solving specific problems. UNICEF believes that sport can be an effective programmatic tool to help achieve goals in health, education, gender equality, HIV/AIDS, child protection and child development. That is the concept of sport for development – that sport is not just an end in itself, but also an effective tool to help improve the lives of children, families and communities (UNICEF)

Besides the fact that sport and play are a child's right, sports can be a mechanism for boosting a child's life skills. Article 31 of the Convention on the Rights of the Child: States shall “recognise the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.”

Meanwhile, the Australian Football League has released a policy titled “Respect and Responsibility – Creating a safe and inclusive environment for women at all levels of Australian football”. AFL Chief Executive Officer, Andrew Demetriou, said the release of the policy was the culmination of many months of work by a committed group of experts from a range of fields including women's policy, policing, the law, discrimination, equal opportunity and public health. Victoria’s Minister for Women’s Affairs, Mary Delahunty, participated in the policy launch during which it was also announced that the AFL and VicHealth had established a partnership to implement the policy.

Demetriou said the policy had been developed by a Working Group convened on the AFL’s behalf by Professor Jenny Morgan, Deputy Dean, The Law School, University of Melbourne. The Working Group was established in June last year following a range of allegations about the treatment of women by AFL players, past and present. Other sporting competitions in Australia and overseas faced similar allegations. Key elements of the policy, which was developed in conjunction with the Victorian Government’s Statewide Committee to Reduce Sexual Assault and Office of Women’s Policy are:

- Introduction of model anti-sexual harassment and anti-sexual discrimination procedures across the AFL and its 16 Clubs.
- Development of organisational policies and procedures to ensure a safe, supportive and inclusive environment for women.
- Changes to AFL rules relating to conduct unbecoming which cover the specific context of allegations of sexual assault.
- Education of AFL players and other club officials with avenues for dissemination of the program to the community level being explored.
- The dissemination of model policies and procedures at the community club level.
- Development of a public education campaign.

Demetriou said traditionally, responsibility for addressing sexual assault had fallen largely to the criminal justice and social services systems, where intervention was understandably focused after violence had occurred. “More recently, women’s groups and services have been successful in putting the prevention of sexual assault on the broader social policy agenda.

This has led to increasing recognition that creating safe and supportive environments for women is a shared responsibility of individuals, organizations, communities and governments,” Demetriou said. “As an organisation with a strong emphasis on community and social responsibility, the AFL wants to work with government and other groups to contribute to this broader social policy agenda in all States and Territories. “The position of the AFL and our Clubs is quite clear -- we find any form of violence towards women abhorrent and we support moves by government and other community-based organisations to eliminate violence or the potential for violence,” he said.

The issue of sport is critically important as South Africa prepares to host the World Cup in 2010. The FIFA World Cup and the other FIFA competitions draw an incredible amount of attention from spectators and media worldwide that can be used to convey messages that support good causes. As the world's most popular sporting event, the FIFA World Cup has proven to be a unique communication platform for raising both awareness and funds for worthy social causes.

In 2002, FIFA dedicated its flagship competition for the first time to an awareness-raising campaign. Together with UNICEF, the "Say Yes for Children" campaign highlighted the need to recognise and respect children's rights. This was followed by two Official Campaigns for the 2006 FIFA World Cup. The "Unite for Children, Unite for Peace" awareness-raising campaign was carried out in cooperation with UNICEF and highlighted the potential of football to promote values of peace and tolerance at international and national levels as well as locally, both within communities and between individuals. The "6 Villages for 2006" fund-raising campaign was conducted in close alliance with SOS Children's Villages, which raised over USD 30 million for the construction and running costs of six SOS villages in Brazil, Mexico, Nigeria, South Africa, Ukraine and Vietnam.

On a permanent basis, FIFA - in cooperation with its 208 member associations - conduct the reputed "FIFA Fair Play" and "Say No to Racism" campaigns.
Current FIFA Campaigns:
1) 20 Centres for 2010 (FIFA)
2) FIFA Fair Play: "My Game is Fair Play" (FIFA)
3) "Say No to Racism" (FIFA)

Previous FIFA Campaigns:
1) "Let's Play, Let's Build" (FIFA-SOS)
2) "Goals for Girls!" (with UNICEF for FWWC China 2007) (FIFA-UNICEF)
3) "6 Villages for 2006" (FIFA-SOS)
4) "Unite for Children, Unite for Peace" (FIFA-UNICEF)
5) "Los chicos siempre ganan" (FIFA-UNICEF)
6) "Go Girls!" (FIFA-UNICEF)
7) "Red Card to Child Labour" (FIFA-ILO)
8) "Say Yes for Children" (FIFA-UNICEF)
9) "Smoke-free Soccer" (FIFA-WHO)
10) "Kick Polio out of Africa" (FIFA-WHO)

Source:  
http://www.fifa.com/aboutfifa/worldwideprograms/footballforhope/campaigns/index.html

In 2010 the campaign will be 20 Centres of Hope For 2010. According to the FIFA website: This campaign emphasises the power of football far beyond the boundaries of the pitch. With the help of football fans, celebrities and sponsors, we want to achieve the building of 20 Football for Hope and make a leave a lasting legacy for the benefit of African youth.” The question that arises is what scope exists for South Africa, as host country, together with neighbouring SADC countries, to make ending gender violence a core issue in 2010.

Other than the games themselves, there will be a host of preparatory activities and huge increase in soccer interest around the country. UNICEF is engaged in ground-breaking work on integrating gender awareness into sports training. This opens the door for the desired long term perspective, which is not just to use sports in campaigns but as a means to challenge some of the underlying assumptions in the socialisation of men and boys.

Gaps within arenas
The other concern is that even where certain sectors are receiving attention they may be so large that only one small part of the issue is being tackled.

For example Project Ndabezitha, the only project that could be found that focuses on traditional leadership, has not only just reached some 10% of all traditional leaders but focuses on one aspect: the inter phase between the traditional and formal justice systems. While this is an important component of the response mechanism, given that many women (especially in the rural areas) are more likely to seek redress from traditional chiefs than the criminal justice system, it is one small component of the engagement that needs to take place with traditional structures. Steeped in patriarchy, the traditional system itself requires fundamental transformation if it is to become an agent of change. This is a long term objective, but one that requires considerable more investment. For the most part, it is a path...
that activists have been loathe to tread because it is one of the most difficult (yet important) areas of work.

Another area in which preventive efforts have just touched the surface is the work with religious leaders. Also deeply patriarchal, religious structures have yet to be brought on board in a meaningful way. It is significant that Hope World Wide, one of the few religious networks involved in preventing GBV, is a global rather than local network. Clearly, far more work needs to be done with religious organisations.

The work on men is to be commended in so far as much of it appears to be of a primary prevention nature. However, it is also important to focus on the rehabilitation of offenders. This area does not appear to be receiving the same degree of attention.

**Missing linkages**

Reading through the case studies, one is struck both by the extent of the good partnerships that have been developed in each case, but also the lack of effective synergies.

For example, the SB and IMAGE case studies pose interesting similarities and differences. Both concern the empowerment of women. But one is responsive, while the other is pre-emptive. As a responsive approach, SB is to be commended in that it has built an economic empowerment component into the immediate response to abuse. But as the primary focus is responsive, it is difficult to guage the extent to which secondary violence is actually prevented. IMAGE on the other hand has the long term objective of reducing violence through empowering women economically.

Ideally, strategies such as SB and IMAGE should be working together. In so far as shelters are necessary, they should at least go as far as helping women to get secondary housing. However, they cannot necessarily be expected to ensure that women become economically productive. There need to be linkages, not just with initiatives like IMAGE, but with mainstream programmes like those run by the Department of Trade and Industry. This underscores why it is important for all government departments.

Some strategies, like Image focus primarily on women, while others like MAP focus on men, often covering similar ground (on sex, sexuality, GBV, HIV and AIDS). While it is understandable that these programmes have separate targets, an important question that arises is whether they could not work more closely together. Put differently what is the import of a programme that focuses primarily on empowering women in the men in her life are not going through training to change their outlook and vice versa?

A similar example of that at an earlier age is the GEM and Soul Buddyz initiative. The one focuses on girls, while the other focuses on boys in schools. But to what extent do programmes like this function together in one school? What difference would it make if they did? Have there been any discussions at a strategic level to assess how those might work together?
Lack of long term vision
A related issue is the extent to which programmes achieve or even try to achieve the long term objectives that would be required to end gender violence. Given that it might be outside the scope of any one programme to do so, effective synergies would help to ensure that such goals are achieved. But it is also true that organisations tend to shy away from long term strategic programmes like fundamentally transforming the media, or empowering women though economic empowerment because it is difficult to demonstrate “quick wins” in these arenas. Programmes like Image are especially rare. Even then, IMAGE is a five year study. The question that arises is what will happen to the women in and out of the control group when the study is over; similarly how such a well conceived model can be cascaded several thousand times over to reach all women across the country.

Funding
For all the case studies, the maths of scaling up is mind-boggling. For example Isolabantwana has been shown to be a highly effective intervention for protecting children that is gradually spreading across the country, but is still far from being in every locality. In 2003, 15 pilot sites were identified and the programme was implemented in all provinces, through the financial support of the Department of Social Development. To date 52 Isolabantwana sites have been established and are ensuring that vulnerable children receive protection and care. But considering that there are 284 councils across South Africa, and thousands more wards and communities, this is just the tip of the iceberg.

A big question is the extent to which further scaling up can be sustained when a large proportion of the resources for prevention campaigns comes from foreign donors including the NPA’s own flagship Ndabezitha project funded by DANIDA (see Table three below). What is apparent from this analysis is that there is need to considerably step up funding resources for prevention of GBV in South Africa with government playing a key role. A precedent for this has been set with funds raised for the Sixteen Days of Activism campaign (largely from the private sector) being administered by the Foundation for Human Rights. A less ad hoc and more sustainable mechanism is required.
### Table three: Sources of funding

<table>
<thead>
<tr>
<th>Project</th>
<th>Govt funding</th>
<th>Private Sector</th>
<th>Foreign</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual/ Family</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IMAGE</td>
<td>Department of Health</td>
<td>Anglo American, Small Enterprises Foundation (SEF)</td>
<td>The Kaiser Foundation, DFID, HIVOS, SIDA</td>
<td>University of Witwatersrand</td>
</tr>
<tr>
<td>Saartjie Baartman Centre for Women and Children</td>
<td>Dept of Social Development, National Lottery</td>
<td>Anglo American</td>
<td>Bergens Clinic (Norway),</td>
<td></td>
</tr>
<tr>
<td>Stepping Stones</td>
<td>National Institute of Mental Health</td>
<td></td>
<td>Harry F. Guggenheim Foundation</td>
<td>Medical Research Council</td>
</tr>
<tr>
<td><strong>Community</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hope Worldwide</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ekurhuleni 365 Days</td>
<td>Ekurhuleni Metro</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls Education Movement (GEM)</td>
<td>Department of Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Isolabantwana - Eye of the child</td>
<td>Dept of Social Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Ndabezitha</td>
<td>NPA-SOCA</td>
<td></td>
<td>DANIDA</td>
<td></td>
</tr>
<tr>
<td><strong>Society at large</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NERINA – One Stop Youth Justice Centre</td>
<td>Department of Justice, Department of Social Development, SAPS</td>
<td></td>
<td>DANIDA, HIVOS, OSISA, OSF-SA, NIZA</td>
<td></td>
</tr>
<tr>
<td>Gender Links</td>
<td></td>
<td></td>
<td></td>
<td>DANIDA, HIVOS, OSISA, OSF-SA, NIZA</td>
</tr>
<tr>
<td>Soul City</td>
<td>DOH, DPSA</td>
<td>BP, Old Mutual, De Beers, MTN</td>
<td>Several(^\text{30})</td>
<td>Nelson Mandela Children’s Fund</td>
</tr>
</tbody>
</table>

---

\(^{30}\) EU, Ireland, Royal Netherlands Embassy, DFID, PEPFAR, AusAID, the Communication Initiative, Japan ODA, Joseph Rowntree Charitable Trust, Open Society Foundation, Save the Children Sweden, the Rockefeller Foundation, United Nations High Commission for Refugees, UNICEF
Conclusions and recommendations

The mapping exercise demonstrates the innovative preventive strategies emerging in many of the “arenas for action” in the prevention model. But it also reveals gaps in coverage overall as well as within given arenas. The research underscores the emphasis on short term over long term goals; the need for more effective linkages as well as well as for sustained sources of funding to scale up the prevention initiative. Key recommendations are that:

- The findings of this study be presented at a workshop that could be used to resuscitate the prevention task team of the 365 Day National Plan to ensure synergies and coordination.
- A comprehensive audit be conducted of all primary prevention initiatives and stored in online data base that can be used to create effective linkages and synergies.
- The audit be used to update and fine tune the existing prevention strategy, to ensure that it covers all the “arenas for action” identified in the model.
- A GBV Prevention Fund be established with substantial resources from government to be complemented by private sector and foreign donor funding, and an independent governance and administrative structure on which all stakeholders are represented. Key considerations for the fund include:
  - Criteria, similar to the checklist in this study, be developed for assessing new initiatives and scaling up of existing initiatives, especially where gaps have been identified.
  - Priority be given to supporting initiatives in key arenas that are not currently receiving any or sufficient attention. These include initiatives focusing on the family; work place; traditional and religious arenas as well as sports.
  - An flagship initiative to harness the potential of Soccer 2010 for mounting a concerted campaign
  - All existing initiatives for scaling up demonstrate linkages and synergies that will ensure short, medium and long term goals are met.
  - Substantially more funding be allocated to programmes that have long term objectives such as transforming the media and empowering women.
- Engage with the South African Local Government Authority on cascading local action plans based on the model that can demonstrate on the ground the advantages of an integrated approach. Such initiatives would move away from fragmented initiatives that treat communities as guinea pigs rather than empower them through a coordinated multi-sector approach.
Chapter five:

Strategies that work
Created in 2002, Soul Buddyz is a multimedia ‘edutainment’ vehicle developed for 8-12 year olds, consisting of a television drama, radio drama, a book for use in the Grade 7 life skills classroom, and a parenting booklet. A joint project of South City, the South African Broadcasting Corporation (SABC) education programme and the Department of Education, the main motivation of Soul Buddyz is to get to boys and girls while they are still young in a way that is fun and engaging.

Soul Buddyz television is broadcast on SABC 1, and is a 26 part drama series and involves a diverse group of children dealing with everyday life, assisting each other and addressing community issues, whilst enjoying life. This is accompanied, in each episode, by comments of real children on the issues addressed. The radio intervention is a made up of 26 half hour programmes made up of 10 minute children’s drama, 5 minutes of documentary information and 15 minutes of interactive talk hosted by a young person.

The user friendly Grade 7 life skills Book and Soul Buddyz Parenting Book address a number of key issues for young children, linked to the Soul Buddyz series.

Soul Buddyz Clubs serve as platforms where South African children can learn and develop skills aimed at assisting them to address issues that affect them, their surrounding schools and the community. These clubs are conceptualised and designed to be hubs of activity that are ‘interesting, exciting and fun’ for children. The Soul Buddyz Clubs are led by children, with frequent meetings and numerous activities being undertaken.

These include debating issues arising from the monthly Soul Buddyz newsletter, conducting frequent meetings, undertaking projects addressing health and development issues such as environmental conservation and HIV and AIDS, conducting community research on issues that affect children, identifying and assisting vulnerable children, preparing and presenting dramas on pertinent issues in their community, and undertaking competitions.

The Soul Buddyz children’s empowerment model- put simply “starting them young”- is one of many examples of a creative approach to primary prevention of GBV identified in this study. While the previous chapter mapped the different focus areas of violence prevention strategies, this chapter analyses different approaches and methodologies identified in the case studies that could help to inform future programmes.

While each intervention is different, many of the lessons are cross cutting. They could help to inform and enrich new and existing primary prevention programmes, and should form an important part of the action plan arising from this study. The strategies are measured against the five pillars of communication for social change in the model presented in Chapter two, and repeated here for ease of reference.

**Five pillars of communication for social change**
- Community participation and ownership.
- Language and cultural relevance.
- Generation of local content.
- Use of appropriate technology.
- Network and convergence.
Appropriate targeting and messaging

Among the case studies examined, Soul City had the most advanced methodology for developing appropriate and targeted messaging. This is central to any preventive strategy, whether at micro or macro level. Confusing or inappropriate messaging can backfire massively. Conversely, messages that are owned and developed by those targeted are likely to be propagated, ingrained and hopefully bring about behaviour change.

Key principles of the Soul City approach are:
- Undertaking rigorous formative research - they ensure that all materials are thoroughly tested with communities so that ‘the lived experiences and voices of the communities are captured’.
- Partnerships are an essential component of materials development and delivery, to ensure wider ownership. SC IHD also seeks to ensure, where possible, that the programmes are integrated into wider initiatives and strategies so that impact is maximised.
- Drama projects stories that provide positive models of behaviour, and gives a human face to complex issues such as HIV and AIDS
- Use media to access maximum audience - [particularly prime time television and radio
- Multi media works well as diverse audiences can access it
- Create an ‘ongoing vehicle’ which brings and maintains popularity over time. This also enables the project to deal with different issues over a period of time.
- Promoting and marketing the intervention over time in order to generate maximum audiences
- Branding all materials so that one core identity ties all the different media together

Figure eight: The Soul City Edutainment model

As illustrated in figure nine, the Soul City model comprises inputs and outputs. The inputs are made up of “the edutainment vehicle” which uses the power of drama and using multimedia
to reach a wide range of audiences. Further inputs include the formative research process for materials that are “meaningful, effective and appropriate”, forging partnerships, as well as promotion and marketing. In terms of outputs, SC IHDC aims to build on brand opportunities, produce interpersonal ‘face to face’ materials that end users can identify with and ensuring that it serves a variety of purposes, including linking literacy and health outcomes, and life skills for children. Other outputs include advocacy, awards, search for the star, actors as advocates, achieving the project’s social change objectives, and evaluation.

**Figure nine: Soul City’s formative research process**

Figure nine illustrates the formative research process, which is the cornerstone of the approach and design of all programme work. This formative research is what creates the difference between edutainment and pure entertainment and is a hallmark of all quality edutainment projects. Experts are often out of touch with the very people they hope to communicate with. The Soul City IHDC’s formative research process - outlined below -- combines the inputs from experts as well as the audience at large to develop material that is meaningful, effective and appropriate.

31 [www.soulcity.org.za](http://www.soulcity.org.za)
Listening to experts and audiences

**Step one:** Consulting widely with experts and key stakeholders on the topic issues. This includes government as well as civil society and (including non-governmental and community based organisations, activists and academics).

**Step two:** Consulting audience members about what they know, their concerns, their attitudes to the issue and the barriers that exist to positive change.

**Step three:** Role players and experts are brought together. They are presented with the findings from the first two steps. They then help define the issues to be included in the edutainment product and the way in which these issues will be dealt with.

**Step four:** A message brief that defines these messages is produced. This forms the blueprint for the creative team (producers, directors and scriptwriters) to work off in developing the TV and radio dramas.

**Step five:** The creative team use the message brief to integrate the issues into the entertainment vehicle. This is done in a creative workshop where the creative team is briefed and brainstorms how best to do this.

**Step six:** A draft outline is produced. This is tested with the experts, role players and audience members. After this, full scripts are produced.

**Step seven:** The scripts go through a writing and testing process until the issues are have been well integrated while ensuring the product maintains its entertainment value.

**Step eight:** The material is produced, broadcast, printed and distributed.

**Step nine:** The materials are evaluated. Lessons learned are integrated into future productions.

Participatory learning approaches

In line with the communication for social change principles cited at the beginning of this chapter, many of the case studies place a strong emphasis on participatory learning approaches.

Stepping Stones (SS) is based on several theories of behaviour change, including the “adult education theory,” which finds that people learn better if the learning is established from their vantage point (Jewkes et al, 2006, p.5). This explains why it is important to draw out what people know (during community meetings and the initial peer group meetings) before suggesting new knowledge or correcting perceptions.

The approach of SS also employs Freiren models of critical reflection and the use of theatre (role-playing new understandings of gender), in addition to techniques of assertiveness training (ibid). It is not a didactic or classroom process, and the facilitator is not the educator (Nwabisa Jama, personal communication).
Generally, it is participatory methods and self-reflection that make this approach so effective. In order for there to be behaviour change, participants need to be the ones that point out where GBV and other interconnected issues manifest in their lives. Facilitators are then there to impart information that participants are encouraged to utilize from the first session. The programme being spread out between 6-14 weeks (6 being the minimum and 14 being the maximum) allows change to occur during the programme instead of a one-day workshop that brings short-lived behaviour change (Lindiwe Farlane, personal communication).

In the SS approach, the participant identifies the problems being faced and that need to be addressed. SS is very much clients-based, which is what makes it so replicable; each community decides what is most important to discuss around these issues (Farlane, personal communication).

In the thirteen sessions of the programmes, there are 3 peer group meetings and two community meetings, and an introduction to the course with the community; these are all significantly informative meetings. It also teaches the community to listen to itself; there is no better expert or background research that can tell the community what it is dealing with on a daily basis (Jama, personal communication; Liniwe Farlane, personal communication).

Jama explained that SS does not capture every nuance of GBV. However important issues surface, like transactional sex, when talking to participants about broader issues like in the “sex and love” session [see text below]. It is therefore essential that the facilitator create an environment in which participants feel free to share. To quote Farlane: ‘language is critical’; as a facilitator you cannot use terms like ‘transactional sex’ when participants may refer to their partners as ‘Minister of Finance’ instead of an out-dated term like ‘suga daddy.’

Such participatory approaches are effective for lasting social change. Facilitators of the programme are there to bring out the issues that participants confront but may not know how to communicate about. Facilitators are thoroughly trained in issues related to GBV, gender equality, HIV and other STDs so that they can be prepared for what surfaces in discussions.

Project Ndabezitha is another example of participatory approaches. Rural communities helped to come up with the project design with both women and men participating. Experts from government and civil society joined them. A baseline study informed the programme. The name “Ndabezitha” came out of group consultation discussion with the traditional leadership.

**Anticipating and overcoming resistance**

There is often resistance to work in the GBV sector; internally and externally. For example, Phumlani Mngomezulu explains in the case of Hope Worldwide, knowing that this is “an organisation that is well resourced, there were some organisations, especially in Alexandra, that resisted working with us because they had a negative perception of us. It was like organisational competition. This made things difficult because our approach is not about saying ‘we know what you need and we will show you’, but rather one which is supportive of existing initiatives; which builds on what people already know; working towards a common cause.”
What we did in Alexandra was then we approached the local government authority, working with them to build solidarity amongst organisations in the community. We focused on the issues, and not the organisations; training peer educators, developing CATs” (interview 22 February 2008).

While there are no formal partnerships with community organisations and structures, informal working relationships do exist. These relationships are strengthened by the fact that peer educators are known and live in the communities themselves. Examples of successful partnerships include working with SAPS in some parts of Soweto whereby peer educators are invited to give presentations to police officers and community policing forums.

The MAP approach is informed by a human rights approach, which underscores the rights to equality and dignity. Deep-rooted patriarchal and conservative attitudes – amongst men and women – require that peer educators are able to respond to attitudes that work against these ideals. The issue of marital rape is one such issue which Hope Worldwide (and other) MAP implementers confront during their work.

“When we start to talk about marital rape, it is very difficult. Many men do not even accept that this is possible [that a husband can rape his wife]. ‘She is my wife; it is part of her duties,’ they say. Also, when a woman gets married, she is told ‘we do not want returned soldiers.’ So even if her partner is abusive, it must be tolerated. The MAP manual provides peer educators with tools they can use to challenge the ‘cultural’ issues in society which oppress women. Sometimes it is not even about culture, but about men not being willing to see women as equals,” (interview with Willie Letswalo, 25 February 2007).

There are also other cultural challenges as expressed in the following quote by a trainer: “I was once doing some training in a small rural village near Mthata in the Eastern Cape. One of the participants was an induna. After I introduced the process, he asked me: “Have you been to circumcision school?” I laughed. The induna was not happy and said that I was making a joke, and that if I was not going to respond then no one would participate. ‘We are not going to allow an nkwenkwe to address us, it does not matter what his age is.’”

Willie Letswalo notes: “The resistance is there, we find ways to work from where people are, so that we build knowledge and share information that helps shift attitudes. It may take a long time sometimes but there have been changes” (interview with, 24 February 2007).

**Capacity building**

Capacity building features strongly in all the case study. This in turn is key to replication. An example is the work of GL with the mainstreaming media and gender activists; as well as with the broad community in its Making the Media and IT work for gender justice campaign.

Described in a recent organisational evaluation as a “small organisation with large footprints”, capacity building is at the heart of GL’s work. The table below shows that over the seven years of this programme, GL has trained 617 participants from the media and NGOs in

---

32 A boy who has not been circumcised
covering gender violence; strategic communications and IT for Advocacy. Of these, 33% are men and 67% women.

**Table four: GL GBV capacity building statistics**

<table>
<thead>
<tr>
<th>Province</th>
<th>GBV and media</th>
<th></th>
<th>Strat Comms</th>
<th></th>
<th>IT for Advocacy</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>T</td>
<td>M</td>
<td>F</td>
<td>T</td>
<td>M</td>
</tr>
<tr>
<td>Eastern Cape</td>
<td>4</td>
<td>19</td>
<td>19</td>
<td>7</td>
<td>15</td>
<td>22</td>
<td>4</td>
</tr>
<tr>
<td>Free State</td>
<td>6</td>
<td>14</td>
<td>14</td>
<td>8</td>
<td>11</td>
<td>19</td>
<td>7</td>
</tr>
<tr>
<td>Gauteng</td>
<td>5</td>
<td>13</td>
<td>13</td>
<td>7</td>
<td>10</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>KwaZulu Natal</td>
<td>6</td>
<td>16</td>
<td>16</td>
<td>7</td>
<td>9</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td>Limpopo</td>
<td>13</td>
<td>22</td>
<td>22</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>Mpumalanga</td>
<td>2</td>
<td>8</td>
<td>8</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>Northern Cape</td>
<td>4</td>
<td>9</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>26</td>
</tr>
<tr>
<td>North West</td>
<td>8</td>
<td>15</td>
<td>15</td>
<td>7</td>
<td>11</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td>Western Cape</td>
<td>6</td>
<td>25</td>
<td>25</td>
<td>3</td>
<td>14</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>54</td>
<td>141</td>
<td>141</td>
<td>42</td>
<td>74</td>
<td>116</td>
<td>105</td>
</tr>
<tr>
<td>%</td>
<td>38%</td>
<td>100%</td>
<td>76%</td>
<td>36%</td>
<td>100%</td>
<td>71%</td>
<td>29%</td>
</tr>
</tbody>
</table>

The detailed statistics, given in table four, also demonstrate the value of keeping gender disaggregated statistics. For example these show that men constituted the highest proportion of male participants (38%) in the media training course.

The following comments from an evaluation of the programme by an independent consultant summarise the achievements with regard to capacity building and ensuring a multiplier effect:

- The quality of the training offered, both in terms of the foundational training in gender issues, and in the development of media and communication skills, has been high.
- The design of the “Covering Gender Violence” training programme was well thought out and coherent. The various elements (introducing a common gender discourse, critically analysing media coverage from a gender point of view, teaching media and communication skills to NGO's, teaching journalists to adopt a gender perspective in their reportage, sending participants out on field assignments to gather information for their media reports, assisting them in writing and producing their reports on computer and teaching them some internet skills) build logically on each other and culminate in the production of a workshop newsletter or newspaper supplement, and in the production of radio programmes. The aim of developing media and communication skills by producing gender-sensitive media coverage is achieved through this process and the participants indeed ‘learn by doing’.
- The majority of participants, including those from NGO's that have been working in the field of gender violence, described the workshops as an ‘eye opener’ as they acquired a vast new body of learning and knowledge on this subject.

33 Jenette Minnie, Covering Gender Violence Evaluation, OSFSA, 2004
The NGOs, who for the most part had almost no knowledge or participatory experience of the media, confirm that they now appreciate the role of the media much more and that they are able to more critically read, view and listen to the media from a gender point of view.

Most journalists interviewed from the community radio and mainstream media, confirm that they were sensitised to gender issues and to issues around gender violence. The National Community Radio Forum says that over time it has realised that the value of its partnership with GL lies in the area of content development and creation. At the early stages of their relationship they regarded GL simply as a business partner that would provide them with income for airtime. That perception has now changed.

The fact that Gender Links decided to cascade the workshops down to provincial level is an accomplishment in its own right. In terms of its original mandate from the birthing conference in Lesotho in 2000, it needed only to hold one national training course in South Africa. Instead it chose the hard route to offer the course in every province. The consistent criticism of almost all NGOs in South Africa is that training and development opportunities are largely confined to the cities of Johannesburg and Cape Town.

The most significant impact of this project is the capacity building of other organisations to achieve a multiplier effect in which these organisations take forward a necessary cause – in this case combating gender violence.

Soul City similarly has a clear vision as regards its capacity building programme: “To expand, deepen and sustain the impact of Soul City’s mass media work through high quality training and materials thereby making an impact on skills and information at community level.”

This vision is realised through 6 strategic objectives, which includes outreach training for ‘hard-to-reach people’, training and information provision at community level as a way of sustaining mass media impact, promoting the Soul City brand, and provide quality assurance for all training provided.

This is done this through working with 18 partner organisations that are based in the 9 provinces of South Africa. SC IHDC trains 3 to 4 trainers in these partner organisations on how to use Soul City materials, who in turn train their own communities. This is accompanied by the provision of a budget for the partners to hold a certain number of training and education sessions in their communities. The portfolio of trainees who have benefited from SC IHDC partner training include faith based organisations, labour unions and community based organisations.

Based on a standardised pack of information SC IHDC offers levels one up to four of accredited training on applying accurate information about HIV and AIDS information to everyday life. They also offer course for master trainers, and one on domestic violence.

Training experts including the SAQA board rated the manual. All those trained in Level Two and Three would obtain NQF 5 10 credits for each level providing an incentive for the traditional leadership and prosecutors to attend.
Peer education

A particular training technique used in many of the projects is peer education. Peer education is about learning from those perceived to be at the same level or in the same situation as you. It is regarded as a key tool in adult learning because it is seen as less threatening and less likely to spark resistance, especially when addressing difficult subjects.

MAP and Hope World are good examples of initiatives that depend largely on peer educators. As Willie Letswalo puts it: “Hope Worldwide has always worked on the ground: in communities. We do the same with MAP. This is why we have many peer educators. The MAP objectives and approach fits glove in hand with the lifestyle promoted by Hope Worldwide [as a faith-based organisation]. MAP is about a way of living. It is about personal change.” (Interview with, 27 February 2008).

The MAP programme includes the establishment of Community Action Teams (CATs) which mobilise men in communities to take action at a local level. Hope Worldwide establishes Community Action Teams through the identification of potential peer educators during the workshop, including participants who express interest in continuing their involvement in the programme by becoming peer educators (Interview with Phumlani Mngomezulu, 25 February 2008).

Peer educators then receive facilitation; counseling and other skills which allow them to implement the MAP programme. The CATs ensure that peer educators and others are located within communities allowing access to information and support beyond the workshops. The ‘each one teach one’ approach allows for community members to see ‘one of their own’ become agents of change; and lastly members of the CATs are able to support each other.

This helps “sustain the change that was started during the workshops, and it shows other’s that it is possible” (Interview with Phumlani Mngomezulu, 25 February 2008).

The “each one teach one” approach allows for a great diffusion of the MAP approach in communities. However, it requires commitment from peer educators and CAT members to ensure that this happens in a sustained way. Comments from participants in focus group discussions show that the stipend paid to peer educators serves is an incentive for participation. This is particularly so given the high levels of unemployment in South Africa.

All peer educators are recruited during MAP workshops in their communities. While all peer educators spoke about wanting to ‘give back to the community’ as a primary motivation for working in the programme, another common reason was to have something to do while making ‘ends meet’34. They also spoke about MAP helping them to focus:

34 Peer educators are given a stipend of sorts to cover their expenses. While this payment should not be construed as a formal ‘salary’ given the high levels of unemployment in communities which Hope Worldwide serves, this is a great incentive for many. One of the criticisms of the beneficiary group was around the financial constraints which prohibited them from becoming peer educators or members of the CATs.
“With the skills and knowing that right now I don’t have money to further my studies I need something that would sustain me, ground me and keep me disciplined not to fall in the wrong ways. I needed something to keep me busy and focused. At that time MAP helped me ground myself. I know this is a positive thing I can do; so I continued to stay and make a difference” (Justice, peer educator).

While peer educators believed that MAP was effective, they also mentioned the need for continued support for them at a personal level, given the nature of their work.

### Spare a thought for peer educators

The following quotes from peer educators reflect some of their day-to-day experiences:

“There was a guy who attended our workshops; he used to be the regular of the workshops about how can continue positively ... just last week he was arrested for allegedly raping a five-year-old child. I wonder are these people pretending or just acting for me because they say one thing in the workshop and then do something else outside. At times I am very discouraged and demoralised” (Justice, peer educator).

“This participant said that if he found a man raping a woman, he would kill him. I thought, let me probe around that issue and ask him ore what does he mean. And the guy said that his mother had been raped by a man who was considered a family friend. ‘And as a result I was conceived. I am a product of rape and from that day on my mum hated me’. One lady cried and another one said that a lady she lived with was raped on her way to work. And then she started crying. This gentleman stood up and left and the two ladies went outside as well. And then another participant said that a friend of hers was raped as well at a party at knifepoint by some guys. Now the mood changed. Unfortunately that day I was alone, I stopped the workshop briefly and went outside to counsel the participants there and some other participants who had been to our workshops before helped.” (Sigidi Sebeko, quoted in Peacock, 2005).

Peacock (2005) supports the need to provide support to peer educators and others implementing the MAP programme as “they need to process their own experiences with violence (Peacock, 2005).

Ideally, the CATs should run independently; forming organic partnerships with individuals and organisations to support the work of MAP. Both Letswalo and Mngomezulu spoke about how ‘dependency’ on Hope Worldwide for funds to carry out this work was a challenge. While the CATs are an important component of the MAP approach, it is important that innovative ways be found to support them, which do not necessarily require large-scale monetary investment.

The GEM programme also involves peer support. The school clubs consist of students ages 7-19 and range in size. While some clubs are co-ed and others single sex, all clubs include boys as ‘strategic partners’ in gender transformation (UNICEF, undated). In the schools in which it is functioning, GEM is a network for improving girl’s education with boys and adults as allies.

The learner led clubs equip children with skills and information to address issues of access to education, clean and safe school environments, the importance of good communication
amongst peers, HIV prevention, equal opportunities in math and science, life-skills and the importance of personal development. This is done through youth leadership and community workshops. The workshops focus on enhancing learners’ abilities to be creative leaders who contribute to the development of their own schools and communities.

Like GEM, Soul Buddyz clubs are also school-based, and the schools are part of the community. The members of the Soul Buddyz clubs make an effort to conduct some community based activity, for example, maintaining a garden used to support members of the community feeling the impact, directly or indirectly, of HIV and AIDS. Soul Buddyz clubs also serve a point of reference and positive model of community building for other children, thereby creating a multiplier effect.

Soul Buddyz makes its mark in a rural school

The primary school is situated in a village approximately 300km from Polokwane and the area is poverty stricken, with most school children without complete school uniforms and shoes. The school environment is in poor condition. Many of the village dwellers are subsistence farmers and a few work in a nearby town. The principal of the school felt that the School Buddyz Club came at the right time, in particular because HIV and AIDS was affecting many parents and learners. Facilitators’ feedback was that the initial training workshop was inspirational and informative, and an educator indicated that since the Soul Buddyz Club was established, ‘the learners are better disciplined’ (Soul City 2005, 36). The club was established in 2004.

The response from the club members was extremely positive, with responses such as ‘if I have a problem I can raise it with other members’, and ‘Soul Buddyz Club teaches children to behave well and respect others’. One of the members also observed that the club is different because of the diverse range of issues being covered, such as safety, bullying, poems and discrimination. At the time the information on the club was gathered, none of the children had dropped out or resigned. There was a general positive feeling and enthusiasm, and the view that more clubs should be established.

A club committee was established comprising a chairperson, deputy chairperson, secretary and treasurer, and regular meetings were held, even in the absence of a facilitator. Both parents and educators knew about the club but also supported it and expressed their willingness to get more involved.

In terms of activities, the club members stayed behind every day to pick up litter at the school, and they would perform a drama to raise awareness about alcohol and drug abuse. Every Wednesday they were given a slot during devotion to address other students about drug abuse. Students were also encouraged to report abuse. A concrete example was when a female student was sexually abuse. She informed Soul Buddyz, who later informed the principal. After investigation, the perpetrator was arrested and charged with rape. The Soul Buddyz also maintained a vegetable garden.

The stakeholders confirmed that the club had made a significant positive impact in the community. The sexual abuse incident, for example, had caught the attention of the

35 Adapted from Soul Buddyz Club Evaluation Report 2005
community. At school the educators said that since the establishment of the club bullying had declined and discipline had improved. Amongst students themselves, it was noted that club members had developed a sense of community due to the fact that they worked together regularly, and talked about taking up challenges. The principal of the school had participated in some Soul Buddyz activities and felt greatly inspired.

**Partnerships**

Table one (executive summary) which provides a summary of the eleven case studies, shows that between them they have some 77 partners, in government, with fellow NGOs and private foundations. Many of these are cemented through Memorandums of Understanding. The following are a few examples of the types of partnerships formed, and their importance to the work of the organisations concerned:

Forging partnerships is an aspect of **Soul City**’s approach. An example is the partnership in 1999 with the National Network on Violence Against Women (NNVAW), a coalition of more than 1500 activists and community organisations that are both rural and urban based. The partnerships aimed at providing information on women’s rights, to change social norms around gender violence, promote individual and community action against gender violence, advocate for a supportive legislative environment and development of a materials for lay counsellors, police, the justice system and health workers.

The partnership combined advocacy with training and support to survivors as well as audiences of the series by connecting them to a toll free helpline, which provided crisis counselling as well as referring people to community based support structures. Ongoing partnerships in support of the Soul City series are nine regional radio stations and the South African Broadcasting Corporation SABC, which is South Africa’s most popular TV channel.

Soul Buddyz is designed and developed with the SABC Education, and has had support from several other agencies and institutions, including UNICEF, UNESCO and the department of Health. The partnership base also includes nine of South Africa’s regional radio stations, as well as the Sunday Times, the Burger, the Sowetan and the Ilanga.

**Summary of Soul City’s partners**

In all, Soul City’s partners include: 9 regional SABC stations, SABC TV, Community radio stations, BP, MTN, National Institute for Development and Management (NICDAM), Seboka Training & support Network, South African Red Cross Society, Marag Women in Agriculture and Development, Ubuhe Learning Centre, Cheshire Homes South Africa, The Valley Trust South African Red Cross Durban, Joint Education Project, Ndzalama River Queen, Planned Parenthood Association of South Africa, Institute of training & Education for Capacity Building), Family and Marriage society of South Africa, Robin Trust, Community Skills Training College, Namaqualand support Organisation, Dihlabeng Development Initiative Consortium, Alliance Against HIV/Aids, UNAIDS, Regional Partners (9 in 9 SADC countries) e.g. Phela in Lesotho, Nweti in Mozambique, Cell –life.

---

36 Soul City (2001) Social Change the Soul City Communication Experience
The role of partnerships in the management and implementation of programmes is “taken very seriously.” They enter into memoranda of understanding with partners in order to outline the parameters of the relationship. SC IHDC points out that the brand lends credibility to the work that partners do at community level.

**Project Ndabezitha** is a partnership between NPA-SOCA Unit working with the National House of Traditional Leaders (NHTL) and the Court Services (CS) of the Department of Justice and Constitutional Development. This partnership can be traced from the contractual agreement that these Parties, on the 15 July 2004, entered into under the leadership of the NPA-SOCA unit, by signing a Memorandum of Understanding (MoU) for Managing Domestic Violence in Rural Communities.

The MoU clearly sets out a basis for which the Parties shall collectively conduct their engagements in all intervention initiatives relating to the integrated management of domestic violence cases in rural areas. The Project Charter for Capacity and Victim Offender Mediation outlines the key components.

Partnerships have been formed between the Department of Justice, Department of Social Development; traditional leadership and trainers who facilitate the courses, after breaking down the initial resistance and barriers (Molaudi, M. (2008)).

Traditional leaders have also formed partnerships with the prosecutors making the referral system between them more viable. Mutual understanding and trust has been established in the process.

**Engender Health** has collaborated with a number of partners to implement the Men as Partners Programme including, amongst others: multi-lateral bodies such as UNIFEM, UNICEF and the Global Coalition on Women and AIDS; government departments including the Departments of Social Development and Health and the South African National Defence Force; tertiary institutions; research focused institutions; and religious NGOs such as Hope Worldwide.

**Isolobantanwa Child Welfare South Africa** entered into a formal partnership with Cape Town Child Welfare Society. It was agreed that CWSA could replicate the Isolabantwana programme nationally through the assistance and input of CTCWS. The key structure in the national replication of IsoLabantwana was a national steering committee formed early in the project life cycle and which consisted of CWSA senior management and accountability. They provided overall coordination and responsibility for planning the programme, monitoring and attainment of objectives, development and overview of budgets, tracking of financials, consultation and motivation of provincial and local level participation and ensuring replication of Isolabantwana remains on track.

There is utilisation of project teams to manage programmes processes and consisting of CWSA’ regional directors, provincial managers, area managers and member organisation social workers.

---

37 ibid
38 Molaudi, M. (2008) structured interview with researcher
**SBCWC** is unique in that it has 14 on-site partners (including Childline and SANCA) and 2 offsite partners with academic institutions, The African Gender Institute of the University of Cape Town and the University of the Western Cape Community Law Centre.

The SBCWC has the following criteria for participation in the partnership at the (Maharaj, 2005, p. 34):

- Commitment to building the vision of the one-stop centre partnership model;
- Direct contribution to be made to the Centre via the Board and partner membership;
- Provision of direct services for women and/or children;
- Services offered to complement those needed by survivors of gender-based violence;
- Active integration of the organizations services with those of the Centre and other partner organizations.

The challenges the one-stop partnership involves issues\(^{39}\) such as (Maharaj, 2005, p. 34-35):

- Weaknesses in communication amongst partners. Insufficient consultation on the part of the Management of the SBCWC and other partners in relation to the daily running of the centre, which affected them directly;
- Slow implementation of decisions taken at Board and partnership levels;
- Slow formulation and implementation of joint counselling and training groups as well as joint community outreach programmes;
- Non-adherence to SBCWC ideology by some of the partners. Examples include a partner organisations [Rafiki and SANCA] changing their focus to include men in their programmes; faith-based organisation that stress the principle of ‘abstinence’. It was also mentioned that other partners should play a role in deciding who become a new partner of the centre to ensure that there is a gender-sensitive compliance (Stemmet, personal communication);
- Other ways included lack of clear vision and defined roles for the partnership; inconsistency by the partnership in observing rules and regulations; and lack of clarity on what monies obtained from funding and partner contributions were to be used for.

One of the primary advantages in up-scaling this one-stop model is that it is cost-effective endeavour because of the inter-sectoral approach. Many NGOs are under-funded and are going through a resource crisis so developing a PPP with other organisations and government could enhance the roll-out process of such centres nationwide. It is important however to manage the challenges that were discussed throughout this report for the effectiveness of the centre on the lives of women and children who have been abused.

---

\(^{39}\) Even though these challenges were written in a 2005 evaluation, some of them re-appeared throughout the interviews with staff, board members and partners for this report. This suggests similar continued challenges with partner organisations and should be heavily considered when replicating such a model.
**Multiplier effects**

While all the case studies cited need to be replicated many times over, an important feature of project design and process in almost all of these is that they take a pilot approach and build replication into their long term vision. The SBCWC model which has been replicated in three instances is a case in point.

The Athlone House of Strength (AHOS): Opened in Paarl, Western Cape in 2003. The AHOS is a partnership between the Department of Social Services, the Athlone Institute Trush and its Athlone House of Strength. AHOS offers accommodation to “abandoned, abused and neglected children and women.” The AHOS then tries to reintegrate children with their families or places them with caring foster families in neighbouring communities. 

[www.paarlpost.com/archive/121203/lifestyle.html#victims](http://www.paarlpost.com/archive/121203/lifestyle.html#victims)

Ikhaya Lethemba: This 24 hour centre for abused women was established in Gauteng March 2004. The centre is described as a “project’ of the Gauteng Department of Safety and Liaison. It offers counselling services, life-skills programmes, legal advice as well as medical and psychological health services.


Leseding One-Stop Centre: Established in Mpumalanga in 2002 as a partnership between the Department of Social Services, the United Nations, the Australian Government and the Network on Violence Against Women. It offers support to women survivors of violence.


**Conclusions and recommendations**

Collectively, the case studies represented a rich diversity of experiences in support of communications for social change principles. Partners in these ventures would benefit from sharing their experiences and having access to each others resources. The systematic collection of best practices and warehousing of knowledge is critical to a sustained, long term prevention model in which replication and multiplier effects play a key role. There is therefore need to:

- Systematically gather information on approaches and methodologies as part of the comprehensive audit of prevention interventions mentioned in the last chapter.
- Have annual summit during the Sixteen Days of Activism in which “strategies that work”; ideas and resources are shared.
- Link this to high profile annual best practice awards for interventions aimed at preventing GBV during the Sixteen Days of Activism.
- Document best practices.
- Create a website portal where contacts, methodologies, tools and resources, especially training materials, can be shared.
Chapter six:
Measuring change
The Uganda campaign against HIV and AIDS has become a seminal case study in communications for social change literature for one simple reason: it succeeded in reducing HIV prevalence from 17% in the early 1990s to about 6% in 2005. While the pandemic ravages the rest of the continent, South Africa included, one country has shown that HIV and AIDS can be reversed.

Several reasons have been cited for this turn around. In the early stages of the epidemic, the government responded swiftly, giving out simple messages about abstaining from sex until marriage, staying faithful to one’s spouse, and using condoms. The key message was "Zero Grazing", which instructed people to avoid casual sex. More complicated messages about risky behaviour and safer sex were not spread until later, when there had already begun to be a decline in HIV figures.

Political openness and leadership played a key role. In 1986, when the extent of the pandemic hit home, President Yoweri Museveni toured the country, telling people that it was their patriotic duty to avoid contact with HIV. This was a brave approach, as many politicians are reluctant to talk openly about sexual issues, but the openness paid off.

Museveni also recognised from the outset the benefits of empowering women and created a Ministry of Women's Affairs, charged with enforcing laws against sex with minors. Gender-equity messages became a part of general education in the schools, and the government started up programs to offer loans to women for small businesses. (Sourced from: Going public, C. Zandonella (http://www.iavireport.org/Issues/Issue11-2/Public.asp)

The president encouraged input from numerous government ministries, NGOs and faith-based organisations. A diversity of prevention messages - including "Zero Grazing" - spread through Uganda's churches, schools and villages. The campaign involved a considerable effort to break down the stigma associated with AIDS, and frank and honest discussion of sexual subjects that had previously been taboo was encouraged. Very early in the course of the epidemic, the government recruited the Ugandan people to help themselves in the fight against HIV/AIDS.

Ugandan people have themselves to thank, in large part, for the reduction in HIV prevalence. Much of the prevention work that has been done in Uganda has occurred at grass-roots level, with a multitude of tiny organisations educating their peers, mainly made up of people who are themselves HIV positive.

Research shows not only high levels of awareness on the HIV and AIDS among Ugandans, but also evidence of behaviour change. This is what sets the Uganda HIV and AIDS campaign apart from other communications for social change campaigns: it has been able to demonstrate impact where it matters most: bringing about the desired change.
This chapter concerns the critical issue of measuring change in the proposed prevention model. Drawing on experiences from the case studies, the chapter examines how various indicators need to be developed, around information, attitudes, and ultimately behaviour change. It also points to the need for routine mechanisms to measure progress, as part of a concerted and coordinated prevention campaign.

**Monitoring and evaluation**

Monitoring is the routine process of collecting data and measuring the progress of a program based on its objectives. It involves counting what is being done and reviewing the quality of services provided. Evaluation is the systematic investigation of the effectiveness of a program or project. It requires rigorous study design and measurement over the long term.

Evaluations are essential in ensuring that women’s immediate and long-term needs are being met, and importantly, that interventions are not harming or re-victimising women. The kind of transformation desired involves multiple dynamic influences at the individual, family and community level. It is a long-term, organic and messy process that does not fit neatly into donor timeframes and expectations. We need to be realistic about what we can expect. Change needs to be tracked at the individual and community level with meaningful, quantifiable indicators established at each phase. It has been suggested that initiatives should team up with researchers to develop models for effective evaluations.

Monitoring and evaluation are critical for:
- Ensuring that strategies are working;
- Improving the design and implementation of projects;
- Determining if resources are being used effectively and efficiently; and
- Assessing whether objectives are being met.

**Data collection**

Research shows that monitoring and evaluation remain challenge to many NGOs, government and service providers. Information on the effectiveness and impact of interventions is essential, but rarely meaningfully collected. As a result of weak monitoring and evaluation generally, systems for collecting data are not anticipated in advance with the result that there is a scramble to put data together after the fact, usually under pressure from donors, rather than as a result of good institutional practice.

A common short coming is the failure to collect gender disaggregated data. For example, Nerina One Stop Youth Justice Centre does not systematically collect gender disaggregated data, apparently because most of the clients are male (Marinda Burrell, a Chief Probation Supervisor, personal communication). Clearly, it would be of interest to know what proportion

---

40 This section is adapted from lessons learnt from the publication Strengthening Regional Work on Gender-Based Violence, A meeting of activists, practitioners and researchers from the Horn, East and Southern Africa, November 8 - 9 2006 - pg 57
of youth in the diversion programme are young women and how their case histories differ with those of young men.

**Does information create awareness?**
A tricky issue in the monitoring of communication for social change campaigns is the extent to which information can be assumed to create awareness, and awareness to lead to behaviour change.

An example of this conundrum is the media attitude towards GBV. Wary of being accused of “advocacy journalism”, media managers do not necessarily see themselves as having a mission to prevent gender violence. As Sunday Times Deputy Editor Susan Smuts put it: “I don't think we really do anything specifically to prevent gender violence except expose it when we can.”

Yet mass media is critical to “getting the message out there.” And Smuts believes this helps to create awareness: “The media does have a role to play in creating awareness. As with many other social issues, we could do more. I think that having closer relationships with gender organisations might help because we need to understand each other’s concerns and needs in order to build up relationships of trust that will improve reporting and access to people. I think it would be useful to have campaigns where women in the public eye talk about their experiences because this would destigmatise the issues and make it easier for others to speak up.

“Campaigns about other issues (such as trafficking, economic abuse, psychological trauma, child abuse), run in partnership with one or more media houses, would probably work well, where each party can commit to specific outcomes and agree to the parameters of the reporting. Prevention is more difficult to measure. It is through creating awareness, and possibly showing alternatives and places to go for help, that gender violence may be reduced.” (Susan Smuts, Sunday Times, Interview).

**How do you measure what has not happened?**
As in any prevention campaign, the major challenge in the GBV sector is how to measure what has not happened. For example, while life-saving centres such as SBCWC can keep records of how many women and children they have serviced, they cannot say with certainty how many of these women might have been killed had they stayed in abusive relationships. Over the long term, one can only measure general trends in femicide and other forms of GBV in the area to see if the totality of GBV interventions in a particular area are making a difference.

In the case of the IMAGE study, in which researchers compared a group of women who participated in the programme with those who did not and concluded that they were half as susceptible to GBV, the workshop to review initial research findings raised several methodological queries about these findings. How, for example, could one be certain that this was a result of IMAGE and not other factors? Yet the dilemma is that indicators are essential, both at the micro and macro level, for determining if work of this nature is making a difference.
Outputs, outreach and outcomes

Indicators for any given project can be thought of in terms of the three “o’s”: outputs, outreach and outcomes. For communication campaigns, these translate into the information distributed; the extent to which this creates awareness; the extent to which awareness affects attitudes and finally the extent to which changed attitudes lead to behaviour changes, as witnessed in a decline in whatever it is that is being campaigned against.

Clearly information outputs are the easiest to measure. The higher levels require more complex quantitative and qualitative indicators. To the extent that this preliminary mapping of prevention strategies offers insight into how this may be achieved, it is worth analysing these approaches, as well as identifying areas for further work.

Information

A good example of a well documented initiative just to “get information out there” is the constitution campaign that has been cited at various points in this study. The campaign had a specific objective: to ensure that every South African, especially disadvantaged rural communities, knew about the new constitution within a set period of time. It employed several strategies: pamphlets and leaflets; the mainstream media; imbizo; calls for submissions etc.

The media campaign was launched on 15 January 1995 just before work in the Constitutional Assembly began in order to raise awareness of the constitution making process, encourage submissions, and provide information on public meetings. Most of these meetings were held with rural and disadvantaged communities. A Constitutional Education Programme involved participatory workshops, and worked to consult with local structures of civil society to prepare for each public meeting. Some 20 549 people and 717 organisations participated. The public meetings proved extremely successful: discussions were lively, ideas original, and the exchange of views appreciated.

A National Sector Public Hearing Programme, jointly managed by the CA and civil society was also implemented. This emerged out of a need for Theme Committees to consult and engage those structures of civil society with an interest in a particular debate; for instance, the different rights in the bill of rights, the judiciary, security services, and institutions supporting constitutional democracy and public administration. The majority of hearings took place within the four weeks between 8 May and 4 June 1995 and 596 organizations were consulted. In addition, Theme Committees hosted many seminars and workshops when expert opinion and further debate was required on particular issues.

The public handed in nearly 1.7 million submissions (on how they wanted the new constitution to look like). The bulk of these were petitions on various issues such as abortion, pornography, rather than submissions. In whatever form, the submissions were a reflection of the views of a large number of people and could hardly be ignored.

To assist in the education process, material about constitutions and the constitution-making process, including posters, copies of the Constitutional Talk newsletter, and a booklet entitled You and Building the New Constitution were produced. The Constitutional Assembly also produced a pamphlet and a Summary of the Working Draft, in all official languages.
The final project involved the distribution of seven million copies of the Constitution in all eleven official languages. A distribution strategy ensured that the new Constitution was accessible to all South Africans, particularly the historically disadvantaged sectors of society. A final evaluation based on a represented sample showed that a high proportion of South Africans knew of the existence of the Constitution and its basic provisions.

Soul City is another example of a numerically well documented information campaign, that also demonstrates the immense reach of the mainstream media; especially the public broadcaster. The Soul City 4 series consisted of a one hour 13 episode prime time drama on SABC 1, a 60 episode radio drama broadcast in nine different languages, and three 34 page booklets, with one million distributed through 10 partner newspapers and through partner organizations. In all this series reached more that 16.2 million youth and adult South African, through radio and television alone\(^41\), and was consistently rated amongst the top 3 television programmes in South Africa (adult and children audiences).

Soul City 4 provided information on the Domestic Violence Act (DVA) to the general public through television and radio drama, as well as a booklet on Violence Against Women (one million copies distributed). In tandem with the drama, and capitalizing on the audience response to the dramas, NNVAW, embarked on a massive social mobilisation campaign which in turn pressurized government to speed up implementation of the DVA. NNVAW members were trained in advocacy skills and national and provincial advocacy activities were undertaken simultaneously with the broadcast of the Soul City 4 series.

Another dimension of the campaign involved the celebrity actors of the Soul City 4 series, who became advocates and spoke out on the issues at NNVAW public meetings and events. With regard to the engagement with the media, a resource booklet on Violence Against Women\(^42\) was developed for journalists to enhance the quality and amount of coverage of the issues. SC IHDC produced a Media Contact Directory to assist NNVAW to generate media coverage on the issues.

The media statistics that Soul city and the NWVAW kept is a good example of outreach indicators. Recorded media contacts by Soul City and NNVAW amounted to at least 5140, and media monitoring revealed 4 361 articles and bulletins which appeared in 280 mainstream print and electronic media throughout South Africa; of those 49% were about domestic violence, and overall 16% of coverage referred to Soul City or NNVAW\(^43\). This is a good example of using the mainstream media to create a multiplier effect.

IT statistics are also good outreach indicators. The GL case study shows that since 2004, some 815 people have participated in the cyber dialogues. The organised face to face discussion held prior to the online dialogue and the IT based dialogue provides organised pool of sources from experts and ordinary people who participate. The dialogues are thematic so the issues are well articulated and provide a space where those most affected are free to articulate themselves through cyber space.

\(^{41}\) Soul City (2000:5) Multi Media Audience Reception
\(^{42}\) Produced in partnership with NNVAW, Institute for the Advancement of Journalism, and the Commission for Gender Equality.
\(^{43}\) Soul City (2001: 10-11) Social Change the Soul City Communication Experience
Table five: GL Cyber dialogue statistics

<table>
<thead>
<tr>
<th>Year</th>
<th>M</th>
<th>F</th>
<th>U</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>68</td>
<td>171</td>
<td>-</td>
<td>239</td>
</tr>
<tr>
<td>2005</td>
<td>-</td>
<td>-</td>
<td>365</td>
<td>365</td>
</tr>
<tr>
<td>2006</td>
<td>98</td>
<td>79</td>
<td>-</td>
<td>177</td>
</tr>
<tr>
<td>2007</td>
<td>14</td>
<td>20</td>
<td>-</td>
<td>34</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>180</strong></td>
<td><strong>270</strong></td>
<td><strong>365</strong></td>
<td><strong>815</strong></td>
</tr>
</tbody>
</table>

GL website hits, as reflected in the adjoining graph, shoot up during the Sixteen Days of Activism. Website hits reached 299 257 in November 2007 compared to an annual average of 201 559. In 2008 website hits in 2008 increased to 389 239 compared to an annual monthly average of 168 415. This shows how IT can indeed be used to leverage gender justice campaigns.

**Awareness**

A good example of how awareness can be measured is the annual tracking of the Sixteen Day campaign by the Government Information and Communication Service (GCIS). While this only concerns the Sixteen Days, it could be extended to include the 365 day initiative or whatever banding is finally decided on for the long term campaign.

**GCIS survey fact box**

- The data has been compiled from GCIS’ tracking research – better known as the “Tracker”
- The sample is representative of the adult SA population (i.e., 18 years and above)
- The question was tracked in 2003, 2005 and 2007
- The question asked was: “In the past month, have you heard of, or seen the following initiatives/ issues/events, or not” (Question is a multiple mention).
- A follow up question: “Please tell me where you heard or saw the initiatives/ issues/ events you mentioned?”
- Comparative analysis is done for the period Feb 2003 – Jan 2007

The main conclusion of the survey is that public awareness levels of the campaign have been growing since it was launched from 16% in 2003; 26% in 2005 to 33% in 2006. The significance of the mainstream media is underscored by the fact that the majority of
respondents heard or saw the campaign via mainstream media: 81% through TV; 14% radio stations; 18% newspapers (18%); 12% “word of mouth” (12%) from family members & friends and less than 2% magazines, pamphlets, outdoor media, imbizo.

Figure 11: GCIS tracking

The majority of the respondents across provinces are aware and positive about the campaign because it calls upon people to act. The campaign is viewed as a catalyst for creating an opportunity for people to speak out against the rape of young children and girls. Most respondents are not aware that there is an initiative of 365 Days of Action additional to the existing campaign of 16 Days of Activism. As a result, they suggest that the campaign needs to be run over 365 days of the year because abuse takes place every day.

A more detailed analysis of the statistics shows that rural areas, LSM 1-3, and people with no schooling or with only primary schooling are the least aware. Awareness is also low in the rural provinces (e.g. KZN, Mpumalanga & Limpopo)

While most respondents are of the view that the campaign is reaching communities, some are of the view that there is still a lot to be done to change the mindset and behaviour of those who abuse, those being abused and those witnessing it. The findings show how awareness surveys can help to fine tune strategies; such as focusing more on the rural areas; profiling the 365 day campaign; and concentrating on impact.

Soul City also conducts audience reception research to determine the audience's views on the impact of Soul City in various areas. For example, a Soul Series 4 multi media audience reception evaluation was conducted in 2000.

The reception report of the Soul City 4 series revealed positive audience reception consistently in terms of its educational value, constructive, pro-social depiction of events, continuity from series to series, messaging and scenario setting, depiction of alternatives, role modeling, and credibility. The comments below show how qualitative indicators can amplify quantitative audience research findings.
**Talk back to Soul City**

Females, Mamelodi, Gauteng – ‘so what it has shown us is that this girl was able to think for herself and decide that its her life. No one is going to decide for her, and nothing can buy her. Then if you are under that situation you can do something because you have seen what the girl did.’

Male, Lichtenburg Area, North West – ‘since I started watching Soul City I have since realised that I am an abuser, I did not think about it before but they have made me to see myself as an abuser. I have tried to change and its not that easy but at least because I have the picture of abuse in my mind whenever I think of doing it that comes to mind and I would stop that.’

Male, Mamelodi, Gauteng – ‘and again it builds you and when you see that violence it makes you to take stock and causes you to limit violence and stop abuse’

Female, Mameloi, Gauteng – ‘and again it gives you (a) picture from both sides, so you to choose yourself what is right and what is wrong. Meaning you are able to determine your own opinion from the scene you see from Soul City.’

In its Soul City 4 series evaluating the impact of Soul City’s Communications approach on social change44, and specifically with regard to the Domestic Violence Act campaign the following was noted:-

[Rural female] - ‘Soul City influenced us to organize the march, emotions were high..’

[Department of Welfare] - ‘Many Acts are passed but I think the Soul City series made it a real Act, people could see how it could actually be used, that there is really an Act like that, that we can use it, it is not distorted. I think that really helped’

[Department of Justice] - ‘..there was a lot of pressure because of the expectations of (the) members of public who wanted to make use of the provisions of the Act.’

**Attitudes**

Several studies have been conducted to investigate men’s attitudes towards gender violence including:

- A Johannesburg-based study which found that out of 2059 men interviewed (2007 men responded to the question), “some 40 percent of men said they thought it was ok for a man to punish his wife in some form (by talking to her, beating her up, imposing financial punishment or through verbal abuse) (CIETAfrika, undated)
- A survey of 435 men in a township in Cape Town which showed that “more than one in five men... reported that they had either threatened to use force or used force to gain sexual access to a woman in their lifetime” (Kalichman et al 2007 in Ambe and Peacock, 2006);

---

44 Soul City (2001:10-11) Social Change the Soul City Communication Experience
• A survey with 1370 male volunteers recruited from 70 rural South African villages which indicated that “16.3 percent had raped a non-partner, or participated in a form of gang rape; 8.4 percent had been sexually violent towards an intimate partner; and 79.1 percent had done neither” (Jewkes et al 2006 in Ambe and Peacock, 2006)

• The National Gender Opinion Survey conducted by the Commission on Gender Equality in 2005 in which responses to the question: “Do you think there are circumstances where women invite rape” included: “Yes, there are circumstances such as the way they behave and what they wear. They wear mini-skirts and like to lean next to men and forget that men have feelings also and at the end you end up tempted and sleep with her thereafter they call it rape (Male, peri-urban) (Julien and Majake, 2005).

A 2006 survey of 945 men in the greater Johannesburg explored men’s perceptions of their own and government’s response to violence against women. Of several strategies proposed to prevent violence, the most preferred strategies were:
• Implementing programmes for school-aged boys in the schooling system (82 percent)
• Talking to your son (64.4 percent)
• Strongly enforcing existing laws on violence against women (62.8 percent)
• Educating men about violence against women (63.4 percent) (Ambe and Peacock, 2006).

Project Ndabezitha conducted a baseline study was conducted in rural communities on domestic violence to obtain baseline data on current attitudes and level of knowledge demonstrated by traditional leaders in implementation of the Domestic Violence Act, 1998 and Traditional Restorative Justice. The study also explored the current needs and expectations of the victims of domestic violence as they engage the services of traditional leaders.

According to the Programme Charter the data collected would be used to:
• Identify additional areas of training needs in domestic violence for traditional leaders and where necessary for prosecutors as well.
• Establish the best practice model to integrate the restorative justice philosophy with the retributive justice system in the multi-disciplinary management of domestic violence cases in rural communities.
• Explore and define ways of improving service delivery in the integrated management of domestic violence in rural communities, particularly between the NHTL, NPA and CS officials.

The main finding of the baseline study showed that the most urgent and pertinent issue was lack of training of traditional leadership in rural areas on gender based violence and in particular domestic violence because they were not well informed. There was a gap between traditional leadership who are the first point of entry to the justice system, and the prosecutors (Molaudi M. 2008)45.

---

45 Molaudi, M. (2008) semi structured interview with researcher
Changing attitudes
Significantly while there is a conglomeration of studies on existing attitudes, there is no one overall baseline study on attitudes towards GBV, and the only means to date of measuring changing attitudes is in anecdotal and qualitative rather than a survey of current attitudes against those prevailing previously. Comments by participants in the MAP workshops, for example, (see box) suggest that attitudes are changing, but this is not supported by empirical data.

Seeing the light

The following comments made by in a focus group meeting as part of this research on the experience of MAP workshops (the participants asked to be identified only by their first name) suggest that these do have an impact:

According to Tsepo, one of the participants: “If you have attended, you understand the terms such as abuse, violence, coercion... they ring in my mind [when I am in certain situations].”

Japhta, a peer educator spoke about how this attitude shift was evident at a community level: “You would go to a support group or try to start one and the men would not be interested. Now they are attending, they are even coming to me to say ‘we have a problem, we want to get together to talk about it, what must we do?’”

Edward, another peer educator commented: “You find that we have conducted workshops in a place a long time ago and we move, because of funding or what ever. You know that when you first went there, people that came were not too interested in participating. But now if we go back [we see] they are participating in other forums and projects in their communities. They believe that they have a role to play in their communities. When you go back you see changes like there is a youth desk, someone tells you before I was doing nothing now I’m doing something ... now I feel that I need to contribute to my community. This is what MAP does. Of course it won’t happen after one workshop – but people learn that they can make change if they stand up.”

Participants of the stakeholder focus group discussed how MAP helped them to begin to understand stereotypes about lesbians and gay men. Given that hate crimes related to sexual orientation are perceived to be on the increase, that MAP is resulting in stereotypes being challenged, is very significant.

“I stopped [stereotyping] gays and lesbians. Through MAP I understood better. I realised that I was insensitive and said [inappropriate] comments. MAP helped me” (Siphiwe, stakeholder).

Participants also spoke about practicing safe sex and an increase in their knowledge about HIV and AIDS since their participation in the workshops. “I use a condom correctly and consistently,” said Thabo (workshop participant).
Behaviour change

The last comment (using condoms correctly) is an example of how ideally increased awareness should lead to behaviour change. However, as the HIV and AIDS as well as GBV campaigns show, this is far from automatic. It is therefore necessary to devise objective ways of measuring whether behaviour is indeed changing. This needs to be done both at the micro project level, as well as the macro country level. As in the case of the Uganda case study cited at the beginning of this chapter, the ultimate test of a GBV prevention strategy is whether levels of GBV are subsiding.

Micro level

The case studies reveal important attempts at the project level to measure behaviour change both quantitatively and qualitatively. An example is the Stepping Stones Study that showed a measurable impact of SS on sexual behaviour and violent practices amongst men in the study.

The findings are based on two follow-up interviews of the prevention, one at 12 months and the other at 24 months after intervention (Jewkes et al, 2007, p. 2). Men reported fewer sexual partners between 12 months and 24 months after the SS intervention by 2.7% and 4.3% respectively. 4.3% were more likely to report correct condom use at last sex at 12 months. The proportion of men who disclosed perpetrating severe intimate partner violence was lower at 12 and 24 months (1% and 5% respectively) (ibid). Other evaluations of SS in other countries also show a reduction in male perpetration of intimate partner violence (Shaw, 2002; Wallace, 2006). Equally important are the qualitative results:

<table>
<thead>
<tr>
<th>Measuring change at the individual level</th>
</tr>
</thead>
<tbody>
<tr>
<td>“An 18 year old rural man explained to us how he could now discuss these issues with his father and his knowledge and confidence made him ‘appear important’ at home. Stepping Stones provided skills to deal with conflict constructively, as a 20 year old man explained: “if ever I was scolded at home, I used to become angry and unable to listen and walk away, but now I am able to sit down with my mother and tell her the problem that I am having and be able to sit down and talk about it nicely.” One of the participants said his mother was so pleased with the changes she saw in him that she began to encourage all the young men she knew to attend.</td>
</tr>
<tr>
<td>Many of the participants described how after Stepping Stones they had come to be advisors to others on a range of issues, particularly related to HIV, preventing pregnancy, avoiding the use of violence and reducing risk taking. They had new knowledge that they could share, their attitudes towards some areas of life had changed and they had confidence in their ideas and ability to communicate these. Many of the men told us how they now tried to defuse friends’ anger when they felt they have been slighted by others and wanted to resolve it with a fight.” (Jewkes, 2007, p. 3)</td>
</tr>
<tr>
<td>The example illustrates the snow-ball affects of such an intervention in the community. Men became role models in their homes and in the communities; this is a source of primary prevention for the boys who look up to these young men.</td>
</tr>
</tbody>
</table>
But as the MRC acknowledges, there is still a lot of statistical information to be deduced from the study about specifics in sexual behaviour change and violent practices and more evaluation should be conducted specifically with the men who disclosed that they perpetrate violence—whether with intimate or non-intimate partners to determine the quantitative effects of such interventions (Jama, personal communication).

**IMAGE** is another example of a long term intervention that has attempted to measure behaviour change. According to the evaluation of the project the levels of economic well-being improved and there was evidence of changes in women's empowerment - greater self confidence, more influence over household decisions, and the challenging of traditional gender norms.

The research measured the past year’s experience of intimate partner violence and nine indicators of empowerment. Among women participating in the intervention, their experience of physical and/or sexual violence reduced by half, relative to a control group of women from villages that were not recipients of the intervention. When trends were examined over time levels of intimate partner violence consistently decreased in all four intervention villages whereas they stayed the same or increased in the four control villages.

There were even indications that loan centers that included the workshops had higher repayment rates and fewer dropouts than those that did not. Thus, while the new support for microfinance programs is welcome, donor agencies should bear in mind that changing the status of women—and reducing the spread of HIV—may also require something else.

The nine indicators showed an increase in:
- **Power within:** to include self confidence, financial confidence, challenges to gender norms.
- **Power to:** to include autonomy in decision making, their partner perceived the money they bring as contribution to household income, household communication, partnership relationship improved
- **Power with:** to include women’s increased participation in social group membership, collective action improved.

According to Julia Kim, a physician and researcher based at Rural AIDS and Development Action Research, University of the Witwatersrand, “the IMAGE study offers encouraging evidence that these realities are not untouchable, and that it is possible to address poverty, gender inequalities and gender-based violence as part of a broader HIV prevention strategy.”

**Macro level- is GBV subsiding**

The context section of the report (Chapter one) raises a number of concerns with regard to available data on GBV. This includes:
- **Rape statistics,** which are the most readily available, are among the least reliable, because the majority of rape cases are not reported.
- **There are no specific statistics on domestic violence.**
- **Many forms of GBV for example emotional and economic abuse are difficult to quantify.** Statistics on gender violence in the work place and sexual harassment are notoriously difficult to obtain.
The 365 Day National Action Plan calls for the development of an agreed package of indicators for measuring if GBV is subsiding. This is in line with the draft SADC Protocol on Gender and Development that calls for a halving of gender violence by 2010. The need to develop and agree these indicators is critical for the success of the prevention model proposed in this report.

**Tracking progress**

In 2005 GL produced a Gender Justice Barometer comparing commitments made by government during the 2004 cyber dialogues with actual delivery that year. GL follows up to gender justice campaigns in South Africa and the region through a monthly e-newsletter, the Gender Justice Barometer. This newsletter is distributed to over 3000 local, regional and international contacts on GL’s list serve. Other than these instruments, the research did not find any other tools for systematically tracking progress in ending gender violence.

**Conclusions and recommendations**

While the examples cited in this chapter show many different attempts to measure progress these are mainly short term and do not give a composite picture of the impact of preventive efforts in the GBV sector. There is need to:

- Devise national targets and indicators for the national GBV prevention strategy. These should include ensuring, through an information blitz like the Constitutional assembly and measuring of awareness by the GCIS, that all South Africans know about the campaign by 2010. In line with SADC targets, the strategy must also adopt the target of halving current levels of GBV by 2010, and adopting appropriate measures for ensuring if this is the case.
- Develop an M and E tool kit for measuring progress at a micro level.
- Through the coordinating structure of the 365 day prevention task team, agree on routine monitoring and reporting mechanisms, including a monthly barometer and annual audit.
Chapter seven: Way forward
The study demonstrates that there is a vast array of initiatives across the country, covering most but not all of the arenas for action for ending GBV. Despite the 365 Day National Action Plan for Ending Gender Violence, which has a strong emphasis on prevention, these efforts remain fragmented and are not adequately funded. Monitoring and evaluation is similarly sporadic, with the result that initiatives on the ground appear to be making little headway overall, despite some excellent localized initiatives and impact.

The key recommendation emerging from this study is that there is need for an action plan workshop to resuscitate the 365 day prevention sector plan based on the key action points raised in this report, summarised as follows:

**An overarching framework**
- Review, harmonise and agree the messaging and branding of the Sixteen Day and 365 Day campaigns.
- Mount a concerted campaign, akin to the Constitution campaign, to get these well known.
- Market the plan with all key sectors, especially at local level; develop tools and templates for stakeholders to understand how they can become part of the process.
- Scale up involvement of survivors of GBV to lead the campaign.

**Arenas for action**
- A comprehensive audit be conducted of all primary prevention initiatives and stored in online data base that can be used to create effective linkages and synergies.
- The audit be used to update and fine tune the existing prevention strategy, to ensure that it covers all the “arenas for action” identified in the model.
- A GBV Prevention Fund is established with substantial resources from government to be complemented by private sector and foreign donor funding, with an independent governance and administrative structure on which all stakeholders are represented. Key considerations would include:
  - Criteria, similar to the checklist in this study, be developed for assessing new initiatives and scaling up of existing initiatives.
  - Priority be given to supporting initiatives in key arenas that are not currently receiving any or sufficient attention. These include initiatives focusing on the family; work place; traditional and religious arenas as well as sports.
  - An flagship initiative to harness the potential of Soccer 2010 for mounting a concerted campaign
  - All existing initiatives for scaling up demonstrate linkages and synergies that will ensure short, medium and long term goals are met.
  - Substantially more funding be allocated to programmes that have long term objectives such as transforming the media and empowering women.
- Engage with the South African Local Government Authority on cascading local action plans based on the model that can demonstrate on the ground the advantages of an integrated approach. Such initiatives would move away from fragmented initiatives that treat communities as guinea pigs rather than empower them through a coordinated multi-sector approach.
Strategies that work

- Systematically gather information on approaches and methodologies as part of the comprehensive audit of prevention interventions mentioned in the last chapter.
- Have annual summit during the Sixteen Days of Activism in which “strategies that work”; ideas and resources are shared.
- Link this to high profile annual best practice awards for interventions aimed at preventing GBV during the Sixteen Days of Activism.
- Document best practices.
- Create a website portal where contacts, methodologies, tools and resources, especially training materials, can be shared.

Monitoring and evaluation

- Devise national targets and indicators for the national GBV prevention strategy. These should include ensuring, through an information blitz like the Constitutional assembly and measuring of awareness by the GCIS that all South Africans know about the campaign by 2010. In line with SADC targets, the strategy must also adopt the target of halving current levels of GBV by 2010, and adopting appropriate measures for ensuring if this is the case.
- Develop an M and E tool kit for measuring progress at a micro level.
- Through the coordinating structure of the 365 Day prevention task team, agree on routine monitoring and reporting mechanisms, including a monthly barometer and annual audit to ensure that the desired targets are met.
### Annex A: Interviews conducted

Interviews and focus group discussions conducted for each case study:

<table>
<thead>
<tr>
<th>Name of interviewee</th>
<th>Designation/Organisation</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Saartjie Baartman Centre for Women and Children</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synnov Skorge</td>
<td>Centre Director</td>
<td>Skorge has been involved with the centre since its establishment in 1999.</td>
</tr>
<tr>
<td>Rosemarie Cox</td>
<td>Shelter Manager</td>
<td>She has also been involved with the centre since its establishment in 1999.</td>
</tr>
<tr>
<td>Irma Maharaj</td>
<td>Researcher</td>
<td>Maharaj has written two reports on SBCWC to date: “The Story” and “Economic empowerment of women survivors of gender-based violence. She is presently reorganising the data collection of clients that have visited the centre and its partners for better monitoring and evaluation purposes.</td>
</tr>
<tr>
<td>Anthony Sardien</td>
<td>Secretary of Board</td>
<td>Sardien became a board member in 2006.</td>
</tr>
<tr>
<td>Caroline Stemmet</td>
<td>Coordinator for the Western Cape Network on Violence Against Women Training (‘The Network’).</td>
<td>The Network is the oldest partner of the SBCWC.</td>
</tr>
<tr>
<td><strong>IMAGE Study</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Julia Kim</td>
<td>Researcher, IMAGE project</td>
<td>Has been part of the leading researchers since the project’s inception.</td>
</tr>
<tr>
<td>Lulu Ndlau</td>
<td>Project Officer, IMAGE project</td>
<td>One of the field workers.</td>
</tr>
<tr>
<td><strong>Nerina Stepping Stones</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marina Burrell</td>
<td>Chief Probation Supervisor under DSD</td>
<td>Marinda has been working at the Centre since the pilot in 1997. She was the main contact for this research.</td>
</tr>
<tr>
<td>Heinrich</td>
<td>The on-site NICRO representative and rendered the diversion services.</td>
<td>He worked for NICRO for 9 years and is presently under the DSD as a probation office.</td>
</tr>
<tr>
<td>‘Inspector’* requested that his name not be mentioned in the research</td>
<td>Police on-site officer for SAPS</td>
<td>He has been working with the Centre since the inception in 1997.</td>
</tr>
<tr>
<td><strong>Project Ndabezitha</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chief Mavundla,</td>
<td>KZN</td>
<td></td>
</tr>
<tr>
<td>Chief Khumalo</td>
<td>KZN</td>
<td></td>
</tr>
<tr>
<td>Chief Tshabalala</td>
<td>KZN</td>
<td></td>
</tr>
<tr>
<td>Chief Mjoli</td>
<td>KZN</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------</td>
<td></td>
</tr>
<tr>
<td>Rod Fick</td>
<td>Skills development manager at Edutel Skills Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Facilitated of Domestic Violence Training of Trainers course, Project Ndabezitha</td>
<td></td>
</tr>
<tr>
<td>Adv. Tsidi Kambula</td>
<td>Project Manager</td>
<td></td>
</tr>
<tr>
<td>Adv. Mooketsi Molaudi</td>
<td>Ass project manager</td>
<td></td>
</tr>
</tbody>
</table>

**Soul City**

**Making media work for gender justice - strategies employed by Gender Links**

- Portia Kobue, Executive Producer of Morning Live, before Newsmanager at Kaya FM.

- Ntebo Mokobo, SABC radio news, Now works at the political desk.

- Sandy McCowen, SABC News, From 2003 till 2006 she was ‘gender’ reporter for SABC TV news.

- Susan Smuts, Deputy Managing Editor, Sunday News.

- Nicole Johnston, Editor, Mail and Guardian.

- Martha Seloane, Participant I stories project in 2004.

- Maleshoane Dabile, Participant I stories project in 2006, now a counsellor at POWA.

- Sweetness Gwabe, Participant I stories project in 2007.

- Maureen Shabonga, Manager of Khaya Lethemba shelter in Braamfontein.

- Sandra Roberts, Projects Coordinator Media Monitoring Project (MMP).

- Tanya Owen, Organisational Development Officer at MMP.

**Ekurhuleni 365 Day Action Plan to End Gender Violence**

- Peta Mashinini, Deputy City Manager.

**Focus group discussions**

**The Saartjie Baartman Centre for Women and Children**

One focus group was conducted with five women who live at the Shelter. *Please note that one of the women did not want her name to be in this report; her name has been changed to protect her anonymity. Four were South African residents and one was from Cameroon. Four were first time visits to the shelter, one had been there before.*
<table>
<thead>
<tr>
<th>Names</th>
<th>Age</th>
<th>Level of Education</th>
<th>Length of time at the Shelter</th>
<th>Residential area</th>
<th>Main source of income</th>
<th>No. of children</th>
<th>No. of years in abusive relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mercy</td>
<td>27</td>
<td>Grade 5</td>
<td>1 month</td>
<td>Cameroon</td>
<td>None</td>
<td>1</td>
<td>11 months</td>
</tr>
<tr>
<td>Gelene</td>
<td>28</td>
<td>Standard 8</td>
<td>2 months</td>
<td>Manenberg</td>
<td>None</td>
<td>1 and she was pregnant at time of interview</td>
<td>4 years</td>
</tr>
<tr>
<td>Joann*</td>
<td>22</td>
<td>Grade 8</td>
<td>3 weeks</td>
<td>Retreat</td>
<td>None</td>
<td>2</td>
<td>6.5 years</td>
</tr>
<tr>
<td>June</td>
<td>56</td>
<td>Grade 10</td>
<td>1 month. And in 2001 for 3 months</td>
<td>Athlone</td>
<td>'casual'</td>
<td>5 (none were at the centre)</td>
<td>35 years</td>
</tr>
<tr>
<td>Aila</td>
<td>39</td>
<td>Grade 8</td>
<td>4 months (going to second stage housing soon)</td>
<td>Eesteriver Klienvlei</td>
<td>Working</td>
<td>3 (none were at the centre)</td>
<td>20 years.</td>
</tr>
</tbody>
</table>

**NERINA Stepping stones**

Two focus groups were conducted: 1) Parents of young offenders 2) 5 young offenders. Only two mothers were available for the focus group and no female offenders were available for the focus group with the children. NOTE: All names of children in the focus group were changed to protect their anonymity.

Focus Group 1:
Mother of Johnny
Mother of Johan

Focus Group 2:
The children were first-time offenders waiting on pending cases. They had all been through various diversion programmes and each had a probation officer. Most of them had dropped out of school; one had gained readmission to high school in his community.

<table>
<thead>
<tr>
<th>Names</th>
<th>Age</th>
<th>Last grade completed</th>
<th>Language</th>
<th>Description of Case(s)</th>
<th>Age when committed crime</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bongani</td>
<td>18</td>
<td>9</td>
<td>Xhosa</td>
<td>Housebreaking</td>
<td>15</td>
</tr>
<tr>
<td>Anda</td>
<td>18</td>
<td>presently in 10th grade</td>
<td>Xhosa</td>
<td>Housebreaking</td>
<td>15</td>
</tr>
<tr>
<td>Ray</td>
<td>18</td>
<td>8</td>
<td>Afrikaans</td>
<td>-Possession of drugs (Mandrax)</td>
<td>17</td>
</tr>
<tr>
<td>Johnny</td>
<td>13</td>
<td>4</td>
<td>Afrikaans</td>
<td>-Assault</td>
<td>13</td>
</tr>
<tr>
<td>Johan</td>
<td>18</td>
<td>8</td>
<td>Afrikaans</td>
<td>Robbery; damage to property</td>
<td>17</td>
</tr>
</tbody>
</table>
Hope worldwide Men as Partners (MAP) Programme
The focus group comprised the following people:
Phumlani Mngomezulu
Siphiwe
Thabo
Japhta
Ratanang
Willie Letswalo

* NB: Where names are not given in full those who participated asked to be identified only by their first names.
Annex B: Scope of work

- Literature review of violence prevention concept, evaluations and assessments of a minimum of 8 ‘promising’ prevention programmes implemented in South Africa.
- Review of international best practice models on violence prevention.
- Developing study instruments, identification and selection of a minimum of 8 ‘promising’ violence prevention interventions to be part of the mapping exercise - at all levels (national, provincial and local). Special attention will be given to programmes in Gauteng, Eastern Cape, KwaZulu-Natal, Western Cape and Limpopo.
- Developing checklist for violence prevention in various settings (such as home, class room, schools, neighbourhoods and communities) for various targets incl. young children, young people and women.
- Assessment of ‘promising’ violence prevention programmes both, type of services and geographical location where services are provided, target and beneficiaries and identified programmes results/progress. Issues related to effectiveness - extent to which objectives have been achieved, quality of services provided especially relating to different target groups and change of attitude. Efficiency - especially related to cost of resources to achieve the reported results and strategic results achieved. Focusing on positive and negative changes and effects caused by programme activities.
- A comprehensive review of the identified violence prevention programmes and should include progress to date against the original goals and objectives set out. Priority should be given to programme models currently in operation that provide services in multiple settings (such as home, class room, schools, neighbourhoods and communities) at multiple sites in communities to various groups incl. young children, young people and women.
- Visits to all identified promising programme areas and interviewing key sample informants including (children, women, adolescents, teachers, parents/caregivers and service providers)
- Interviewing of national authorities (NPA-SOCA/IDMT members, relevant provincial and local authorities)
- Prepare an analysis using the findings from the mapping and assessment exercise on prevention of violence against child and women.
- Provide recommendations for supporting
**Annex C: Summary of case studies**

<table>
<thead>
<tr>
<th>Name of project/campaign</th>
<th>Province</th>
<th>Realm</th>
<th>Established/potential</th>
<th>Researcher</th>
<th>Target groups</th>
<th>Motivation</th>
</tr>
</thead>
</table>
| 1. IMAGE | Limpopo, Sekhukuneland district | Empowerment of women and girls | EST | LJ N | Women and girls | • Dual aim of preventing violence against women and the spread of HIV  
• Highlighted in the Global Coalition on Women and AIDS as a programme working to prevent violence against women and HIV and AIDS amongst women and girls  
• implemented in a rural area  
• Impact has been evaluated, results published in the British medical journal The Lancet |
| 2. Stepping Stones | Eastern Cape | Men | EST | RD | Men, women, young people | • Internationally implemented programme with proven and documented impact  
• MRC research in South Africa provides considerable evidence that Stepping Stones is a useful HIV prevention intervention and is successful in changing a range of different men's behaviours  
• has already used and implemented by a number of organisations in South Africa  
• ability to be implemented in a variety of contexts |
| 3. One Stop Youth Justice Centre ‘Stepping Stones Project’ | Eastern Cape, Port Elizabeth | Family | EST | RD | Children under the age of 17 who come into conflict with the law | • Example of multi-sectoral and government / NGO collaboration  
• Diversion programmes reduce the caseload of the formal justice system and respond to broader concerns related to the criminal justice system  
• Involvement of families and communities in efforts to prevent re-offending; NB special focus on fatherhood. |
<table>
<thead>
<tr>
<th>Name of project/campaign</th>
<th>Province</th>
<th>Realm</th>
<th>Established/potential</th>
<th>Researcher</th>
<th>Target groups</th>
<th>Motivation</th>
</tr>
</thead>
</table>
| 4. Project Ndabezitha (SOCA-NPA traditional leaders project) | 9 provinces | Community, tradition | POT | LJ N | Traditional leaders | - The Centre has been operating for 10 years  
- Promotes community participation  
- Emphasises the complementarity of traditional and constitutional legal systems  
- Helping to deal with the operational problems experienced in the criminal justice system |
| 5. 070707 | National | Community attitudes; homophobia | POT | JM | Community at large | - Murder of two lesbians in Soweto placed a sharp focus on violence against lesbian women.  
- This and response is a critical new emerging issue. |
| 6. GEM | National | Schools | EST | JM | Young women | - Empowering young women |
| 7. MAP, Hope Worldwide | ? | Religion | EST | JM | Men | - NGO collaborating with a faith-based organisation |
| 8. Isola Bantwana | ? | Community | EST | PM | Children | - Community preventing violence against children |
| 10. Soccer | National | Sports | POT | MvD | Men, women, citizens | - Sports personalities act as positive role models (both men and women)  
- Preparations for the 2010 World Cup are already underway, messaging and other activities can be incorporated in all  
- FIFA racism campaign during last Soccer World Cup could be a model for a similar |
| 11. Trafficking | KZN | Criminal justice system | POT | JM | Traffickers | - Key emerging issue; illustrates potential of the criminal justice system to be pre-emptive rather than responsive.  
- Provincial, local level initiative that could be upscaled.  
- Information gleaned from Gender Justice |
<table>
<thead>
<tr>
<th>Name of project/campaign</th>
<th>Province</th>
<th>Realm</th>
<th>Established / potential</th>
<th>Researcher</th>
<th>Target groups</th>
<th>Motivation</th>
</tr>
</thead>
</table>
| 12. GL                  | National, regional| Media            | EST                     | CLM, MvD   | Men, women, children, decision-makers| • Media acts as a primary socialising agent  
  • Training of journalists produces quality stories which results in a higher standard of journalism  
  • Reaches a wide range of people within their contexts                                                                                   |
| 13. Soul City           | National          | Popular culture  | EST                     | PM         | Men, women                           | • Putting across messages on gender violence in a way that is easy to understand.                                                                 |
ANNEX D: CHECKLIST FOR ANALYSING CASE STUDIES

Synopsis
✓ What is the main issue being addressed?
✓ Where is the project based; who are the main actors?
✓ How and why did this project start?
✓ What has it achieved?
✓ Why is it a case study worth considering and upscaling in the context of this research?

Context
✓ Describe the local context.
✓ What set of circumstances is the project responding to?
✓ What are the levels of GBV and why did this project become necessary?

Problem identification
✓ How were the key issues identified?
✓ What gender analysis underpins the problems identified?
✓ What research, if any was conducted?

Project design
✓ How were stakeholders involved in the identification of the problem and design of the project?
✓ Were women and men involved equally in the project design? If not, why not? If yes, how was this ensured?
✓ What “experts” were involved in the project design and what value did they add?
✓ What are the main strategies employed?
✓ How was sustainability taken into account in the project design?

Targeting
✓ How were beneficiaries are identified?
✓ What mechanisms were used for all community members to communicate their interests and different needs?
✓ Have there been any changes in target groups since the project began? Why?
✓ Were there any relevant groups in the community that refused to participate? How was this addressed?

Approach
✓ What approach has been followed?
✓ To what extent does this encompass a nuanced understanding of the reality of violence against women as largely occurring within private spaces yet effecting women’s participation in public spaces and public life?
✓ To what extent does the approach include active participation by women and men?
✓ Is the approach holistic? Does it include an emphasis on spiritual, as well as physical and emotional healing?

Process
✓ What partnerships have been formed with local community organisations, working with already existing organisations with expertise in these areas?
✓ What is the extent of multi-sector involvement, e.g. police, judicial system, education, health, urban planners, professional organizations, local authorities,
community organisations, professional organisations and in some cases businesses and/or academic researchers?

✓ Overall community and government responsibility assumed for the problems and solutions?

Implementation

Management
✓ What is the governance/management structure of the implementing body?
✓ How gender balanced/sensitive is this management structure?
✓ Is there a written action plan and to what extent has this been followed?
✓ How have responsibilities been assigned?
✓ What is the level of representation of interest groups in the assignment of responsibilities?
✓ How have partnerships been taken into account in the assignment of responsibilities?
✓ How does the assignment of responsibilities ensure effective delegation/ownership of the process?
✓ What weaknesses, if any, are there in the management structure?

Resources
✓ What resources, human, physical, financial are available?
✓ To what extent are these from government/community/foreign donors/other?
✓ How sustainable are the resources?

Communication
✓ How has the project been marketed a) within the community and b) to the broader public?
✓ What are the main messages conveyed?
✓ How gender-aware are these messages?
✓ How consistent are they?
✓ How locally relevant are they?
✓ What mediums are used to convey the messages?
✓ How locally relevant are the mediums?
✓ How well known are the messages in the community?
✓ Are the messages equally well known/internalised by women and men?

Capacity building
✓ To what extent does the project include training and capacity building; skills transfer, especially among target groups?
✓ How gender aware is training/capacity building?

Monitoring and evaluation
✓ To what extent is quality assurance, monitoring and evaluation (M&E) built into the project?
✓ What evaluations have taken place and how have they been acted on?
✓ How participatory are the evaluations? Who participates?
✓ How gender aware are the evaluations?
✓ How are results disseminated?
✓ What is learned in the process and how is this implemented?
Impact
✓ What difference has this project made to the community/nation?
✓ How can this difference be quantified? Where possible provide quantifiable results; for example extent to which violence has decreased; attitudes have changed; women/girls have been empowered, as the case might be.
✓ What qualitative difference has the project made? Give examples. Where possible provide in-depth individual profiles/examples to demonstrate the difference the project has made or could make at an individual and/or community level.
✓ What is the extent of community knowledge/ownership of the issue and how can this be measured?
✓ How have women and girls been empowered as a result of the project? How can this be measured?
✓ To what extent are the attitudes of men changing as a result of this project? How can this be measured?
✓ To what extent are social norms changing as a result of the project? How can this be measured?

Sustainability/replication
✓ How cost effective is this intervention? Where possible demonstrate using figures of the number of persons reached; outcomes realised as against the cost of the project.
✓ What is the potential for upscaling/replicating the project?
✓ What would be required to do so?
✓ How, in particular, could the government be involved in replicating/upscaling the project?